

Telesis Preparatory Academy



Nevada State School Authority Public Charter Application
August 2013



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

Part 1: Basic Information

Name of the Proposed Charter School

Telesis Preparatory Academy

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

Sandra K. Breece

Mailing Address of Liaison

2598 Starlite Lane
Lake Havasu City, AZ 86403

Telephone for Liaison

928-855-8661

Email Address for Liaison

sbreece@telesis-academy.org

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)

Telesis Center for Learning, Inc DBA Telesis Preparatory Academy

Physical Address of School (If Known)

2598 Starlite Lane
Lake Havasu City, AZ 86403

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

Washoe County - Reno/Sparks community

School District in Which the School Would Be Located

Washoe County School District

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

August 11, 2014

Proposed Sponsor

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

Indicate which District or College/University below:

Enrollment Projections

School Year 1

Grade Levels Served

6-9

Projected Enrollment per grade

100

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

\$45,346.15

School Year 2

Grade Levels Served

5-10

Projected Enrollment per grade

83.33

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

\$74,946.75

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

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.

Telesis Preparatory Academy is a sixth through ninth grade school committed to offering curriculum individually designed and delivered to meet the needs of each student in real preparation for lifelong learning.

Application Certification

Signature of Liaison

Sandra K. Breece

Date

8/26/13

Printed Name

Sandra K Breece

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Narrative A.1.1, Purpose

The purpose of Telesis Preparatory Academy is the following:

- To individualize academic instruction for all students in a small class size maintaining a student-teacher ratio of 18-20:1
- To improve the academic achievement of all students, including all subgroup populations and students identified as at-risk or qualifying for academic assistance and interventions and / or special services funded by federal programming monies and protected under federal, state, and local laws, policies, and regulations
- To prepare all students with the skills and expertise needed to be postsecondary ready as defined as college ready, work ready, job ready, and career ready in order to be successful in their postsecondary academic and career endeavors
- To encourage the use of effective and innovative methods of teaching to challenge and engage students to demonstrate higher order thinking and communicate depth of knowledge of key academic concepts, ideas, subjects, and topics
- To provide an accurate measurement of the educational achievement of pupils through formative and summative assessments that measure student performance and progress, teacher effectiveness, and overall school performance in compliance with the policies and procedures under NRS § 386.520 (4)(b)
- To create and provide professional development opportunities and training for instructional staff to improve teacher effectiveness and collaborate on developing best practices, instructional methods and strategies, and professional expertise that foster high student achievement and teacher professionalism

Narrative A.1.2, Mission

Telesis Preparatory Academy is committed to offering curriculum individually designed and delivered to meet the needs of each student in real preparation for lifelong learning.

Narrative A.1.3, Vision

The vision of Telesis Preparatory Academy is to foster a learning environment that encourages, promotes, and supports “challenge without frustration”. We accomplish this vision by challenging and engaging students to

A.1: Mission, Vision and Educational Philosophy

progress at a pace that is appropriate to their abilities and strengths while meeting grade level expectations for proficiency set by the Mathematics and English Language Arts and Literacy Common Core State Standards and state of Nevada core content and special area academic standards.

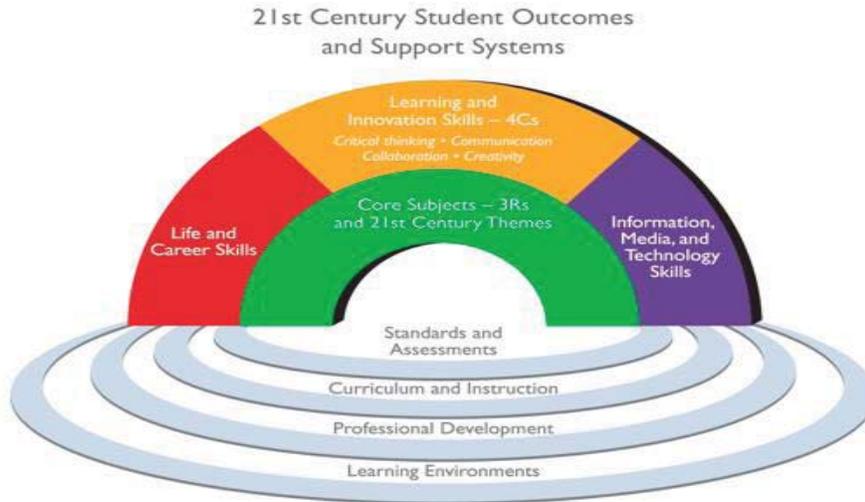


Figure 1: P21 Council Framework for 21st Century Learning¹

In order to be successful in our mission, curriculum and instruction at Telesis Preparatory Academy will focus the acquisition, development, and demonstration of the 21st Century Skills identified in the Framework for 21st Century Learning developed by the Partnership for 21st Century Skills.

In 5-10 years, after accomplishing our mission effectively and successfully, Telesis Preparatory Academy will become a local education agency (LEA) that provides a full comprehensive yet individualized education program for all students in Grades K-12 that adopts and supports the Telesis education philosophy for teaching and learning.

Narrative A.1.4, Philosophy

The word “Telesis” (derived from Greek) means “to bring each child to completion through intelligent and planned direction”. We define this as “planned progress”, which is exactly what we do for each of our students – we plan their educational progress.

¹ Partnership for 21st Century Skills. *Framework for 21st Century Learning*. Washington DC. Retrieved from <http://www.p21.org/overview>

A.1: Mission, Vision and Educational Philosophy

Telesis Preparatory Academy believes the key to students' success is to have the student work at the level where he or she can be successfully challenged and actively engaged rather than at their frustration level. We want each child to reach and recognize his or her own unique potential, and we will accomplish this by developing an individualized curriculum for each student and placing them in a rigorous and engaging learning environment and situation in which they will have the best potential to be challenged, learn, and succeed. For example, if a 7th Grade student is working at an 8th grade level in reading but a 6th grade level in mathematics, then that student will be placed in a learning environment that addresses and support their skill level, not age or grade level.

The Telesis Preparatory Academy staff – administration, instructional, and support – strongly believe in the *Telesis Triangle*, which represents the partnership we have with students and parents at Telesis Preparatory Academy. In order to plan the progress of each individual student, we believe all stakeholders – the teacher, the student, and the parents – join together as a three-member team that works collaboratively to ensure their individual student is receiving a high quality education. We refer to this as the *Telesis Triangle*, which represents the partnership our school staff establishes with students and parents at Telesis Preparatory Academy.

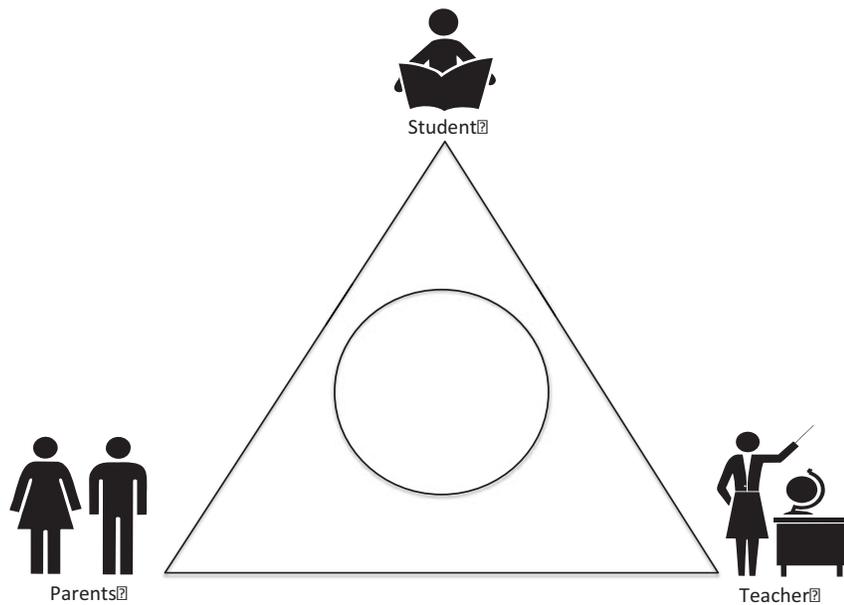


Figure A.1-2: The Telesis Triangle

The meaning of the sphere in the middle of the triangle is twofold. It represents the curriculum that is

A.1: Mission, Vision and Educational Philosophy

shaped to the need of each individual student and the world that awaits each student upon successful completion of one's education. We foster this relationship amongst this three-person team by encouraging the following:

- open confidential discussion about the educational and academic program as a whole
- proposal and discussion of solutions and adjustments to the academic program, then implemented if necessary and appropriate
- progress monitoring and follow-up on the impact and effectiveness of decisions and adjustment if necessary and appropriate



Picture A.1-1: Telesis Triangle Sculpture at Telesis Preparatory Academy in Lake Havasu, AZ

The *Telesis Triangle* will be represented throughout the campus to remind us of the core ideas and values of our philosophy as well the importance teacher-parent-student partnership that makes the vision we have for our school and each individual student possible.

A.2: School-Specific Goals and Objectives

Narrative A.2.1. Education Goals and Objectives

Goal 1 - Curriculum and Instruction: *80% or more of all students will demonstrate at least one year's growth and progress over the course of the academic year as measured by performance on the Smarter Balanced Assessment Consortium Exam, the assessments of the state of Nevada Proficiency Examination Program, classroom formative and summative assessments, and grade-level benchmarks.*

Goal 2 - Student Achievement in Literacy: *80% or more of all students will demonstrate at least one year's growth and progress in English Language Arts and Literacy (categorized under the clusters of the ELA/Literacy Common Core State Standards as reading, writing, speaking and listening, and language) as measured by performance on the Smarter Balanced Assessment Consortium Exam and the assessments of the state of Nevada Proficiency Examination Program.*

Goal 3 - Student Achievement in Mathematics: *80% or more of all students will demonstrate at least one year's growth and progress in mathematics as measured by performance on the Smarter Balanced Assessment Consortium Exam and the assessments of the state of Nevada Proficiency Examination Program.*

Goal 4 - Academic Intervention and Support: *80% or more of all students receiving academic support and intervention through academic intervention services such as Special Education, Title I, and English Language Learners will demonstrate at least one year's growth and progress or attain grade level proficiency in literacy (specifically in the domains of reading, writing, and language) and mathematics as measured by performance on the Smarter Balanced Assessment Consortium Exam and the assessments of the state of Nevada Proficiency Examination Program.*

Goal 5 - Technical Literacy: *90% or more of all students will increase their technical literacy expertise and skills as measured by performance on the Student Technology Literacy Assessment.*

Goal 6 - College and Career Readiness: *All students at Telesis Preparatory Academy will become college and career ready as measured by performance and progress on the Smarter Balanced Assessment Consortium exam and successful completion of rigorous and relevant course assignments and tasks that support problem-based, inquiry-based, project-based, and service learning.*

A.2: School-Specific Goals and Objectives

Goal 7 - Progression, Commencement, and Graduation: *All students at Telesis Preparatory Academy will progress to the next grade level and commence or graduate on time with their designated class as measured by classroom performance and progress on formative and summative assessments and successful completion of grade-level and course requirements.*

Narrative A.2.2, Organizational / Management Goals / Objectives

Organizational Goals

Goal 1 - Continuous Improvement: *Overall school performance for Telesis Preparatory Academy will increase at least 10% or maintain a performance rate 90% or higher annually as measured a comprehensive needs assessment that identifies areas of strength, growth, improvement, and need in regards to student achievement, teacher effectiveness, and stakeholder relations.*

Goal 2 - Enrollment: *Enrollment at Telesis Preparatory Academy will increase at least 10% annually or maintain 90% or higher of its currently enrolled student population as measured by enrollment and withdrawal records and parent / student satisfaction surveys.*

Goal 3 - Campus Climate, School Culture, Communication, and Classroom Environment: *Campus climate, school culture, two-way communication, and the classroom environment at Telesis Preparatory Academy will improve at least 10% annually or maintain an approval rating of 85% or higher as measured by an annual comprehensive needs assessment that identifies areas of strength, growth, improvement, and need in the areas of campus climate, school culture, two-way communication, and classroom environment.*

Goal 4 - Parent Involvement: *Parent involvement at Telesis Preparatory Academy will increase at least 10% annually or maintain a satisfaction rating of 90% or higher as measured by an annual comprehensive needs assessment that includes a parent involvement survey that identifies areas of strength, growth, improvement, and need in regards to parental input, involvement, engagement, and interest.*

Goal 5 - Stakeholder Relations: *Stakeholder relations at Telesis Preparatory Academy will improve at least 10% annually or maintain a satisfaction rating of 90% or higher as measured by an annual comprehensive needs assessment that identifies areas of strength, growth, improvement, and need in regards to decision making, partnerships, and communication between all members of the school community.*

A.2: School-Specific Goals and Objectives

Goal 6 - Fiscal Accountability and Compliance: *Fiscal accountability at Telesis Preparatory Academy will improve 10% annually or maintain an efficiency rating of 90% or higher as measured by the results of fiscal audits conducted by the local education agency, the state education agency, and the state department of finance.*

Goal 7 - Academic Program and System Compliance: *All academic programs and systems will meet all federal and state program compliance indicators, policies, and procedures as measured by the results of local education agency and site-based monitoring conducted by federal and state education and regulation agencies.*

Management Goals

Goal 1 – Leadership: *Leadership effectiveness at Telesis Preparatory Academy will improve at least 10% annually or maintain a performance rating of 85% or higher as measured by an annual comprehensive needs assessment that identifies areas of strength, growth, improvement, and need in regards to student achievement, teacher effectiveness, and stakeholder relations.*

Goal 2 – Highly Qualified Staff: *All instructional staff and administration recruited and retained for employment by Telesis Preparatory Academy will be highly qualified and / or appropriately certified based upon state regulations for teacher certification and employment and effective in their designated teaching assignment as measured by review of college transcripts, course completion and credit, and teacher observations and evaluations.*

Goal 3 – Professional Development: *All instructional staff and administration at Telesis Preparatory Academy will receive job-embedded professional development based upon the results of student achievement on formative and summative assessments, teacher observations and evaluations, and feedback on a professional development needs assessment and Common Core State Standards Survey that indicate level of interest and need for further and deeper training in best practices and instructional strategies supported by scientifically-based research.*

Goal 4 – Teacher Leadership and Engagement: *Teacher leadership and engagement at Telesis Preparatory Academy will increase 10% or more annually or maintain a participation rating of 90% or higher as measured by teacher input, engagement, and involvement on site-based committees, participation in leading professional development training, and providing instructional coaching.*

A.2: School-Specific Goals and Objectives

Goal 5 – Attendance: *Attendance rates at Telesis Preparatory Academy will improve at least 10% annually or maintain an average daily attendance rate of 90% or higher as measured by attendance records maintained within the classroom and campus administration office.*

Goal 6 – Discipline: *Disciplinary incidences at Telesis Preparatory Academy will decrease at least 10% annually or maintain an incident rate of 5% or lower as measured by the amount of classroom records of incidents and disciplinary referrals maintained within the classroom and campus administration office.*

Goal 7 – Resource Management and Budgeting: *Resource management and budgeting at Telesis Preparatory Academy will improve at least 10% annually or maintain an efficiency rating of 90% or higher as measured by an annual comprehensive needs assessment that identifies areas of strength, growth, improvement, and need in the allocation and use of resources (e.g. fiscal, human, physical, and time) to maximize and support high student and staff performance.*

Narrative A.2.3, Assessment Tools / Data / Artifacts

The effectiveness of the educational goals and objectives of Telesis Preparatory Academy will be measured using the following data, tools, and artifacts:

- Student achievement and performance on the Smarter Balanced Assessment Consortium Exam
- Student achievement on the assessments used by the state of Nevada Proficiency Examination Program including the Criterion Reference Test for Grades 3-8 and the High School Proficiency Exams for Mathematics, Writing, and Science for Grades 10-12
- Student achievement and performance on college preparatory standardized assessments including, but not limited, to the SAT, ACT, and the PSAT/NMSQT
- Gap analysis in reading, writing, mathematics, and science in Grades 3-12 measuring student achievement and performance on state summative standardized assessments conducted as part of the school's Comprehensive Needs Assessment to identify students who are most academically at-risk as well as grade levels and subject areas that need more targeted and strategic interventions and support

A.2: School-Specific Goals and Objectives

- Results on various academic tasks and tests provided by the publishing companies of the curriculum programs and textbooks adopted by the school
- Results on classroom-based and teacher-created tasks, assessments, and evaluations

The effectiveness of the organizational and management goals and objectives of Telesis Preparatory

Academy will be measured using the following, tools, and artifacts:

- A Comprehensive Needs Assessment Survey distributed to instructional staff and administration that identifies areas of strength, growth, improvement, and need in regards to the school's commitment to continuous improvement; leadership; curricular and instructional systems; academic assistance and intervention supports; data, assessment, and evaluation system and procedures; and stakeholder relations
- A Professional Development Needs Assessment distributed to instructional staff and administration that identifies interest and need for whole staff and individual professional development and identifies staff priorities by individual teacher, grade level, and grade band
- A Parent Involvement Survey distributed to all parents that seeks feedback and input on overall school performance in the areas of campus climate, culture, and communication; classroom instruction and environment; level of parental input and engagement; and interest in parental involvement
- A Common Core State Standards Survey distributed to all instructional staff and administration that measures teacher expertise with implementing and teaching the Common Core State Standards and interest and need for focused and further professional development and training
- Attendance, disciplinary, and enrollment records that document student attendance, incidents of student behavior, rate of student admission, and reasons for student withdrawal
- Results of fiscal audits and compliance monitoring conducted by federal and state governing agencies

A.2: School-Specific Goals and Objectives

Telesis Preparatory Academy will engage in data driven decision-making by analyzing and evaluating the results of the data, tools, and artifacts in setting the annual goals, strategies, and action steps of the school's continuous improvement plan.

Narrative A.2.4, Reasonableness of Goals

Telesis Preparatory Academy has set a targeted academic objective of 80% or higher of all students attaining grade level mastery with a 10% annual increase in individual student academic growth for its education goals correlating to student achievement to align with the state proficiency line indicated on the State of Nevada Growth Model. It also allows Telesis Preparatory Academy to remain aware of the students who rank in the bottom 20-25% and provide the necessary targeted and strategic interventions needed to have student attain grade level mastery in the core content areas of English Language Arts, mathematics, science, and history/social studies as well as develop expertise in special areas such as physical education, art, music, and life skills.

Telesis Preparatory Academy has set high targeted measurable organizational and management objectives to increase overall school performance in the areas of continuous improvement, leadership, enrollment, staffing, school climate and environment including attendance and discipline, stakeholder relations, and fiscal and academic program accountability and compliance in order to set high levels of expectations and performance in the areas of student achievement, teacher effectiveness, and overall school performance.

Narrative A.3.1, Curriculum Model

Telesis Preparatory Academy will have a developmental format consisting of three academic levels when the school first opens for the 2014-2015 academic year. Each level will be comprised of developmental, multi-aged classrooms with approximately a two-year spread of age amongst its students and maintain a student-teacher ratio average of 18:1. The three academic programs will be designated as the following:

- **Intermediate:** Students who demonstrate competency and mastery of 5th grade academic standards and readiness to learn the 6th Grade Mathematics and English Language Arts and Literacy Common Core State Standards as well as the 6th Grade core content and special area academic standards of the state of Nevada.
- **Junior Academy:** Students who demonstrate grade level competency and mastery of 6th or 7th Grade academic standards and readiness to learn the 7th and 8th Grade Mathematics and English Language Arts and Literacy Common Core State Standards as well as the 7th and 8th core content and special area academic standards of the state of Nevada. Junior Academy will be split into First Year and Second Year Junior Academy.
- **Academy:** Students who demonstrate grade level mastery of 8th Grade academic standards and readiness to learn the High School Mathematics and English Language Arts and Literacy Common Core State Standards as well as the core content and special area academic standards of the state of Nevada.

Over the course of the five years following the opening of the school, the curriculum model will expand to consist of six academic levels consisting of the one's listed above and the following added levels:

- **Developmental Kindergarten:** Students aged 4-5 who are beginning their K-12 education career, demonstrate limited foundational knowledge and functional skills, and will develop grade-level competency of the Kindergarten. Mathematics and English Language Arts and Literacy Common Core State Standards as well as the core content and special area academic standards of the state of Nevada.
- **Early Elementary:** Students who demonstrate competency and mastery of academic standards for Kindergarten and readiness to learn the Mathematics and English Language Arts and Literacy Common Core

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State Standards for Grades 1-2 as well as the Grades 1-2 core content and special area academic standards of the state of Nevada.

- **Elementary:** Students who demonstrate competency and mastery of academic standards for Grades K-2 readiness to learn the Mathematics and English Language Arts and Literacy Common Core State Standards for Grades 3-4 as well as the Grades 3-4 core content and special area academic standards of the state of Nevada.

The Intermediate Level will expand to serve students who will develop grade-level competency and proficiency of the Mathematics and English Language Arts and Literacy Common Core State Standards for Grades 5-6 as well as the Grades 5-6 core content and special area academic standards of the state of Nevada. The Academy Level will expand to serve students who will develop will expand to serve students who will develop grade-level competency and proficiency of the Mathematics and English Language Arts and Literacy Common Core State Standards for Grades 9-10 and 11-12 as well as the Grades 9-12 core content and special area academic standards of the state of Nevada.

Telesis Preparatory Academy will develop the curriculum and instruction of its academic program based upon the college and career readiness standards of the K-12 Mathematics Common Core State Standards, the English Language Arts and Literacy Common Core State Standards, the Literacy Common Core State Standards for History and Social Studies, the Literacy Common Core Science and Technical Courses, and the K-12 core content and special areas standards of the state of Nevada that will be assessed and evaluated by the Smarter Balanced Assessment Consortium Exam and the Nevada Proficiency Exam Program. Telesis Preparatory Academy also will assure that it will monitor and adjust its curriculum and courses in responses to any changes and modifications in regards to the academic standards adopted and implemented by the state of Nevada.

Narrative A.3.7, Policy for Pupil Promotion

Student promotion at Telesis Preparatory Academy will be based on mastery and can occur throughout the school year if grade-level mastery is evident. In accordance with the Telesis philosophy, students may be promoted at times other than the traditional start of a school year or semester.

The school's grading system will consist of the following a traditional grading scale:

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- Highly Proficient (A)= 90-100%
- Proficient (B) = 80-89%
- Moderate Proficiency (C) = 70-79
- Limited Proficiency (D) = 60-69
- Deficient (F) = 0-59%.

Most students within each grade/course level should satisfactorily achieve the standards set forth in the curriculum by the end of each year.

At any time that a student is to be considered for academic promotion, several items will be addressed:

1. Student should be both academically and socially prepared for the advancement.
2. Notify the Superintendent / Principal as soon as the promotion possibility arises.
3. Superintendent / Principal will initiate the proper paperwork.
4. A meeting with the appropriate team members will be scheduled by the Superintendent / Principal to discuss the details regarding a possible promotion.
5. When a determination is made, if necessary, the Superintendent / Principal will contact the parents of the promotion candidate in question and a meeting scheduled with the parents.
6. Upon agreement of all parties, a plan will be created based upon the students' individual needs.

Student promotion will follow the steps as outlined above in this particular order to avoid any miscommunication or misunderstandings. All staff will be expected as part of their contractual duties, obligations, and responsibilities to follow the procedures and steps as detailed above.

At the Intermediate and Junior Academy levels, students will be advanced or be promoted based upon their successful completion of the courses set in their individualized lesson plan and benchmark assessments that measure their competency and proficiency in a special subject area. For example, a student who would be designated as a 6th Grader may be promoted to First Year Junior Academy or Second Year Junior Mathematics or Algebra I or II if they demonstrate grade level proficiency as well as high level aptitude mathematics.

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At the Academy Level, students will be advanced or promoted based upon the individual credits they earn each school year (e.g. students who receive two credits in Algebra I and II during their years in Junior Academy and Academy).

Student promotion at Telesis Preparatory Academy is not the equivalent of “grade skipping” as students must demonstrate grade-level proficiency and mastery before promotion is considered.

Narrative A.3.9, Transcript

Below is a copy of the transcript form to be used by Telesis Preparatory Academy that will document student performance, completion of courses, and date of completion in compliance with NAC § 386.150(8). This document will be printed on 8.5” x 11” paper. Students and / or parents can request a copy of their transcript from the school office.

Telesis Preparatory Academy 2598 Starlite Lane Lake Havasu City, AZ 86403-4968 Phone: (928) 855-8561 Fax: (928) 855-9302					Sex DOB SSN Entry Date Exit Date Graduation				
					Parent/Guardian				
ACADEMIC HISTORY									
DATE	GL	TITLE	MARK	CREDIT	DATE	GL	TITLE	MARK	CREDIT
As of:		ACADEMIC STANDING		GPA	AUTHORIZATION				
		Total Credits	GPA	Class Rank	<input checked="" type="checkbox"/>				
					Title		Date		

Tyler Technologies, Inc.
Schoolmaster Student Information Systems

Narrative 3.11, Textbooks

Telesis Preparatory Academy is planning to use the following textbooks to support and supplement teaching and learning:

English Language Arts

- Holt, Reinhart, and Winston – *Elements of Language, First, Second, and Third Courses*

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- *Renaissance Learning's Accelerated Reader*
- Independent long form novels and informational texts identified as grade level exemplar text

Mathematics

- enVisionMATH (Intermediate)
- Pearson Mathematics (Junior Academy and Academy)
- Prentice Hall – *Course 1, 2, and 3, Algebra I, Algebra II*

Science

- Holt McDougal – *Life Science, Physical Science, Earth and Space, Biology*

Social Studies

- Glencoe Geography – *The World and Its People*
- Holt-McDougal – *Patterns of Interaction Series*

Spanish

- McDougall-Littel *Avancemos* (Spanish I)
- Reinhardt-Holt *Den Conmigo* (Spanish II)

These textbooks are currently adopted at Telesis Preparatory Academy in Lake Havasu City, AZ, and have proven to be effective in increasing student achievement, teacher effectiveness, and overall school performance. Prior to the opening of our proposed site in Reno, Nevada, in 2014-2015, Telesis Preparatory Academy plans on conducting a thorough investigation of the curricular materials and packages offered by education publishing companies that support the cognitive rigor and demand of the English Language Arts and Literacy and Mathematics Common Core State Standards as well as prepare our students to be assessed by Smarter Balanced Assessment Consortium exam starting during the 2014-2015 academic year.

Narrative 3.12, Instructional Strategies

Telesis Preparatory Academy will incorporate the following best practices and instructional strategies to provide our students with a rigorous and relevant education that challenges them to demonstrate higher order thinking and communicate depth of knowledge by thinking critically, examining and exploring concepts and ideas

deeply through research and investigation, working collaboratively to establish relationships and produce results, and communicating clearly through oral, written, creative, and technical expression:

- **Developmental Classrooms:** As stated previously, in support of the Telesis philosophy, student at Telesis Preparatory Academy will be placed in multi-aged developmental classrooms with approximately a two-year spread of age amongst its students and maintain a student-teacher ratio average of 18:1. Instruction will be differentiated and individualized to meet the needs of each student.
- **Mastery Teaching:** Telesis Preparatory Academy provides pre- and post-testing to determine competency, proficiency, and mastery of academic concepts, ideas, subjects, and topics to drive decision making in regards to classroom planning, curriculum and instruction, and student advancement. Mastery teaching is an key component of the student promotion policy and practice at Telesis Preparatory Academy, determining whether students are academically, behaviorally, and socially prepared to advance to the next academic level.
- **Effective Elements of Instruction (EEI):** Teachers will develop their lesson plans based upon the Effective Elements of Instruction (EEI) based upon the research and work of Madeline Hunter. Every lesson design will contain the following eight steps:
 1. **Learning Objective:** Teachers will select an objective at an appropriate level of difficulty and complexity, as determined through a task analysis, diagnostic testing, and/or congruence with Bloom's Revised Taxonomy. Teachers will state the purpose of the lesson and inform students what exactly they are going to learn.
 2. **Anticipatory Set:** The teacher will motivate students to learn by focusing the learning task, its importance, or the prior knowledge/experience of the learners.
 3. **Rationale:** The teacher will communicate to students why it is essential to know, understanding, and be able to do what they will be learning.
 4. **Input:** The teacher will identify and teach main concepts and skills, emphasize clear explanations and frequent use of examples and/or diagrams, and invite active student participation.

5. **Modeling:** The teacher will model the higher order thinking and depth of knowledge students must acquire, develop demonstrate, and communicate through the use of visual aids, demonstration, and examples.
 6. **Checks for Understanding:** The teacher will observe and interpret student reactions (active interest, boredom) and provide immediate feedback with frequent formative checks and measures. They will also monitor and adjust instruction as needed and reteach if necessary.
 7. **Guided Practice:** The teacher will facilitate learning by guiding and supporting students through the learning process.
 8. **Independent Practice:** The student will demonstrate higher order thinking and depth of knowledge independently or collaboratively with their peers with the teacher providing assistance, intervention, and support when needed.
- **T4S (Teach for Success):** Teachers will incorporate T4S, formerly Teach for Success, created by WestEd that addresses the following six components of effective teaching:
 1. Teaching Techniques to Support and Engage All Students in Learning
 2. Student Engagement
 3. Cognitive Level of Questions and Activities
 4. Instructional Practices to Support all Learners
 5. Assessment Practices
 6. Learning Environment
 - **Standards of Mathematical Practice:** Mathematics instruction will incorporate the eight Standards for Mathematical Practice based upon the National Council of Teachers of Mathematics (NCTM) process standards of problem solving, reasoning and proof, communication, representation, and connections and the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*:
 1. Make sense of problems and persevere in solving them.
 2. Reason abstractly and quantitatively.
 3. Construct viable arguments and critique the reasoning of others.

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4. Model with mathematics.
 5. Use appropriate tools strategically.
 6. Attend to precision.
 7. Look for and make use of structure.
 8. Look for and express regularity in repeated reasoning.
- **Literacy Across the Curriculum:** Students will demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion in all core content and special area courses. Students will be taught and develop disciplinary literacy skills that allows them to read and respond to a variety of literary fiction and nonfiction from various areas of study. Students will be expected to communicate depth of knowledge and understanding through oral, written, creative, and technical expression.
 - **21st Century Learning:** Students will demonstrate and communicate 21st Century readiness by acquiring and developing the 21st Century Skills identified in the student outcomes of the P21 Council Framework for 21st Century Learning with an emphasis on incorporating 21st Century themes into teaching and learning, developing learning and information skills, demonstrating informational technology skills, and learning life and career skills that will benefit them in their postsecondary academic and career endeavors.
 - **Research and Investigation:** Students will engage in research and investigation as a means of students developing the ability to demonstrate higher order thinking and communicate depth of knowledge of key academic concepts, ideas, subjects, and topics. Students will support their responses to open-ended, text dependent questions by citing information from credible sources of information and using media and technology to expand and extend their search for understanding and find evidence and facts that will support their arguments, claims, and conclusions. Students at all levels will conduct short and extended research projects quarterly to deepen conceptual understanding and metacognition, think critically, and communicate ideas and understanding clearly using oral, written, creative, and technical expression.

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- **Hands-On Learning:** Students will be provided opportunities hands-on learning experiences that allows them to use manipulatives, tools, and technology to apply the key academic concepts and ideas they are learning in class to develop deeper conceptual understanding, engage in deeper examination and exploration, and address real life circumstances and situations.
- **Portfolio Assessment:** Portfolios featuring student work demonstrating and communicating factual knowledge, conceptual and procedural understanding, and metacognition will be used as a measure of higher order thinking and depth of knowledge of key academic concepts, ideas, subjects, and topics.
- **Technology:** Technology and media literacy will be incorporated into teaching and learning across the curriculum by having students develop informational technical literacy as well as use technical tools and sources of information to expand and extend understanding and awareness. Students will use CD-ROMs and online search engines, web pages and portals, and computer software such as Microsoft Word, Excel, and PowerPoint to acquire, develop, demonstrate, and communicate thinking and knowledge. Teachers will incorporate media and technology in instruction to deepen, enrich, and extend the learning experience for all students.
- **Problem-Based Learning:** Students will be challenged to think critically, examine and explore deeply, and communicate clearly through oral, written, creative, and technical expression using the key academic concepts and ideas they are learning in the classroom to solve complex problems and complete challenging tasks that address and reflect real life circumstances and situations, research and investigate case studies and topics, develop hypotheses and theories, form arguments, establish claims and conclusions, and role play situations in which they need to use higher order thinking and depth of knowledge.
- **Inquiry-Based Learning:** Students will be challenged to demonstrate higher order thinking and communicate depth of knowledge by responding to open-ended, text-dependent questions that are factual, analytical, hypothetical, reflective, and affective. Students will also be engaged in their learning by developing, examining, and exploring their own questions and curiosity about the concept, idea, subject, or

topic. This form of inquiry will foster deeper reading, writing, thinking, and discussion as well as prompt creativity and innovation and foster collaboration and communication.

- **Project-Based Learning:** Students will be engaged to demonstrate higher order thinking and communicate depth of knowledge of key academic concepts, ideas, subjects, and topics represented by a concrete, tangible project or product that reflects the students' ability to apply, analyze, evaluate, design, develop, innovate, or invent. This form of instruction supports critical thinking and problem solving through deeper research and investigation, creativity and innovation by developing original ideas or designing new concepts or processes; collaboration by drawing upon the expertise, strengths and talents of other individuals to assist in completion of the project; and communication by expressing thinking and knowledge literally or figuratively through oral, written, creative, or technical expression.
- **Service Learning:** Students will develop deeper awareness and literacy about key 21st Century Themes and their impact on society and culture locally, nationally, and globally by applying the key academic concepts and ideas they are learning in class to address real life circumstances and situations. They will be challenged to think critically and creatively by innovating existing processes and procedures or developing new concepts and ideas that will serve as a solution, establish a different way of thinking or perspective, or contribute to the growth, development, and improvement of the local, national, or global community.

Attachment A.3.13, Professional Development

All instructional staff and administration at Telesis Preparatory Academy will receive professional development training to increase student achievement, teacher effectiveness, and overall school performance through the following forms of delivery:

- on-site staff development led by Telesis Preparatory Academy staff members who specialize in a specific subject area or demonstrate expertise in a particular best practice or instructional strategy to foster teacher leadership, investment, and ownership of high levels of student achievement and teacher effectiveness

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- on-site staff development provided by professional development representatives of the education publishing companies from whom Telesis Preparatory Academy has purchased curricular materials to ensure all purchased instructional products are being used effectively and with fidelity
- on-site professional development provided by professional development practitioners who specialize in a particular instructional method or strategy, have expertise in teaching a particular subject area, or have experience working with specific student populations
- attendance at education conferences offered within the state of Nevada or nationally by reputable education organizations

Data Driven Decision Making for Job-Embedded Professional Development: Decisions regarding professional development will be based upon the following:

- Student achievement based upon the results of formative and summative assessments
- Teacher effectiveness as measured by teacher observations and evaluations as well as the results of formative and summative assessments
- Feedback and input provided by staff members on areas of interest and need through a professional development needs assessment survey and Common Core State Standards survey provided to all instructional staff and administration
- Research produced and published by the education community supporting effective best practices and instructional strategies

Professional Development Needs Assessment: In order to best serve the needs of all our stakeholders – particularly our staff and students – Telesis Preparatory Academy will conduct a professional development needs assessment as part of the school’s Comprehensive Needs Assessment that will assess staff interest and need in further and deeper training in the core content areas, best practices, and instructional strategies in order to increase student achievement and teacher effectiveness. This professional development needs assessment will also provide data, feedback, and input on whole staff development, whole staff and grade level priorities, and individual professional growth and development.

Common Core State Standards Survey: In order to ensure our instructional staff and administration are well-versed in the demands and expectations for college and career readiness imbedded the Common Core State Standards, Telesis Preparatory Academy will provide a Common Core State Standards Survey as part of its Comprehensive Needs Assessment to determine staff’s level of familiarity, experience, and training in teaching the Mathematics and English Language Arts and Literacy Common Core State Standards as well as interest and need for further professional development and training.



Figure 3.1: Response to Instruction (RtI) for Professional Development

Professional Development Model: Telesis Preparatory Academy will implement a model for delivering professional development training based upon the Response to Intervention (RtI) Model. However, we refer to this model as a Response to Instruction in that professional development planning and training will be provided and structured based upon the feedback and input of the staff regarding interest for training and needs for professional coaching and support based upon the results of student achievement and teacher evaluations and observations.

Professional Development Opportunities and Trainings: Telesis Preparatory Academy will provide professional development in the following best practices and instructional strategies to provide our students with a rigorous and relevant education that challenges them to demonstrate higher order thinking and communicate depth of knowledge by thinking critically, examining and exploring concepts and ideas deeply through research and investigation, working collaboratively to establish relationships and produce results, and communicating clearly through oral, written, creative, and technical expression:

- Implementing and Teaching the Common Core State Standards
- Differentiated Instruction
- Effective Elements of Instruction (EEI)
- T4S (Teach for Success)
- Standards for Mathematical Practice
- Literacy Across the Curriculum
- 21st Century Teaching and Learning
- Research and Investigation
- Hands-On Learning
- Portfolio Assessment
- Technology
- Problem-Based Learning
- Inquiry-Based Learning
- Project-Based Learning
- Service Learning

These best practices and instructional strategies also support the instructional delivery of our curriculum model as well as the educational and organizational goals of our continuous improvement plan.

Telesis Preparatory Academy will have a daily schedule of rotation that include a challenging selection of courses. Some courses will be scheduled daily; others, weekly or bi-weekly.

Block Scheduling

Instructional time at Telesis Preparatory Academy will be on a block schedule consisting of four 85-87 minute class periods daily per semester. Students will have different subjects and electives each semester. This allows Telesis Preparatory Academy to provide our students with a well-rounded educational exposure to many different academic concepts, subjects, topics, and areas of interest.

The instructional focus in the block-scheduled classroom at Telesis Preparatory Academy will be more focused and intense; however, this will provide students the opportunity to concentrate on fewer academic subjects and topics and engage in deeper examination of key academic concepts and ideas. While intense exposure to core subjects occurs, the block schedule also allows Telesis Preparatory Academy to expand and rotate the elective subjects, thereby expanding the overall education program at all levels.

The block-scheduled format of learning time to be implemented at Telesis Preparatory Academy also supports the instructional shifts of the Common Core State Standards that call for more focused, coherent, and rigorous teaching and learning of literacy and mathematics. It also supports college and career readiness by providing students the opportunity for a well-rounded and broader education that will give them the competitive edge in their postsecondary academic and career endeavors.

Intermediate Level (Traditional 6th grade)

The daily schedule in 6th Grade will be filled with learning. Students will rotate between teachers daily for the specific instruction that is focused on a particular subject. Having a specific teacher ensures that every day students are experiencing high quality instruction in every subject. Mixed in with the core subjects of Language Arts, Math and either Science or Social Studies will be a variety of liberal arts classes. Once a day, students also get to experience music, art or P.E. again with a teacher that specializes in those areas. In any of these classes, students are experiencing learning through a variety of instructional methods in order to make sure that they are successful in understanding the material that is being presented.

ACADEMY COURSE	# OF DAYS PER WEEK	CREDITS PER SEMESTER
Intermediate English Language Arts	5	.5
Intermediate Mathematics	5	.5
Life Science	5	.5
World People, Cultures, and Civilizations	5	.5
Intermediate Spanish	4	.4
Computer Technology	4	.4
Portfolio	3	.3
Humanities / Fine Arts	2	.2
Practical Skills	2	.2
Industrial Arts	2	.2
Performance Studies	1	.1

Junior Academy Level (Traditional 7th and 8th grades)

Students in this group level will build on their foundational knowledge and understanding the core subject areas as they move into upper level grades. They will have English Language Arts, math, science, and social studies. In addition, they will have a language class -- most likely Spanish. Students in this age group will be provided opportunities to experience electives such as P.E and the fine and performing arts, Courses in life and career skills will be offered during Second Year Junior Academy.

ACADEMY COURSE	# OF DAYS PER WEEK	CREDITS PER SEMESTER
Junior Academy English Language Arts I or II	5	.5
Junior Academy Mathematics or Pre-Algebra	5	.5
Earth Science and Space and Physical Science	5	.5

United States and Nevada State History or Civics and World Cultures	5	.5
Junior Academy Spanish I or II	4	.4
Computer Technology	4	.4
Portfolio	3	.3
Humanities / Fine Arts	2	.2
Practical Skills	2	.2
Industrial Arts	2	.2
Performance Studies	1	.1

Academy Level (Traditional 9th grade)

Students at this level will have core subjects Algebra I, Biology, P.E, US History, Language, and Academy English. They will be exposed to a wide variety of electives that will be rotated in and out of the program throughout several years. However, at this group level, they get to choose one or two electives and focus more on the core areas. As they progress to higher grades, they will have an opportunity to receive all the electives. Students who are excelling will be moved on to higher levels in every subject area.

ACADEMY COURSE	# OF DAYS PER WEEK	CREDITS PER SEMESTER
Academy English	5	.5
Algebra I or Algebra II	5	.5
Biology	5	.5
U. S. History	5	.5
Academy Spanish	4	.4
Computer Technology	4	.4
Portfolio	3	.3
Humanities / Fine Arts	2	.2
Practical Skills	2	.2
Industrial Arts	2	.2
Performance Studies	1	.1

Curriculum Assurances of Alignment to Standards

English Language Arts

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

Course Name and Description for each grade level being offered at the proposed school:
<p>6th grade: Intermediate English Language Arts - This one-year course is designed to address the grade-level college and career ready anchor standards the English Language Arts and Literacy Common Core State Standards. Reading instruction will emphasize the development of critical thinking skills and the ability to analyze, evaluate, and critique classic and contemporary literary fiction (e.g. novels, short stories, poems, drama) and informational text addressing various academic disciplines, subject areas, and topics. proficiently and independently through oral, written, creative, and technical expression. Writing instruction will emphasize the understanding and development of specific writing text types as well as composition of arguments, informative/explanatory texts, and narratives in which the development, organization, tone, and style are appropriate to audience, task, and purpose. Students will also build their understanding and use of vocabulary and language by determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content. Research, media literacy, and technology skills will be integrated to enhance and extend teaching and learning reading, writing, speaking and listening, and language. This is a required course for all Intermediate students and fulfills the course requirement for 6th Grade English.</p>
<p>7th grade: Junior Academy English Language Arts 1 -This course is designed to address the grade-level college and career ready anchor standards of the English Language Arts and Literacy Common Core State Standards. Reading instruction will emphasize the development of critical thinking skills and the ability to analyze, evaluate, and critique classic and contemporary literary fiction (e.g. novels, short stories, poems, drama) and informational text addressing various academic disciplines, subject areas, and topics proficiently and independently through oral, written, creative, and technical expression. Writing instruction will emphasize the understanding and development of specific writing text types as well as composition of well-constructed arguments, informative/explanatory texts, and narratives in which the development, organization, tone, and style are appropriate to audience, task, and purpose. Students will also develop their understanding and use of vocabulary and language by determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content. Research, media literacy, and technology skills will be integrated to enhance and extend teaching and learning reading, writing, speaking and listening, and language. This is a required course for all Junior Academy students and fulfills the course requirement for 7th Grade English.</p>
<p>8th grade: Junior Academy English Language Arts 2 - This course is designed to address the grade-level college and career ready anchor standards of the English Language Arts and Literacy Common Core State Standards. Reading instruction will emphasize the development of critical thinking skills and the ability to analyze, evaluate, and critique classic and contemporary literary fiction (e.g. novels, short stories, poems, drama) and informational text addressing various academic disciplines, subject areas, and topics proficiently and independently through oral, written, creative, and technical expression. Writing instruction will emphasize the understanding and development of specific writing text types as well as composition of in-depth arguments, informative/explanatory texts, and narratives in which the development, organization, tone, and style are appropriate to audience, task, and purpose. Students will also extend their understanding and use of vocabulary and language by determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content and analyze the impact of a specific word choice on meaning and tone in order to read and comprehend grade-level complex text deeply and proficiently. Research, media literacy, and technology skills will be integrated to enhance and extend teaching and learning reading, writing, speaking and listening, and language. This is a required course for all Junior Academy students and fulfills the course requirement for 8th Grade English.</p>
<p>9th grade: Academy English - This course is designed to address the grade-level standards under the domains of reading, writing, speaking and listening, and language of the English Language Arts and Literacy Common Core State Standards. Reading instruction will emphasize the development of critical thinking skills and the ability to</p>

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

analyze, evaluate, and critique to classic and contemporary works of world literature (e.g. novels, short stories, poems, dramas) that reflect a particular point of view or cultural experience from outside the United States as well as significant U.S. documents of historical and literary significance. Writing instruction will emphasize the understanding and development of specific writing text types as well as composition of in-depth arguments, informative/explanatory texts, and narratives in which the development, organization, tone, and style are appropriate to audience, task, and purpose. Students will also extend their conceptual understanding and use of vocabulary and language by determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on Grade 9 reading and content and analyze the impact of a specific word choice on meaning and tone in order to read and comprehend grade-level complex text deeply and proficiently. Research, media literacy, and technology skills will be integrated to enhance and extend teaching and learning reading, writing, speaking and listening, and language. **This is a required course for all Academy students and fulfills the course requirements counted towards high school graduation.**

Below are lists of the Common Core ELA standards and learning domains, initial the appropriate box that accurately reflects the status of the school's proposed ELA curriculum. Initials in the "Yes" box indicate that all of the courses listed on page one align with the Common Core standards and learning domains. Initials in the "No" box must be explained on a separate sheet of paper.

READING

Key Ideas and Details	Yes	No
Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SKB	
Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	SKB	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SKB	
Craft and Structure		
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	SKB	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	SKB	
Assess how point of view or purpose shapes the content and style of a text.	SKB	
Integration of Knowledge and Ideas		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	SKB	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	SKB	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	SKB	
Range of Reading & Level of Complexity		
Read and comprehend complex literary and informational texts independently and proficiently	SKB	

WRITING

Text Types & Purposes	Yes	No
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	SKB	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	SKB	
Write narratives to develop real or imagined experiences or events using effective	SKB	

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

technique, well-chosen details, and well-structured event sequences.	SKB	
Production & Distribution of Writing		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SKB	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	SKB	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	SKB	
Research to Build & Present Knowledge		
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	SKB	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	SKB	
Draw evidence from literary or informational texts to support analysis, reflection, and research	SKB	
Range of Writing		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SKB	

SPEAKING AND LISTENING

Comprehension & Collaboration	Yes	No
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other' ideas and expressing their own clearly and persuasively.	SKB	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SKB	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SKB	
Presentation & Knowledge of Ideas		
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	SKB	
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SKB	
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SKB	

LANGUAGE

Conventions of Standard English	Yes	No
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SKB	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SKB	
Knowledge of Language		
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SKB	
Vocabulary Acquisition and Use		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and	SKB	

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

specialized reference materials, as appropriate.	SKB	
Demonstrate understanding of word relationships and nuances in word meanings	SKB	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	SKB	

Math

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

Course Name and Description for each grade level being offered at the proposed school:
6th grade: Intermediate Mathematics – This one-year course is designed to address the 6 th Grade Mathematics Common Core State Standards, focusing on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students will build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume; begin to develop their ability to think statistically; and utilize the standards for mathematical practices to develop higher levels of mathematical thinking and expertise. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, will be an essential part of the course. This is a required course for all Intermediate students and fulfills the course requirement for 6th Grade Mathematics.
7th grade: Junior Academy Mathematics – This one-year courses is designed to address the Mathematics Common Core State Standards for teaching the Mathematics Common Core State Standards for 7 th Grade Mathematics Common Core State Standards, focusing on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students will continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects; prepare for work on congruence and similarity in Grade 8 by reasoning about relationships among two-dimensional figures using scale drawings and informal geometric constructions; extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems; develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percentage as different representations of rational numbers; build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations; and utilize the standards for mathematical practices to develop higher levels of mathematical thinking and expertise. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, will be an essential part of the course. This is a required course for all Junior Academy students and fulfills the course requirement for 7th Grade Mathematics.
8th grade: Pre-Algebra – This one-year coursee is designed to address the 8 th Grade Mathematics Common Core State Standards to address the 8 th Grade Mathematics Common Core State Standards, focusing on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students will learn how to use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; use functions to model relationships between quantities; and solve real-world and mathematical problems involving volume of cylinders, cones and spheres; and utilize the

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

standards for mathematical practices to develop higher levels of mathematical thinking and expertise. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, will be an essential part of the course. **This is a required course for all Junior Academy students and fulfills the course requirement for 8th Grade Mathematics.**

9th grade: Algebra I / II – These one-year courses are designed to address the high school Mathematics Common Core State Standards for teaching **Algebra I and II.**

Algebra I students will learn how to interpret the structure of expressions; create equations that describe numbers or relationships; perform arithmetic with polynomials and rational expressions; create equations that describe numbers or relationships; demonstrate reasoning with equations and inequalities; and utilize the standards for mathematical practices to develop higher levels of mathematical thinking and expertise. Students will deepen their understanding and extend their application of the standards for mathematical practices to develop higher levels of mathematical thinking and expertise. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, will be an essential part of the course. **This is a required course for all Academy students and fulfills the mathematics course requirement for high school graduation.**

Algebra II students will build on their work with linear, quadratic, and exponential functions and extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, will be an essential part of the course. **Academy students who demonstrate high levels of mastery, competency, and college and career readiness in mathematics may qualify for enrollment in this course based upon results on formative and summative assessments, classroom performance and progress, teacher recommendation, and parental input. This course also fulfills the mathematics course requirement counted towards high school graduation.**

Below are lists of the Common Core Math learning domains, initial the appropriate box that accurately reflects the status of the school’s proposed Math curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core learning domains. Initials in the “No” box must be followed up by an explanation.

6TH THROUGH 8TH GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Ratios & Proportional Relationships	SKB	
The Number System	SKB	
Expressions & Equations	SKB	
Geometry	SKB	
Statistics & Probability	SKB	

HIGH SCHOOL—GENERAL KNOWLEDGE

Learning Domain	Yes	No
The Real Number System	SKB	
Quantities	SKB	
Complex Number System	SKB	
Vector & Matrix Quantities	SKB	
Interpreting Functions	SKB	
Building Functions	SKB	
Linear, Quadratic, & Exponential Models	SKB	
Trigonometric Functions	SKB	

HIGH SCHOOL-ALGEBRA

Learning Domain	Yes	No
Seeing Structure in Expressions	SKB	
Arithmetic with Polynomials & Rational Expressions	SKB	
Creating Equations	SKB	
Reasoning With Equations & Inequalities	SKB	

HIGH SCHOOL GEOMETRY

Learning Domain	Yes	No
Congruence	SKB	
Similarity, Right Triangles, & Trigonometry	SKB	
Circles	SKB	
Expressing Geometric Properties with Equations	SKB	
Geometric Measurement & Dimension	SKB	
Modeling with Geometry	SKB	

HIGH SCHOOL STATISTICS & PROBABILITY

Learning Domain	Yes	No
Interpreting Categorical & Quantitative Data	SKB	
Making Inferences & Justifying Conclusions	SKB	
Conditional Probability & the Rules of Probability	SKB	
Using Probability to Make Decisions	SKB	

Science

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

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

6th grade: Life Science – This one-year course for 6th Grade students focuses on the living systems of the earth and address five life science topics: Structure, Function, and Information Processing, Growth, Development, and Reproduction of Organisms, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, and Natural Selection and Adaptations. Students will use scientific processes, protocols, tools, and inquiry to build understanding of living things and the interaction between living and nonliving things in the environment. Technology, history, nature of science, engineering design, and career components will also be addressed. The Literacy Common Core State Standards for Science and Technical Courses for Grades 6-8 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. **This is a required course for all Intermediate students and fulfills the course requirement for 6th Grade science.**

7th grade: Earth Science and Space – This one-year course for 7th Grade students focuses on understanding Earth and space systems and focus on six standards topics: Space Systems, History of Earth, Earth's Interior Systems, Earth's Surface Systems, Weather and Climate, and Human Impacts. Students will use scientific processes, protocols, tools, and inquiry to build understanding of Earth's structure and place in the solar system, atmospheric processes, and composition of matter. Technology, history, nature of science, engineering design, and career components will also be addressed. The Literacy Common Core State Standards for Science and Technical Courses for Grades 6-8 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. **This is a required course for all**

Junior Academy students and fulfills the course requirement for 7th Grade science.

8th grade: Physical Science – This one-year course for 8th Grade students builds on students' ability to explain phenomena central to the physical sciences by focusing on five topics: Structure and Properties of Matter, Chemical Reactions, Forces and Interactions, Energy, and Waves and Electromagnetic Radiation. Students will use scientific processes, protocols, tools, and inquiry to develop useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. Technology, history, nature of science, engineering design, and career components will also be addressed. The Literacy Common Core State Standards for Science and Technical Courses for Grades 6-8 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. **This is a required course for all Junior Academy students and fulfills the course requirement for 8th Grade science.**

9th grade: Biology / Advanced Biology – These one-year course for 9th Grade students focus on the dynamic processes of life and to explains how our survival as a species is dependent upon the understanding of the following biological principles: Genetics, Natural History, Ecology, Evolution, Cell Processes, Heredity, and Biotechnology. Students will use scientific processes, protocols, tools, and inquiry to develop a conceptual understanding of the fundamental concepts of biological sciences. Technology, history, nature of science, engineering design, and career components will also be addressed. The Literacy Common Core State Standards for Science and Technical Courses for Grades 9-12 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. Advanced biology will consist of a more rigorous program of instruction that will delve deeper into the biological principals and challenge students to engage in deeper strategic and extended thinking. **This is a required course for all 9th Grade students and fulfills the course requirement toward high school graduation. Academy students who demonstrate high levels of mastery, competency, and college and career readiness in science in at the Intermediate and Junior Academy levels may qualify for enrollment in this course based upon results on formative and summative assessments, classroom performance and progress, teacher recommendation, and parental input.**

Below are lists of the NV Science unifying concepts, initial the appropriate box that accurately reflects the status of the school's proposed Science curriculum. Initials in the "Yes" box indicate that all of the courses listed on page one align with the NV Science unifying concepts. Initials in the "No" box must be followed up by an explanation.

PHYSICAL SCIENCE

Unifying Concept (A) Matter	Yes	No
Grades K-2: Students understand that matter has observable properties.	SKB	
Grades 3-5: Students understand properties of objects and materials.	SKB	
Grades 6-8: Students understand the properties and changes of properties in matter.	SKB	
Grades 9-12: Students understand that atomic structure explains the properties and behavior of matter.	SKB	
Unifying Concept (B) Forces and Motions		
Grades K-2: Students understand that position and motion of objects can be described	SKB	
Grades 3-5: Students understand that forces can change the position and motion of an object.	SKB	
Grades 6-8: Students understand that position and motion of an object results from the net effect of the different forces action on it.	SKB	
Grades 9-12: Students understand the interactions between force and motion.	SKB	
Unifying Concept (C) Energy	Yes	No
Grades K-2: Students know heat, light, and sound can be produced.	SKB	
Grades 3-5: Students understand that energy exists in different forms.	SKB	

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

Grades 6-8: Students understand transfer of energy.	SKB	
Grades 9-12: Students understand that there are interactions between matter and energy.	SKB	

LIFE SCIENCE

Unifying Concept (A) Heredity	Yes	No
Grades K-2: Students understand that offspring resemble their parents.	SKB	
Grades 3-5: Students understand that some characteristics are inherited and some are not.	SKB	
Grades 6-8: Students understand the role of genetic information in the continuation of a species.	SKB	
Grades 9-12: Students understand how genetic information is passed from one generation to another.	SKB	
Unifying Concept (B) Structure of Life		
Grades K-2: Students understand that living things have identifiable characteristics.	SKB	
Grades 3-5: Students understand that living things have specialized structures that perform a variety of life functions.	SKB	
Grades 6-8: Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions	SKB	
Grades 9-12: Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.	SKB	
Unifying Concept (C) Organisms and Their Environment		
Grades K-2: Students understand that living things live in different places.	SKB	
Grades 3-5: Students understand that there is a variety of ecosystems on Earth and organisms interact within their ecosystems.	SKB	
Grades 6-8: Students understand how living and non-living components of ecosystems interact.	SKB	
Grades 9-12: Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.	SKB	
Unifying Concept (D) Diversity of Life		
Grades K-2: Students understand that there are many kinds of living things on Earth.	SKB	
Grades 3-5: Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.	SKB	
Grades 6-8: Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.	SKB	
Grades 9-12: Students understand biological evolution and diversity of life.	SKB	

EARTH AND SPACE SCIENCE

Unifying Concept (A) Atmospheric Processes and the Water Cycle	Yes	No
Grades K-2: Students understand that changes in weather often involve water changing form one state to another.	SKB	
Grades 3-5: Students understand the water cycle's relationship to weather.	SKB	
Grades 6-8: Students understand the relationship between the Earth's atmosphere, topography, weather and climate.	SKB	
Grades 9-12: Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.	SKB	

EARTH AND SPACE SCIENCE

Unifying Concept (B) Solar system and Universe	Yes	No
Grades K-2: Students understand there are objects in the sky, which display patterns.	SKB	
Grades 3-5: Students understand that there are many components in the solar system including Earth.	SKB	

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

Grades 6-8: Students understand characteristics of our solar system that is part of the Milky Way galaxy.	SKB	
Grades 9-12: Students know scientific theories of origins and evolution of the universe.	SKB	
Unifying Concept (C) Earth's Composition and Structure		
Grades K-2: Students understand the Earth materials include rocks, soils, and water.	SKB	
Grades 3-5: Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.	SKB	
Grades 6-8: Students understand that landforms result from a combination of constructive and destructive processes.	SKB	
Grades 9-12: Students understand evidence for processes that take place on a geologic time scale.	SKB	

NATURE OF SCIENCE

Unifying Concept (A) Scientific Inquiry	Yes	No
Grades K-2: Students understand that science is an active process of systematically examining the natural world.	SKB	
Grades 3-5: Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.	SKB	
Grades 6-8: Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.	SKB	
Grades 9-12: Students understand that a variety of communication methods can be used to share scientific information.	SKB	
Unifying Concept (B) Science, Technology, and Society		
Grades K-2: Students understand that many people contribute to the field of science.	SKB	
Grades 3-5: Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.	SKB	
Grades 6-8: Students understand the interactions of science and society in an ever-changing world.	SKB	
Grades 9-12: Students understand the impacts of science and technology in terms of costs and benefits to society.	SKB	

Social Studies

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: Kindergarten: Social Studies: This course is designed to help students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

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

6th grade: World Peoples, Cultures, and Civilizations – This one-year course for Intermediate students will be a study of early civilizations, their people, and their culture from the development of ancient civilizations through the Age of Exploration. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The Literacy Common Core State Standards for History and Social Studies for Grades 6-8 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. **This is a required course for all Intermediate students and fulfills the course requirement for 6th Grade social studies.**

7th grade: US / Nevada History – This one-year course for 7th Grade students will be a study of Nevada from statehood to present day and American History from the time of the American Revolution through World War II. Students will explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada will be integrated

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

throughout the year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The Literacy Common Core State Standards for History and Social Studies for Grades 6-8 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. **This is a required course for all Junior Academy students and fulfills the course requirement for 7th Grade social studies.**

8th grade: Civics 8 / World Geography 8 – This one-year course for 8th Grade students will be split into two semester topics that will address the 21st Century Themes of civic literacy; financial, business, and entrepreneurial literacy; and global awareness. First semester will focus on teaching and learning civic and fiscal literacy, addressing the conceptual and practical aspects of citizenship, government, and economics. Students will learn how to participate effectively in civic life by knowing how to stay informed, understanding governmental processes, and understanding the local and global implications of civic decisions. Students will also learn how to make appropriate personal economic choices, understand the role of the economy in society, and use entrepreneurial skills to enhance workplace productivity and career options. Second semester will be a study of the world’s cultures, economics, history, regions, and geographic features. Students examine the earth from the scale of states, nations, countries, and continents; understand and address global issues; and learn how to work with individuals from diverse cultures, lifestyles, and faiths. The Literacy Common Core State Standards for History and Social Studies for Grades 6-8 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. **This is a required course for all Junior Academy students and fulfills the course requirement for 8th Grade social studies.**

9th grade: U.S. History – This one-year course for Academy students will provide an in-depth study of the history, growth, and development of the United States of America dating from the Pre-Columbian era to the present and the role the United States. Students will examine and explore key events, people, concepts, and ideas that greatly impacted and influenced the growth and development of the United States of America. Students will also read and respond to seminal U.S. documents such as *The Declaration of Independence*, *The United States Constitution*, *The Gettysburg Address*, inauguration speeches by Presidents and other government officials, and discourses by key figures in American history, analyzing the tone and effect of these great orations. Students will also develop global awareness of the United States’ role and impact on world history and culture as well as civic literacy on the concept of American citizenship and government. The Literacy Common Core State Standards for History and Social Studies for Grades 9-12 will be incorporated into curriculum and instruction, supporting the schoolwide literacy across the curriculum in which students demonstrate higher order thinking and communicate depth of knowledge by engaging in deeper reading, writing, thinking, and discussion. Research, media, and technology will be an essential part of this course to enhance teaching and learning experiences. **This is a required course for all Academy students and fulfills the course requirement for 9th Grade social studies.**

Below are lists of the NV Social Studies standards, initial the appropriate box that accurately reflects the status of the school’s proposed Social Studies curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the NV Social Studies standards. Initials in the “No” box must be followed up by an explanation.

Social Studies Skills—Content Literacy, Information, Media, & Technology Literacy, Historical Analysis & Interpretation, & Participation	Yes	No
Students acquire and apply reading writing and oral communication skills to construct knowledge.	SKB	
Students acquire, organize, use, and evaluate information,	SKB	
Students draw from skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.	SKB	

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

Students acquire skills necessary to become active, informed, and literate citizens.	SKB	
People, Cultures, and Civilizations—US, NV, and World		
Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.	SKB	
Nation Building and Development—US, NV, and World		
Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.	SKB	
Social Responsibility & Change—US, NV, and World		
Students understand how social ideas and individual action lead to social, political, economic, and technological change.	SKB	
International Relationships & Power—US, NV, and World		
Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.	SKB	
World in Spatial Terms—Map Elements & Concepts, Map Selection & Analysis, Map Construction, & Map Use & Geographic Tools		
Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.	SKB	
Places & Regions—Application of Concepts & Characteristics, Cultural Identity & Perspective, Patterns of Change & Impact of Technology, & Location	Yes	No
Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.	SKB	
Human Systems—Demographic Concepts, Migration & Settlement, Rural & Urban Communities, Analysis of Economic Issues, & Human Organizations		
Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.	SKB	
Environment & Society—Changes in the Physical Environment, Technology & Modifications of the Physical Environment, Effects of Natural Hazards on Human Systems, & Management of Earth's Resources		
Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.	SKB	
Market Economy—Incentives, Choice, and Cost, Consumers, Producers, Employees, & Markets & Prices		
Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.	SKB	
U.S. Economy as a Whole—Forms & Functions of Money, Interest, Savings, Borrowing, Financial Institutions, & Circular Flow		
Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.	SKB	
Dynamic Economy—Organizations, Investment, Entrepreneurship, Specialization & Interdependence, & Competition		
Students will identify the causes of economic change, explain how the US economic system responds to those changes, and explain how other economic systems respond to change.	SKB	
International Economy—International Interdependence, Exchange Rates, Globalization, & Restricted Trade		
Students will explore trends in international trade, the impact of trade on the US economy, and the role of exchange rates.	SKB	

Attachment A.3.3: Curriculum Assurances of Alignment to Standards

Citizenship and the Law—Rules & Law, Rights, Responsibilities, & Symbols		
Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.	SKB	
The Federal System: US, State, and Local Governments—Federalism & Governmental Structures		
Students understand the US Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.	SKB	
The Political Process—Elections & Leadership & Formation of Public Opinion		
Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.	SKB	
Global Relations		
Students explain the different political systems in the world and how those systems relate to the US and its citizens	SKB	

Attachment A.3.4, Typical Daily Schedule

Telesis Preparatory Academy will have a daily schedule of rotation block-scheduled classes that include a challenging selection of courses. Some courses will be scheduled daily; others, weekly or bi-weekly. The following is the planned schoolwide schedule and the timeframe for classroom instruction at Telesis Preparatory Academy:

Regular Day	Friday & Early Release
BLOCK 1 7:30-8:55 85 minutes	BLOCK 1 7:30-8:38 68 minutes
Break 8:55-9:00 5 minutes	No break
Enrichment / Intervention 9:00-9:30 30 minutes	No Enrichment / Intervention
Break 9:30-9:35 5 minutes	No break
BLOCK 2 9:35-11:00 85 minutes	BLOCK 2 8:38-9:45 67 minutes
Break 11:00-11:05 5 minutes	No break
Lunch 11:05 -11:35 30 minutes	BLOCK 3 (first part) 9:45-10:00 15 minutes
BLOCK 3 11:35-1:00 85 minutes	Lunch 10:00 -10:30 30 minutes
Break 1:00-1:05 5 minutes	No break
BLOCK 4 1:05-2:30 85 minutes	BLOCK 3 (second part) 10:30 -11:20 50 minutes (65 total)
	BLOCK 4 11:20-12:30 70 minutes

The following images are the first semester and second semester schedules currently implemented at Telesis Preparatory Academy in Lake Havasu, Arizona, for the 2013-2014

Attachment A.3.4, Typical Daily Schedule

academic year, which will serve as the basis for the instructional schedule to be implemented at the planned Teles Charter Preparatory Academy in Reno, Nevada:

JA and ACADEMY SCHEDULE 2013/2014 FIRST SEMESTER

	M-Th 7:30-8:55 Fri 7:30-8:38	M-Th 9:00-9:30 NOT IN FRIDAY	M-Th 9:35-11:00 Fri 9:38-9:45	M-Th 11:05-1:00 Fri 9:45-11:20	M-Th 1:05-2:30 Fri 1:20-2:30
TEACHER	BLOCK	ENRICHMENT	BLOCK	BLOCK	BLOCK
Bagshaw			ROSETTA/STONE		
Biasiucci	Prep		JA	JA	SPANISH
Chava	Hour		European Cultures	Spanish Cultures	1
Chava	EARTH SCIENCE			PHYSICAL SCIENCE	ALGEBRA
Gay	BIOLOGY			BIOLOGY	JA Science
Hannon	JA Math			Prep	TRANSITIONAL MATH
Hannon	Room			Hour	Room
Hayes	JA Art			Prep	ACADEMY ART
Hayes	Room			Hour	Room
Jacobs					PERFORMING ARTS
Jacobs	Room				Room
Leckrone	RELEVANT			JA Life Skills	Prep
Leckrone	Room			Hour	Hour
Nash	JA			Prep	JA
Nash	Room			Hour	Room
M.Reed	English			Hour	English
M.Reed	Room				Prep
P.Reed	ENGLISH			10	Hour
P.Reed	Room				Prep
P.Reed	ACADEMY PE/HEALTH			Prep	JA Science
P.Reed	Gym			Hour	Room
Rochon	JA			Prep	Prep
Rochon	Room			Hour	Hour
Simon	History			Hour	History
Simon	Room				Room
Walters	Prep			AMERICAN GOV/	JA
Walters	Room			ECONOMICS	Room
Wayman	Prep			ALGEBRA	ALGEBRA
Wayman	Room				Room
Wayman	LL Library				
Wayman	ACADEMY VOCAL/MUSIC				

JA LUNCH Block: MONDAY-THURSDAY: LUNCH 1:05-1:35 Block Starts at 1:35 and ends at 1:00. FRIDAY: Block 9:45-10:00 LUNCH 10:00-10:30 Back to Block 10:30-1:20. NOTE THAT ALL BREAKS ARE 5 MINUTES.

ACADEMY LUNCH Block: MONDAY-THURSDAY: LUNCH 1:05-1:35 LUNCH 1:35-2:05 Back to Block 2:05-1:00. FRIDAY: Block 9:45-10:30 LUNCH 10:30-1:00 Back to Block 1:00-1:20.

JA and ACADEMY SCHEDULE 2013/2014 SECOND SEMESTER

	M-Th 7:30-8:55 Fri 7:30-8:38	M-Th 9:00-9:30 NOT IN FRIDAY	M-Th 9:35-11:00 Fri 9:38-9:45	M-Th 11:05-1:00 Fri 9:45-11:20	M-Th 1:05-2:30 Fri 1:20-2:30
TEACHER	BLOCK	ENRICHMENT	BLOCK	BLOCK	BLOCK
Bagshaw			ROSETTA/STONE		
Biasiucci	Prep		JA	JA	SPANISH
Biasiucci	Hour		European Cultures	Spanish Cultures	2
Chava	ALGEBRA			PHYSICAL SCIENCE	CHEMISTRY
Chava	Room			ZOOLOGY	JA Science
Gay	ENVIRONMENTAL SCIENCE			Prep	TRANSITIONAL MATH
Gay	Room			Hour	Room
Hannon	JA Math			Prep	ACADEMY ART
Hannon	Room			Hour	Room
Hayes	JA Art			Hour	PERFORMING ARTS
Hayes	Room				Room
Jacobs					
Jacobs	Room				
Leckrone	MOMENTS IN AMBER			JA Life Skills	Prep
Leckrone	Room			Hour	Hour
Nash	JA			Prep	JA
Nash	Room			Hour	Room
M.Reed	English			Hour	English
M.Reed	Room				Prep
P.Reed	ENGLISH			9	Hour
P.Reed	Room				Prep
P.Reed	ACADEMY PE/HEALTH			Prep	JA Science
P.Reed	Gym			Hour	Room
Rochon	JA			Prep	Prep
Rochon	Room			Hour	Hour
Simon	History			Hour	History
Simon	Room				Room
Walters	Prep			STREET LAW	JA
Walters	Room				Room
Walters	Prep			PRE-CALCULUS	ALGEBRA
Walters	Room			CALCULUS	Room
Wayman	Prep				
Wayman	Room				
Wayman	LL Library				
Wayman	ACADEMY VOCAL/MUSIC				

JA LUNCH Block: MONDAY-THURSDAY: LUNCH 1:05-1:35 Block Starts at 1:35 and ends at 1:00. FRIDAY: Block 9:45-10:00 LUNCH 10:00-10:30 Back to Block 10:30-1:20. NOTE THAT ALL BREAKS ARE 5 MINUTES.

ACADEMY LUNCH Block: MONDAY-THURSDAY: LUNCH 1:05-1:35 LUNCH 1:35-2:05 Back to Block 2:05-1:00. FRIDAY: Block 9:45-10:30 LUNCH 10:30-1:00 Back to Block 1:00-1:20.

Attachment A.3.5, Courses to Complete for Promotion

Courses usually considered elective at other schools are requirements at Telesis Preparatory Academy. The diversification of such a rigorous course of study in an approximate four-year time span enables most students to collect more than the required 22.5 credits required by the state of Nevada for graduation and prepares them for further matriculation after high school graduation.

Students must receive a minimum grade of C (70-79%) in order to receive full credit for each enrolled course. Students enrolled in advanced level courses must earn at least a B (80-89%) in prerequisite courses to qualify for enrollment and continue participation.

ACADEMY COURSE	CREDITS PER SEMESTER
English (including reading, writing, speaking and listening, and language)	.5
Mathematics (includes Mathematics 6 or Advanced Mathematics 6, Pre-Algebra, and Algebra I or II)	.5
Science (includes life science, earth and space systems, physical science, and biology)	.5
Social Studies (includes People, Civilizations and Cultures 6; US and Nevada History 7; Civics, and World Geometry 8; and 21 st Century Skills and Themes 9)	.5
Spanish (includes conversational and grammatical)	.4
Computer Technology (includes keyboarding)	.4
Portfolio (includes organizational and study skills, careers)	.3
Humanities / Fine Arts (includes art history and hands-on activities)	.2
Practical Skills (includes home economics)	.2
Industrial Arts (includes various construction skills)	.2
Performance Studies (includes drama and speech)	.1

The total number of credits required to graduate from high school in the state of Nevada is 22.5. Telesis Preparatory Academy, however, will 27.5 credits for graduation. This is in compliance with state of Nevada graduation stipulations permitted local education agencies to raise course hour requirements for graduation.

SUBJECT	NEVADA STANDARD DIPLOMA	NEVADA ADVANCED DIPLOMA ¹	TELESIS PREPARATORY ACADEMY
English Language Arts	4	4	4
Mathematics (including Algebra and Geometry or equivalent integrated courses)	3	4	4
Science (includes 2 lab courses)	2	3	3
Social Studies (World History or Economics)	Not Required	1	1
U.S. History	1	1	1
U.S. Government	1	1	1
Physical Education	2	2	2
Health	.5	.5	.5
Foreign Language	Not Required	Not Required	2
Computers ²	.5	.5	.5
Arts and Humanities	1	1	1
Electives	6	6	8
TOTAL	22.5	24³	27.5

Courses usually considered elective at other schools will be requirements at Telesis Preparatory Academy. The diversification of such a rigorous course of study in an approximate four-year time span will enable most students to collect more than the required 22.5 credits required by the state of Nevada for a standard high school diploma and prepares them for further matriculation after high school graduation.

Students will also be required to achieve a passing score on the High School Proficiency Exam in Mathematics, Writing, and Science. Further criteria will be set based upon decisions made by the Nevada

¹ In accordance with state of Nevada requirements for graduation, if a student successfully completes a course of study in computers in 6th, 7th, or 8th grade, they are not required to take the course of study in computers in high school and the total core course requirement will be reduced by .5 unit.

² According to state of Nevada graduation requirements, remaining credits required for graduation will be considered elective credits.

³ Students must maintain a 3.25 average on a 4.0 scale.

Attachment A.3.6, Courses / Credits for Graduation

Department of Education and state legislature regarding graduation criteria using the Smarter Balanced Assessment Consortium Exam.

Telesis Preparatory Academy

This Certifies That

Has completed in a satisfactory manner the prescribed
Course of Study at

Telesis Preparatory Academy

In Witness Whereof, we have subscribed our signatures at
Lake Havasu City, Arizona, this twenty ninth Day of May, 2013

Member, Board of Directors

Superintendent

Request to Receive Academic Records

Telesis Preparatory Academy will request transcripts from the individual student and / or from the school from where the student has transferred to verify successful course completion. Transcripts and grades will be compared against the Telesis Preparatory Academy course descriptions and passing requirements to determine whether the student qualifies for receiving credit for graduation requirements at Telesis Preparatory Academy.

Telesis Preparatory Academy will request, review, and consider the following criteria and documentation in determining transfer of credit:

- Enrollment records
- Report cards and / or current progress reports
- Successful course completion of a C (70%) or higher
- Performance on the Criterion Reference Test (CRT), the High School Proficiency Exams (HSPE), and the Smarter Balanced Assessment Consortium Exam (beginning in 2014-2015)

Request to Transfer Academic Records

At the request of the parent / caretaker / legal guardian, and in accordance and compliance with the rights, policies, and procedures under *The Family Educational Rights and Privacy Act* (FERPA), Telesis Preparatory Academy will send all academic transcripts to the school to where the student will be transferring detailing courses that have been completed successfully by the student during their tenure at Telesis Preparatory Academy.

Requests for transcripts must be made in writing and / or in person by the individual student and / or their parent, caretaker, or legal guardian.

Narrative A.4.2, Use of Student Data

Telesis Preparatory Academy will make decisions regarding curriculum, instruction, professional development, and student placement based upon the following:

- Student achievement in literacy and mathematics on the Smarter Balanced Assessment Consortium exam (starting the 2014-2015 academic year)
- Benchmark assessments that set targeted assessment objectives quarterly, per semester, and annually
- Report card grades that document student performance and progress
- Teacher observation, evaluation, and feedback on student achievement, effort, performance, and progress

Narrative A.4.3, Use of Longitudinal Data

Telesis Preparatory Academy will use longitudinal data in regards to the following:

- Developing annual and long-term goals, strategies, and action steps addressing continuous improvement; leadership; curricular and instructional systems; academic assistance and instructional support systems; data, assessment, and evaluation systems; and stakeholder relations
- Identifying gaps in student learning and where academic assistance, intervention, support, and enrichment are needed
- Monitoring student achievement, growth, and progress formatively and cumulatively
- Ensuring alignment of curriculum to the Common Core and Nevada State Standards
- Fidelity and implementation of local education agency (LEA) or school initiatives
- Evaluating teacher effectiveness and expertise in classroom planning, instruction, and management
- Decision making regarding professional development, appropriate placement of staffing, and teacher effectiveness
- Evaluating whether all school resources (fiscal, human, physical, time, etc.) are being utilized to their maximum effectiveness and potential to support high student achievement and strong teacher effectiveness

A.4: Assessment and Accountability

- Decision making regarding financial planning, allocation of funds, and budgeting
- Further decisions and determination regarding data analysis, aggregation, decision-making, and dissemination

Narrative A.4.4, Data Management Plan

The data management plan for Telesis Preparatory Academy will include the following:

- 1. Comprehensive Needs Assessment:** Telesis Preparatory Academy will conduct a comprehensive needs assessment annually that evaluates student achievement, teacher effectiveness, and overall school performance.
- 2. Pre-Assessment:** Telesis Preparatory Academy will provide a pre-assessment to all students to determine proper student placement within the school's levels of learning.
- 3. A+ Learning System:** A+ Learning System will be used for progress monitoring throughout the course of the school year.
- 4. Classroom Assessments / Checks for Understanding:** Teachers will provide classroom assessments and checks for understanding to measure and monitor student progress.
- 5. SBAC Formative and Summative Assessments:** The Smarter Balanced Assessment Consortium formative and summative assessments will be administered to students grades 3–8 and 11 for English language arts (ELA) / literacy and mathematics.
- 6. Nevada Proficiency Examination Program:** The High School Proficiency Exams for Grades 10-12 will be taken during 3rd and 4th Quarter. The Criterion Reference Test (CRT) tests for Grades 3-8 will be taken 4th Quarter.
- 7. Student Achievement Analysis:** At the end of the academic year, Telesis Preparatory Academy will have an in-depth analysis conducted a professional statistician who will assess and evaluate student performance and progress and provide recommendations for developing reasonable goals, strategies, and action steps for the school's continuous improvement plan.

Telesis Preparatory Academy will develop an annual assessment plan that measures student achievement, performance, and progress formatively and cumulatively; identifies areas of strength, growth, improvement, and need; and drives decision-making regarding curriculum, instruction, student placement; and assesses and evaluates teacher effectiveness, professional development and placement.

Most students within each grade/course level should satisfactorily achieve the standards set forth in the curriculum by the end of each year. The stated goal for Telesis Preparatory Academy will be to have 80% or more of all students achieve content mastery and attain grade-level proficiency in literacy and mathematics and / or demonstrate at least a 10% increase in academic growth.

Pre-Assessment Placement

Students who enter the non-graded academic program at Telesis Preparatory Academy will be first evaluated for their academic needs in the first few days of attendance. Depending upon the age and traditional grade level of the student, this placement decision will be made by the teaching staff through diagnostic evaluations, interviews, and assessments. Once placed in one of the seven academic levels at Telesis, an individual curriculum will be designed for each student. For example, if a student is above grade level in reading and below grade level in math, a program will be created to allow an accelerated reading curriculum while at the same time addressing the math deficiencies through a remedial math curriculum. All this is obtained by maintaining an individualized curriculum and academic program with a low student-teacher class size ratio. Students will be encouraged to advance at their own pace after mastery is obtained at each academic level

Formative Assessments

Individual assessments provided through classroom curriculum and instruction and benchmark testing will help to collectively evaluate the effectiveness of the school's aggressive learning program. By monitoring these scores, along with the yearly-standardized tests required by the state, we at Telesis can refine and modify the curriculum content and/or the delivery system for each individual student in order to benefit the student's educational well-being and assure continued progress.

Formative assessments may include, but be limited to, the following:

- In-class assignments
- in-class quizzes and tests
- homework
- classroom discussion, participation, and performance
- checks for understanding

Teacher teams will meet to discuss student performance and progress weekly amongst themselves, with the student, or in a parent-teacher conference.

Summative Assessments

Telesis Preparatory Academy will use the following summative assessments to measure student achievement, performance, and progress:

- the Nevada Proficiency Education Program (NPEP) consisting of the Criterion Reference Test (CRT) and the High School Proficiency Exam (HSPE) to measure student achievement in attaining or exceeding competency and demonstrating mastery of the Nevada state academic standards
- the Smarter Balanced Assessment Consortium Exam to measure student achievement in attaining or exceeding proficiency in the Mathematics and English Language Arts and Literacy Common Core State Standards
- the SAT-10 exam to measure student achievement in attaining or exceeding proficiency in literacy and mathematics
- portfolio assessments
- quarterly research projects and reports
- course final examinations
- the PLAN test
- the ACT test
- PSAT Test

- ACT Test

In addition, students attending Telesis Preparatory Academy will be assessed by their teachers using various commercial tests provided by the publishing companies of the adopted textbooks in use as well as various teacher-created assessments. Both testing styles will be important in order to adequately assess a student's progress in such an individual program such as the one offered at Telesis Preparatory Academy.

Instruments

- A comprehensive needs assessment will be conducted to measure student achievement, teacher effectiveness, and overall school performance and identify areas of strength, growth, improvement, and need. This comprehensive needs assessment will consist of, but not be limited to, a school improvement survey based upon the Nevada State Department of Education's measurement tool for assessing and evaluating overall school performance; a professional development needs assessment that will determine interest and need for teacher training; a parent involvement survey to measure the effectiveness of stakeholder relations; and a gap analysis in student achievement in reading, writing, mathematics, and science based upon the results of state summative assessments.
- The assessment tests included with the Houghton Mifflin Reading Series will evaluate student progress in reading readiness, reading skill progress, and comprehension.
- The Accelerated Reader® computer-based supplemental reading program by Advantage Learning Systems, Inc. will be utilized at every level. The reading comprehension scores from every student's reading record will be used in assessing the student's progress. These scores will be included in the student's grade averages at the end of each semester, and a copy will be given to parents at parent-teacher conferences when appropriate to do so.
- The assessment tests included with the enVisionMATH program to assess student progress in math. The Advantage Learning System and the Accelerated Math computer based supplemental math program will also supplement math instruction and assessment.

- STAR Reading (Renaissance Learning) will be used for placement purposes and also as a progress-monitoring tool throughout the school year.
- Pre- and post-tests will be given each year along with diagnostic tests such as the Maze Test and Chapter Unit Tests.
- The A+ Program will be used throughout all classrooms to assist students in all subjects.
- Regular projects will be assigned, along with oral presentations.
- Both formative and summative evaluations including the Smarter Balanced Assessment Consortium exam and site-based benchmark assessments will be used consistently.
- Teacher observation and completion of teacher objectives for the subject / course will measure mastery of some performance objectives. Assessments will be used to determine mastery at the end of instructional units and/or the grading period, and will be used in reporting to parents.
- Textbook and teacher-made assessments may be used after instruction to assist teachers in monitoring mastery and adjusting their instruction to better meet students' needs and learning styles.
- A variety of assessments and selected student work will be kept on hand for self-evaluation by students and for conferencing with parents.
- Each teacher regarding the academic progress of each student will write narrative report cards at the end of each semester. These documents will be mailed to each parent/guardian and a copy placed in the student's cumulative folder and permanent file. Traditional letter grades will be recorded at the conclusion of each semester.
- Parents/guardians must agree to mandatory parent/teacher conferences held twice each semester.
- Each teacher detailing the academic progress of each student will write narrative report cards at the end of each semester. These documents will be mailed to each parent/guardian, and a copy will be placed in the student's cumulative folder and permanent file.

Grading System

The school's grading system will consist of the following a traditional grading scale:

- Highly Proficient (A)= 90-100%
- Proficient (B) = 80-89%
- Moderate Proficiency (C) = 70-79
- Limited Proficiency (D) = 60-69
- Deficient (F) = 0-59%.

Traditional letter grades will be recorded at the conclusion of each semester.

Academic Intervention and Support

Using the ongoing variety of previously stated assessment procedures, teachers will know which children, if any are not satisfactorily mastering the basic content and process skills they need to proceed successfully into the next academic level. For these students an after-school program will be encouraged and available at the parents' discretion.

When assessment results indicate a need for intervention/remediation, a diagnosis will be made of the knowledge and skills that each child lacks according to the detailed course expectations and/or relevant pre-knowledge necessary to achieve those expectations. By detecting and addressing learning difficulties immediately, Telesis hopes to enable virtually every child to learn course content.

Narrative A.5.2, Enrollment Dates

Telesis will meet the minimum number of days of instruction (180 days) and exceed the minimum minutes of instructional time as required pursuant to NAC 387.120 – 387-153.

Hours of operation are as follows:

Monday – Thursday

8:00am – 3:00pm for 6th grade

7:30am – 2:30pm for 7th, 8th and 9th grades

Friday

8:00am – 1:31pm for 6th grade

7:30am – 1:31pm for 7th, 8th and 9th grades

See attached Bell Schedule to show compliance with NAC 387-131.

In the initial year of operations, the school will begin accepting applications for enrollment by March 3, 2014 pursuant to NAC 386.135.

Telesis will serve all children. In order to secure a cross-section of the school-age population, the school will promote the school to the entire Reno/Sparks community. To be eligible for admission, the student must provide a completed application form and all necessary documentation.

Initial enrollment is anticipated to total 400 6-9 grade students the first year, 500 in year two and 600 in year three. These numbers are projections for our school. It is the belief of the Governing Board, Committee and Administration that in order to fulfill the mission, vision and goals of Telesis a low enrollment cap and class size must be maintained. Telesis strives to maintain an 18:1 student teacher ratio. The average grades class size will be approximately 18 students. Maximum class enrollment will fluctuate only when students’ progress mid-year to the next level. When a class reaches 23-27, the class will be closed and if space permits, another class will be opened. If space does not permit then the lottery procedures as outlined in Attachment B.3.7 will prevail.

Having smaller class sizes and more instructional time per day four days per week, allows students to reach their own unique potential and learning goals. Having a shorter day on Friday will allow students to meet with teachers for additional support in the after school tutoring programs and the Pyramid of Intervention program.

A.5.1 Calendar

Telesis Preparatory Academy School Calendar for 2014-2015 School Year

Start Date: 8/11/14

Type of calendar	Monday	Tuesday	Wednesday	Thursday	Friday						Total	Days	Total	School		
						Days	NT	Days	Days	Days	Days	Days				
August 2014	PD 4 11 18 25	PD 5 12 19 16	PD 6 13 20 17	PD 7 14 21 28	PD 8 15 22 29	0 1 1 1	0 1 1 1	0 1 1 1	0 1 1 1	0 1 1 1	0 5 5 5	0 5 5 5	0 5 5 5	0 5 5 5	First Day 8/11/14	
September 2014	LD 1	2	3	4	5	0	1	1	1	1	19	1	19	School	Labor Day 9/1/14	
	8	9	10	11	12	1	1	1	1	1	5	1	5	Month 1	Count Day 9/8/2014	
	15	16	17	18	PD 20	1	1	1	1	0	4	1	4		Inservise Day 9/20/14	
October 2014	22 29	23 30	24 1	25 2	26 3	1 1	1 1	1 1	1 1	1 1	5 5	19	1	38	School	
	FB 6	FB 7	FB 8	FB 9	FB 10	0	0	0	0	0	0	1	38	Month 2	Fall Break	
	13	14	15	16	17	1	1	1	1	1	5	1	5		10/6/14 thru 10/10/14	
	20	21	22	23	24	1	1	1	1	1	5	1	5		Nevada Day 10/31/14	
November 2014	27 3	28 4	29 5	30 6	ND 31 7	1 1	1 1	1 1	1 1	0 1	4 5	19	6	57	School	
	10	VD 11	12	13	14	1	0	1	1	1	4	19	6	57	Month 2	Veterans Day 11/11/14
	17	18	19	20	21	1	1	1	1	1	5	1	5		Thanksgiving 11/27/14	
December 2014	24 1	25 2	26 3	THG 27 4	FD 28 5	1 1	1 1	1 1	0 1	0 1	3 5	17	3	74	School	
	8	9	10	10	10	1	1	1	1	1	5	17	3	74	Month 3	Family Day 11/28/14
	15	16	17	18	19	1	1	1	1	1	5	1	5		Winter/Christmas break	
January 2015	WB 22 WB 29	WB 23 WB 30	WB 24 WB 31	WB 25 WB 1	WB 26 WB 2	0	0	0	0	0	0	15	10	89	School	
	5	6	7	8	9	1	1	1	1	1	5	15	10	89	Month 4	12/22/14 thru 1/02/15
	12	13	14	15	16	1	1	1	1	1	5	1	5		Martin Luther King	
February 2015	MLK 19 26 2	20 27 3	21 28 4	22 29 5	23 30 6	0 1 1	1 1 1	1 1 1	1 1 1	1 1 1	4 5 5	19	1	108	School	
	9	10	11	12	13	1	1	1	1	1	5	19	1	108	Month 5	1/19/2015
	PRES Day 16	17	18	19	20	0	1	1	1	1	4	1	4		President's Day 2/16/15	
March 2015	23 2	24 3	25 4	26 5	27 6	1 1	1 1	1 1	1 1	1 1	5 5	19	1	127	School	
	9	10	11	12	13	1	1	1	1	1	5	19	1	127	Month 6	
	SB 16	SB 17	SB 18	SB 19	SB 20	0	0	0	0	0	0	1	5		Spring Break	
April 2015	23 30	24 31	25 1	26 2	27 3	1 1	1 1	1 1	1 1	1 1	5 5	15	5	142	School	
	6	7	8	9	10	1	1	1	1	1	5	15	5	142	Month 7	4/16/15 thru 4/20/15
	13	14	15	16	17	1	1	1	1	1	5	1	5			
	20	21	22	23	24	1	1	1	1	1	5	1	5			
May 2015	27 4	28 5	29 6	30 7	1 8	1 1	1 1	1 1	1 1	1 1	5 5	20	5	162	School	
	11	12	13	14	15	1	1	1	1	1	5	20	5	162	Month 8	
	18	19	20	21	22	1	1	1	1	1	5	1	5		Last Day 5/28/2015	
June 2015	Mem Day 25	26	27	28	CD 29	0	1	1	1	0	3	18	2	180	School	
	CD1	CD2	3	4	5	0	0	0	0	0	0	18	2	180	Month 9	Memorial Day 5/26/15
	8	9	10	11	12	0	0	0	0	0	0	1	5		Contingency days	
	14	15	16	17	18	0	0	0	0	0	0	1	5			
	21	22	23	24	25	0	0	0	0	0	0	1	5			
						0	0	0	0	0	0	0	0	180	Month 10	

PD Professional Development for all teachers
 WB Winter Break
 SB Spring Break
 CD Contingency day
 DH District Holiday
 Scheduled Professional Development Days

Totals

180 35 180

Telesis Preparatory Academy Bell Schedule 2014-2015

Fill in the yellow boxes. Enter a zero in the yellow boxes when you don't have the grade (AM, PM, Full Day Kindergarten, 5th, or 6th grade). Modify as necessary (i.e. add/remove rows/columns or for alternative schedules). Per NAC 387.131, the total daily minutes should be checked, as well as the Compliant column which will turn either red or blue depending upon if the grade meets minimum requirements for annual minutes.

Include Recess as instructional time. Only enter "snack/nutritional break" time in column "H".

ELEMENTARY SCHOOL

GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL DAILY MINUTES	DAYS	TOTAL ANNUAL MIN	Minimum per NAC	Compliant?
K - AM	0:00			0:00	0	0	180	0	21,600	NO
K - PM	0:00			0:00	0	0	180	0	21,600	NO
K - FULL DAY	0:00	0:00	0	0:00	0:00	0	180	0	21,600	NO
1	0:00	0:00	0	0:00	0:00	0	180	0	43,200	NO
2	0:00	0:00	0	0:00	0:00	0	180	0	43,200	NO
3	0:00	0:00	0	0:00	0:00	0	180	0	54,000	NO
4	0:00	0:00	0	0:00	0:00	0	180	0	54,000	NO
5	0:00	0:00	0	0:00	0:00	0	180	0	54,000	NO
6	0:00	0:00	0	0:00	0:00	0	180	0	54,000	NO

MIDDLE SCHOOL

GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL MINUTES	DAYS	TOTAL MIN	Minimum per NAC	Compliant?		
6 M-TH	8:00	10:00	120	10:30	15:00	270	0	390	180	70,200	54,000	YES
6 F	8:00	11:00	180	11:30	13:31	121	0	301	180	54,180	54,000	YES
7 M-TH	7:30	10:30	180	11:00	14:30	210	0	390	180	70,200	59,400	YES
7 F	7:30	10:30	180	11:00	13:31	151	0	331	180	59,580	59,400	YES
8 M-TH	7:30	10:30	180	11:00	14:30	210	0	390	180	70,200	59,400	YES
8 F	7:30	10:30	180	11:00	13:31	151	0	331	180	59,580	59,400	YES

HIGH SCHOOL

GRADE	START	LUNCH BEGIN	LUNCH END	END OF DAY	LESS NUTR BREAK	TOTAL MINUTES	DAYS	TOTAL MIN	Minimum per NAC	Compliant?		
9 M-TH	7:30	11:00	210	11:30	14:30	180	0	390	180	70,200	59,400	YES
9 F	7:30	10:00	150	10:30	13:31	181	0	331	180	59,580	59,400	YES
10	0:00	0:00	0	0:00	0:00	0	0	0	180	0	59,400	NO
11	0:00	0:00	0	0:00	0:00	0	0	0	180	0	59,400	NO
12	0:00	0:00	0	0:00	0:00	0	0	0	180	0	59,400	NO

Narrative A.6.1, How Climate / Discipline Policies Support Educational Goals

Telesis Preparatory Academy is a Character First school that emphasizes the importance of character education, which drives the principles of good character throughout our school. We will use the Character First Program to define behavioral objectives, reinforce positive behaviors, and create a culture that values good character. Through this program, our students will acquire, develop, and demonstrate 21st Century Life and Career Skills such as flexibility, initiative, self-direction, leadership, and responsibility that will help them navigate the complex life and work environments after graduating high school.

To build and foster student engagement in the Character First program, Telesis Preparatory Academy will form a Character Council comprised of students recommended by teachers who demonstrate the traits of good character, are able to model appropriate behaviors, and influence and encourage their peers to demonstrate quality and encouraging behavior.

Narrative A.6.2, Student Behavior Philosophy

The student behavior philosophy at Telesis Preparatory Academy is what we refer to as the “ABC’s of Telesis”:

- **A = Attendance:** Students can only miss a maximum of 4 days per semester unless a doctor's excuse is provided for a serious lengthy illness or surgery.
- **B = Behavior:** Students must adhere to behavior that is within the standards stated in the Telesis Student Handbook. All Telesis students wear the appropriate uniform daily.
- **C = Classroom Performance:** Students must show effort consistently in classroom work as well as homework. A student who is willing to work hard but having difficulty with the subject matter will do well at Telesis Preparatory Academy. A student who is quite capable but not willing to put forth the effort will have a more difficult time to succeed. Students will be expected to show classroom performance and ultimately academic progress over a reasonable time period.

Narrative A.6., Involving Parents

Parent involvement at Telesis Preparatory Academy, as defined in the school's parent involvement policy, will mean the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school-related activities including ensuring the following:

- a. That parents will be offered opportunities play an integral role in assisting their student's learning
- b. That parents will be encouraged to be involved in their student's education at school
- c. That parents will participate and be considered as full partners in their student's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their student and improve the overall performance of the school

Parental involvement plays a vital role in the *Telesis Triangle*, the core of the education philosophy at Telesis Preparatory Academy. The *Telesis Triangle* represents the partnership we have with students and parents at Telesis Preparatory Academy. In order to plan the progress of each individual student, we believe all stakeholders – the teacher, the student, and the parents – need to join together as a three-member team.

Telesis Preparatory Academy will maintain strong, effective stakeholder relations by doing the following:

- engaging stakeholders in key decisions that impact student achievement and overall school performance
- creating partnerships among families, school and LEA staff, and the community to support high levels of student achievement and performance
- establishing two-way communication amongst all stakeholders – staff, students, parents, and the general community

To foster and strengthen stakeholder relations at Telesis Preparatory Academy, the enrollment agreement will call for all students, parents, and staff to participate in a minimum of 2 extra-curricular activities, such as field trips, fundraisers, special events, etc.

Telesis Preparatory Academy will also distribute a parent involvement survey to all parents who currently have students enrolled at the school. This survey will be distributed at the beginning of the year to returning

A.6: School Climate and Discipline Guidelines

parents, at the semester to parents new to the school, and to all parents at the end of the year. The parent involvement survey will assess and evaluate overall school performance in the following areas:

- School climate, culture, and communication
- Classroom instruction and environment
- Level of parental input and engagement
- Interest in parent involvement

Telesis Preparatory Academy will use the results of these surveys to guide the development and implementation of the goals, strategies, and action steps for improving stakeholder relations in the school's annual continuous improvement plan.

Telesis Preparatory Academy will also develop a School-Parent Compact with the members of school and parent community that will outline how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state of Nevada's high academic standards.

Telesis Preparatory Academy will organize a PTSA that works with the principal and school on issues concerning school climate, student achievement, community involvement, marketing, student activities, etc. as assigned by the Principal. The PTSA at Telesis Preparatory Academy will be primarily made up of parents of students at the school.

Telesis Preparatory Academy will also invite and encourage parents to become involved with the Parent Learning Communities (PLCs) established at the site. These PLCs will address the goal topics of the school's Continuous Improvement Plan such as strategic planning; leadership; curriculum and instruction; data assessment and evaluation systems; and stakeholder relations.

Telesis Preparatory Academy will offer multiple opportunities for parents to receive instruction, guidance, and support in helping their student attain proficiency and mastery of the challenging performance objectives of the Mathematics and English Language Arts and Literacy Common Core State Standards and the state of Nevada's core content and special area academic standards. The school will host Literacy Night and Math Night

A.6: School Climate and Discipline Guidelines

separately for families to acquire familiarity with how curriculum and instruction is delivered to their student as well as demonstrations and showcases of student achievement, performance, and progress in literacy and mathematics.

Telesis Preparatory Academy will encourage both parents and community members to be involved in helping whenever it is possible and feasible. Parents may request to volunteer in their child's class or to observe at any time. Requests should be made 24 hours prior to arrival and approved by the principal. Parents must first report to the office and obtain a visitor badge prior to entering a classroom. Parents who will volunteer on a regular basis must obtain fingerprint clearance (at their own expense). Parent and community volunteers must follow any and all rules and procedures established by the Governing Board of the School.

Telesis Preparatory Academy will provide one parent-teacher conference during the first semester plus one conference during the second semester. These conferences provide an opportunity for parents and teachers to assess their child's progress. Students will be required to attend with their parents. At that time future goals will be established. If at any time a parent deems a special conference is needed, a conference will be held as soon as possible.

Purpose

The purpose of the Telesis Code of Conduct is to create and foster a safe, secure, and optimal learning environment. Although the Code of Conduct contains a listing of infractions, it is clearly not intended to be all- inclusive, since no list can be.

Student Rights and Responsibilities

Each student is guaranteed the right to the following:

- Be heard
- Have fair and consistent rules
- Due process procedures

These student rights are accompanied by the following student responsibilities:

- To attend school and classes regularly
- To respect school staff and property
- To refrain from conduct that disrupts or threatens to disrupt the learning of other students
- To follow the laws as set forth by the State of Arizona and/or the Federal Government

The Telesis Code of Conduct's Four Components

- I. Infractions to be Dealt with on a Teacher/Student Basis
 - II. Yellow Infractions
 - III. Issues of Academic Dishonesty
 - IV. Red Infractions
- I. **Teacher / Student Infractions:** The following infractions will be dealt with on a Teacher/Student basis. Recurring infractions (which shall be viewed as insolence) will be dealt with more seriously.

Infraction	First Offenses	Repeated Offenses
Dress Code	Warning, Change of Clothing	Office Referral
Disruptive Behavior	Classroom Intervention	Office Referral
Cell Phone/Electronics*	Classroom / Campus Intervention	Office Referral
Gum Chewing	Classroom Intervention	Office Referral
Possession - Playing Cards*	Classroom Intervention	Office Referral
Public Display of Affection	Warning/Classroom Intervention	Office Referral
Tardiness	Classroom Intervention	Office Referral

Littering	Classroom Intervention	Office Referral
Language/Mannerism	Classroom / Campus Intervention	Office Referral
Note Writing	Classroom Intervention	Office Referral
Food In Classroom**	Classroom Intervention	Office Referral

* Prohibited items will be confiscated. ** Except with permission from staff.

The following are a list of classroom interventions the teacher and school may implement to address teacher / student infractions. The goal is for the student to understand the consequences of their actions and decisions – both positive and negative – and attempt to prevent any further disruptions or situations.

Classroom Interventions	
<ul style="list-style-type: none"> • Conference with Student/Warning • Conference (Teacher, Parent, Student) • Loss of Privileges/Time Out • Oral / Written Communication with Parents • Detention (Lunch, After School, or Classroom) • Temporary Classroom Change • In-School Suspension 	<ul style="list-style-type: none"> • Behavior Contract/Plan • Temporary Removal from Class • Conference (Administration, Teacher, and Student) • Daily / Weekly Progress Report • School Service • Confiscation • Other

II. **Infractions Constituting the Issuance of a "Yellow Citation":** Yellow Citations will be issued for, but are not limited to, the following violations of student conduct:

Infraction	Consequence
Defiance of Teacher / Authority (Insolence)	Yellow Citation
Lack of Respect, Rudeness, Discourtesy	Yellow Citation
Leaving Class Without Permission	Yellow Citation
Failure to Report to Assigned Detention	Yellow Citation
Interference of Learning of Others	Yellow Citation
Internet/Computer Usage Violation	Yellow Citation

Yellow Citation Disciplinary Procedure:

1st Yellow Citation	1Day Suspension Either In or Out of School
2nd Yellow Citation	3-5 Day Suspension Out of School
3rd Yellow Citation	Suspension, School Board Review for Expulsion

III. **Academic Dishonesty**

- Plagiarism (using and/or taking ideas and words of others, without clearly acknowledging the source of that information, as if they were your own) which includes:
 - Copying another student's work
 - Allowing another student to copy your work
 - Writing that has been copied from someone else and is presented as being your own
- Cheating on a test, quiz, or assignment and/or helping a student cheat on a test, quiz, or assignment

Academic Dishonesty Disciplinary Procedure:

<i>1st Infraction</i>	1 Day Suspension Loss of Credit on Test, Quiz, Assignment Parent/Student/Teacher/ Staff Conference
<i>2nd Infraction</i>	3 Day Suspension Loss of Credit on Test, Quiz, Assignment Parent/Student/Teacher/Staff Conference
<i>3rd Infraction</i>	5 Day Suspension Loss of Credit on Test, Quiz, Assignment Review before the School Board for Long Term Suspension/Expulsion

IV. **Infractions Constituting the Issuance of a "Red Citation":** Red Citations will be issued for, but are not limited to, the following violations of the Telesis Code of Conduct:

Infraction	Range of Consequences
Leaving Campus Without Permission	ISS, OSS, Parent / Teacher / Student / Staff Conference
Vandalism	OSS, Restitution, Police Referral
Possession of Item Capable of Imposing Harm	OSS, Pending School Board Review, Expulsion, Police Referral
Academic Dishonesty	ISS, OSS, Loss of Credit, Removal From Program
Verbal/Written Assault of Student or Employee	OSS, Pending School Board Review, Expulsion, Police Referral
Physical Battery of Student or Employee	OSS, Pending School Board Review, Expulsion, Police Referral
Disorderly Conduct	ISS, OSS, Police Referral
Bullying/Harassment/Intimidation*	ISS, OSS, Pending Board Review, Expulsion, Police Referral
False Reporting	OSS, Pending Board Review, Expulsion, Police Referral
Inappropriate, Lewd, or Obscene Act or Material	ISS, OSS, Police Referral
Sexual Harassment/ Assault**	ISS, OSS, Expulsion, Police Referral
Interference In Disciplinary Proceedings	OSS, Pending School Board Review, Expulsion, Police Referral
Theft/Possession of Stolen Property	ISS, OSS, Police Referral
Threats to Educational Institution	OSS, Pending School Board Review, Expulsion, Police Referral
Possession/Use/Distribution/Sale of Alcohol/Tobacco	OSS, Pending School Board Review, Expulsion, Police Referral
Possession/Use/Distribution/Sale of Any Form of Over-the Counter medication***	OSS, Pending School Board Review, Expulsion, Police Referral
Possession/Use/Distribution/Sale of Any Controlled /Illicit Substance or Imitation of Such****	OSS, Pending School Board Review, Expulsion, Police Referral
Any Other Violation of the Laws as Set Forth by the State of Nevada and/or the Federal Government	OSS, Pending School Board Review, Expulsion, Police Referral

(ISS - In-School Suspension, OSS - Out-of-School Suspension)

*** Bullying, Harassment, and Intimidation:** No student will be intimidated, harassed or bullied on school grounds, school property, school buses and any school sponsored event and activity. Reports by a student of an incident of harassment, intimidation or bullying will be kept confidential. Such incidents should be reported to any staff member or on our Silent Witness Program on our website. All school employees are required to report suspected harassment, intimidation, or bullying to the School Safety Officer, Principal, or Silent Witness. School officials will execute a formal process for an investigation of suspect incidents. A procedure that provides consequences for submitting a false report to school officials

will also be followed. Disciplinary procedures will be enforced for students admitting to, or who are found guilty of committing harassment, intimidation, or bullying.

****Sexual Harassment:** All individuals, both students and staff, are expected to conduct themselves at all times in a manner that promotes an atmosphere free from sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment may include, but is not limited to, suggestive or obscene written statements, slurs, jokes, epithets, assaults, touching, impeding or blocking movement, leering, gestures, or displaying sexually suggestive objects, pictures, or cartoons. Sexual harassment may also include expressing sexual interest after being told interest is unwelcome, withholding grades or scholastic support because sexual requests were denied or engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student. All complaints of sexual harassment should be made to an administrator, and every complaint will be investigated in accordance with the sexual harassment policy contained in the district policy manual. All matters involving sexual harassment complaints will remain confidential to the fullest extent possible.

*****Medication** (accompanied by proper medical documentation and authorization) needed by a student shall be secured in the Front Office and distributed accordingly by an authorized staff member.

******Controlled Substances** are listed at www.deadiversion.usdojgov/schedules/schedules.htm
Consequences for "Red Citations" will be handled by school staff on a case-by-case basis; other consequences may be used as deemed appropriate.

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

At Telesis Preparatory Academy, an unapproved absence for at least one period, or the equivalent of one school period, will be deemed a truancy as defined under NRS § 392.130. Truancy will be handled as a “Red Citation” infraction under the category of “any other violation of the laws set forth by the state of Nevada and/or the federal government” in the Telesis Preparatory Academy Code of Conduct. Range of consequences may include, but not limited to, off-campus suspension (OSS) pending school board review, expulsion, or police referral.

As with all “Red Citation” offenses categorized in the Code of Conduct, consequences for truancy will be handled by school staff on a case-by-case basis. Other consequences may be used as deemed appropriate.

Telesis Preparatory Academy believes in excellence in education. Regular attendance is extremely critical and absolutely essential for the learning environment and student success at Telesis. It is anticipated that absences will be minimal and educational goals will be met.

All students at Telesis Preparatory Academy will be required to attend school regularly in accordance with Nevada statutes.

Absences

For each class, 10% of evaluation will be based upon student attendance. If a student has an unexcused absent, they will lose 10 points for that day. Each week will have a maximum point count of 50 points if present for the week. Students will be responsible for making up any missed learning or work within an equivalent time period of their absence. For example, if a student is absent for one day, they will have 24 hours to complete any missed work. Students and their parents will be responsible for monitoring and making up missed assignments, tasks, and tests.

Students with ten (10) consecutive unexcused absences will be withdrawn from our program and a letter will be sent home to the parent/guardian informing them of the action taken.

Tardiness

Being tardy also affects students' attendance. It is disturbing to a class that has already begun to be interrupted by a student who is tardy. They also miss important announcements, collection of assignments, etc., when entering class late.

For every 3 times a student is tardy, it will equal one absence. Students who are tardy at the start of the school day should sign in at the front office.

Being on time is a good habit to form now as employers, colleges, trade / technical schools, and the military do not allow their employees, students or personnel to be late. Punctuality can make a difference in a students' success.

Exceptions

Exceptions are at the discretion of the administration and instructional staff depending upon reasons provided by parents and students for absences. We do realize that there are at times when situations such as surgery and recovery time must be considered. However, we encourage doctor and dental appointments to be made, whenever possible, after school hours or on days off. All work must be made up by the student within the time period arranged between the teacher and the student or parent.

Planned Absences

Should a planned absence be necessary, parents should contact the Telesis Preparatory Academy office two days before the absence occurs. The instructor(s) will then compile, if at all possible, any assignments that should be done prior to returning to school.

Absence Due to Illness

Should an illness prevent attendance, parents will need to contact Telesis Preparatory Academy on the morning of the illness so we may notify your student's instructor(s). At that time, parents should specify if they would like to pick up any missed class work and homework assignments for their student. This work can be ready for pick up at the end of the school day.

All students shall be required to make up all work missed as a result of absences and will be allowed 1 extra day for each day absent.

It is the responsibility of the student to check with their teacher(s) upon their return for missed work. Parents and students should also check their teacher's blog for work.

Perfect Attendance

Telesis Preparatory Academy encourages and recognizes perfect attendance at the end of the year award ceremonies where students can earn prizes plus their personal awards. Perfect attendance is defined as not being late to school or leaving early. This includes all late arrivals or early releases for doctor appointments.

Narrative A.7.1, School location

Telesis Preparatory Academy will utilize retail professionals to help locate possible school sights in the Washoe County, Nevada specifically the cities of Reno or Sparks. Targeted zip codes will include 89502, 89503, 89509, 89512, 89519, 89523, 89433, 89436 and 89441. Currently the School has not found a location to house the school at the time this application was submitted.

A. Description of Facility Necessary for Program

Telesis has identified the needs of a facility for the necessary purposes of its program. In its first year, Telesis will hold 400 students, and 28 adults. By year three, it will hold 600 students and 50 adults. The total number of classrooms will grow from twenty classrooms in year one to forty classrooms in year three. The total number of square feet needed in year one is 24,580 and will grow to 40,915 in year three. See figure A.7.1 for further detail.

Figure A.7.1: Projected Space Needs for Years One through Three

	2014-2015	2015-2016	2016-2017
Number of Students	400	500	600
Total Number of Staff	30	35	40
Grade levels served	6-9	5-10	4-11
Total Face (interior square feet)	24,580	34,720	40,915
Total Classrooms	20	25	30

The facility will also need the following characteristics: enough restrooms to satisfy the number of students and adults at the school, a reception office for when students and parents enter the building, two offices for the school Administrators to meet with parents and teachers, a multi-purpose room that can be used both as a cafeteria and as a school-wide meeting room.

B. Timeframe for Securing a Facility

Telesis will continually communicate the status of its facility acquisition to the Charter Authority. In addition, Telesis will be in regular communication with real estate advisors and members of the community who have connections to potential facilities. When authorization of the charter school occurs, Telesis will have identified a community and a space. All improvements made to the building will be

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completed by June of 2015. Telesis will negotiate the terms of its lease to allow for the first monthly payment to be deferred to August 2015. Due to the fact that Telesis does not anticipate making this payment until August, summer staff development will take place in an off-site donated facility.

The timeline for securing a facility will be as follows:

August-October 2013	Programming/ Area Selection/ Site Search
October 2013	Property tour/ RFP/ Proposal
November 2013	Space planning/ Constructing pricing/ Site selection
January 2014	Proposal negotiation/ Lease documents
January 2014	Construction Documents
February 2014	Permits
March 2014	Construction
April 2014	Construction
May 2014	E-Class Certificate of Occupancy
June 2014	Purchase of Furniture, Fixtures and Equipment
July 2014	Move-In
August 2014	School Begins

Narrative A.7.2, Target Population

Telesis Preparatory Academy will not discriminate on the basis of ethnicity, religion, gender, economic status or disabilities, limiting conditions etc. It is expected that the student population will be made up of Hispanics, African Americans, Native Americans and Caucasian.

Telesis Preparatory Academy currently operates a K-12 charter school in Lake Havasu, Arizona. The Director was approached by people in the Reno/Sparks communities to open a charter school for the middle school population who really liked the Telesis philosophy. With the “planned progress” philosophy, each student will enter the program and advance at their own pace after mastery is obtained at each academic level.

According to the National Charter School Study, published by Stanford’s Center for Research on Education Outcomes, it looked at the performance of 5,000 charter schools that were surveyed nationally. The results showed that Nevada had the lowest test scores among its other charter schools nationally. (Article published on 6.25.13, Las Vegas Sun, CREDO Report)

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Telesis has a student focus and has developed a program that is focused on each individual students needs and adjusts to the each students learning style. All instruction will focus on effectively preparing students for success and passing all state standards and assessments. With only 31 charter schools in Nevada, Telesis Preparatory Academy would like to expand into Nevada increasing student and parent choice for education while increasing test scores.

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

Telesis Preparatory Academy is dedicated to the purpose of offering an educational setting for any student regardless of race, color, creed, sex or religion. We exist to help children learn. Telesis Preparatory Academy has an admission process that is necessary in order to place a student correctly in one of our 3 academic levels per our developmental format upon admission and administration.

Telesis Preparatory Academy is not simply a school for children. It is a school for the parents who want their children to love learning, not only now but always.

As experienced educational professionals, we also understand the importance of child's self-concept, and we know that positive self-esteem will follow when an empathetic teacher or parent helps a child to develop competency, especially in areas where he or she is frustrated and feeling quite incompetent. Students will be in a developmental classroom. This means, that if a student is a sixth grader working at a seventh grade level in reading but at a 5th grade level in math, that student will be grouped according to his or her skill level, not grade level. We believe that the key to success is to let the student work at the level where he or she can be challenged successfully, rather than at his or her frustration level.

At Telesis Preparatory Academy our mission, curriculum, and teaching methods will meet the educational needs of the students in the Reno or Sparks area by allowing them to learn at a self-paced yet challenging speed.

Telesis Preparatory Academy will serve all children in grades 6-9 and expand each year in each direction until it becomes a K-12. Enrollments will be on a first come, first serve basis. Priority shall be given to siblings of pupils enrolled at the school. To be eligible for admission, the student must provide a completed application form and all necessary documentation.

Initial enrollment is anticipated to be 400 6th -9th grade students the first year, 500 5th – 10th grade students the second year, and 600 4th – 11th grade students in the third year. These numbers are projections for our school and a feasibility study is planned to determine growth to coincide with community needs and demands.

As of the 2010 Census, Washoe County has a total population of 421,407. Below are the demographics for each city that the school would like to potentially open in FY 2014-2015.

	Reno, Nevada	Sparks, Nevada
Population	225,986	90,264
Persons under 5 years	15,819	6,499
Persons under 18 years	51,524	23,288

Provided by the U.S. Census 2010

	State of Nevada	Reno, Nevada	Sparks, Nevada
White	54.1%	62.5%	61.4%
Hispanic	26.5%	24.3%	26.3%
Black	8.1%	2.9%	2.6%
Asian	7.2%	6.3%	5.9%
Other	4.1%	4.0%	3.8%

Provided by the U.S. Census 2010

Currently, there are 88 schools in Reno, Nevada and 37 schools in Sparks, Nevada. Below is a table reflecting the zip codes some of these reside in as well as student count and grade levels. After reviewing the Great School ratings for each school in the above areas, Reno schools seem to be graded by its community of parents at a lower rate than Sparks schools. Telesis Preparatory Academy believes in

the Telesis Triangle which represents the partnership we have with students, staff members and parents. If we are going to plan the progress of each individual student, we need to join together as a three-member team. Currently, Telesis Preparatory Academy rating on Great Schools is a 6. One of the most recent posts states:

It's important to us that our sons are recognized as individuals. Telesis's small class sizes allow them to be individuals and enable them to move ahead at their own pace as they prepare for college. For parents, too, any question we had for the past six school years was answered promptly in a thoughtful manner, either by the teachers, office or the principal.

—Submitted by a parent to greatschools.org on 3/10/2013

Twelve Middle Schools in the Reno and Sparks communities:

Name	Zip Code	Grades Served	Great Schools Rating	Student Count	Free and Reduced Lunch %
Sparks Middle School	89431	7 th – 8 th	3	778	77%
George L Dilworth Middle	89431	7 th – 8 th	4	595	64%
Lou Mendive Middle School	89434	7 th – 8 th	9	938	30%
Yvonne Shaw Middle School	89436	7 th – 8 th	9	1116	19%
E Otis Vaughn Middle School	89502	7 th – 8 th	2	546	83%
Edward L Pine Middle School	89502	6 th – 8 th	7	926	51%
William O'Brien Middle School	89506	7 th – 8 th	3	720	60%
Cold Springs Middle Schools	89506	5 th – 8 th	5	856	41%
Darrell C Swope Middle School	89509	7 th – 8 th	10	709	28%
Fred W Traner Middle School	89512	6 th – 8 th	4	577	99%
Kendyl Depoali Middle School	89521	6 th – 8 th	9	1154	25%
BD Billingham Middle School	89523	6 th – 8 th	10	959	20%

Attachment A.7.3, Enrollment Projections

For middle school, the average student count per school is 822 students in the Reno/Sparks Communities. Estimating 100 students per grade for grades 6th through 8th grade with 5 classes per grade is a conservative estimate.

Twelve Secondary Schools in the Reno and Sparks communities:

Name	Zip Code	Grades Served	Great Schools Rating	Student Count	Free and Reduced Lunch %
Sparks High School	89431	9th - 12th	4	1170	65%
Edward C Reed High School	89434	9th - 12th	8	2211	25%
Spanish Springs High School	89436	8th - 12th	8	2389	26%
I can Do Anything Charter School	89502	9th - 12th	3	296	42%
Earl Wooster High School	89502	9th - 12th	6	1630	51%
Rainshadow Community Charter High School	89502	9th - 12th	1	152	26%
The Davidson Academy of Nevada	89503	4th - 12th	9	122	NR
Reno High School	89509	9th - 12th	10	1713	17%
Washoe High School	89509	9th - 12th	2	487	61%
Sage Ridge School	89511	5th - 12th	NR	239	NR
Coral Academy Charter School Secondary	89512	6th - 12th	7	838	11%
Procter R Hug High School	89512	9th - 12th	3	1382	98%

Both tables provided by Greatschools.org 2010-2011

For secondary school, the average student count per school is 1052 students in the Reno/Sparks Communities. Estimating 100 students per grade for 9th grade with 5 classes per grade is a conservative estimate.

Telesis Preparatory Academy recognizes the challenges of recruiting students and families to a new school, particularly one that may be farther away than the school closest to their home. Despite the prevalence of charters in the community and across the state, there are myths associated with charter schools that we will need to dispel including (1) charter schools cost money and (2) parents have to send their child to the school that is closest to their home. Therefore, Telesis Preparatory Academy's advertising and promotion plan and process will also be one that educates and informs families about their various choices. As a result, we have thoughtfully considered and planned a strategic effort that will utilize our community and business relationships to reach any interested families in the area that we will locate. We will address this recruitment process openly, transparently, and honestly in order to provide families with the information they need to make a decision that best serves the needs of their individual children.

To ensure that Telesis Preparatory Academy receives applications from all interested families in the Reno or Sparks communities, our advertising and promotion plan is targeted, diverse, and accessible. Our active recruitment to enroll students will only begin upon authorization no earlier than 120 days (March 1, 2014) before school begins. However, after a location is identified and secured, we want parents and families to be familiar with Telesis Preparatory Academy mission and vision. Therefore, our advertising and promotion plan will begin in January 2014 with community meetings and outreach. Upon authorization, our promotional materials will be ready, and we will continue our parent and community outreach to prepare for the 2014-2015 school year.

In our first year of operation, our student enrollment goal is 400. In Y2, our goal is 500 students, and in Y3, our goal is 600 students. In looking just at Y1, if our targeted zip codes of 89502, 89506 and 89512 will have an approximate enrollment of 1,882 seventh graders and 1,756ⁱ eighth graders. Therefore, if we pulled students from just these areas, we would represent 5% of the enrolled seventh grade population and 6% of the enrolled eighth grade population. We believe that despite the number of

public schools (both charter and district) we will be able to successfully meet our enrollment targets based on the numbers above.

To demonstrate how we will meet these targets, **Figure A.7.5** outlines our advertising and promotional plan with a timeframe that is consistent with the start-up of Telesis Preparatory Academy’s first year of operation, October 2013-August 2014.

Figure A.7.5 Advertising/Promotion Plan (Timeframe and Explanation of Cost)

Timeframe	Strategies	Materials Needed & Cost
Begin October 2013	<p style="text-align: center;">Word of Mouth</p> <p>The committee will generate interest and excitement about the school and its planned progress program and encourage the community members to freely share information.</p>	<p style="text-align: center;">No additional cost</p>
Begin January 2014	<p style="text-align: center;">Community Meetings/Events</p> <p>Community meetings will be held to provide a forum by which the Committee could share information about Telesis (ie: mission and Telesis Triangle) In addition to having community meetings we will have a community day at the new campus for parents and students (scheduled for March 2014)</p>	<p style="text-align: center;">Committee Time donated</p> <p style="text-align: center;">Materials Needed: Brochures \$100</p>
March 2014	<p style="text-align: center;">Website</p> <p>We will create a website providing parents and community members with information about the mission of the school as well as its core components. The site will also contain information about</p>	<p style="text-align: center;">Technology Fee for creation and hosting \$2,000</p>

	upcoming community events we will be attending or hosting.	
March 2014	<p>Door Hangers and Postcards</p> <p>Our goal is to ensure community awareness in order to enroll students. We will use door hangers to distribute to the community within a 5 mile radius of our school facility.</p> <p>We will use a 3 ½ X 5 post card with information about our school and open enrollment timeframes.</p>	<p>Cost to distribute 5000 door hangers \$600</p> <p>5000 professional printed Door Hangers \$368.49ⁱⁱ</p> <p>2500 professionally printed post cards \$204.21ⁱⁱⁱ</p> <p>Postage to mail postcards at \$0.33 each \$825^{iv}</p>
July 2014	<p>Charter School Association of Nevada</p> <p>Request to join the Association to learn, develop and advocate</p>	<p>Cost of the membership fee for the first year estimated at \$1500 based on AZ Association fees.</p>

ⁱ Information on enrollment provided by city-data.com Reno, Nevada

ⁱⁱ Prices for printing per www.vistaprint.com

ⁱⁱⁱ Prices for printing per www.vistaprint.com

^{iv} Prices for postage per www.usps.com

Narrative A.8.1, Identification, etc., for Special Education, etc.

Special Education

Identification

Telesis Preparatory Academy will identify and evaluate all children who are in need of special education and related services in compliance with the policies and procedures under NAC § 388.215 and pursuant with pursuant to 34 C.F.R. § 300.111. Consistent with requirements under Part B of the IDEA, Telesis Preparatory Academy will identify students through the following ways:

- **Registration:** Telesis Preparatory Academy will include in its registration materials that the school will provide all services detailed in a child's Individual Lesson Plan (IEP). Telesis Preparatory Academy will also urge parents to share whether their student has been previously identified as eligible for special education services and whether they currently have an IEP.
- **Two-Way Communication:** Telesis Preparatory Academy will maintain two-way communication with its parents about the continuum of special education services provided by the school and invite the parent to meet with the school administration and / or intervention team to discuss whether their student may need and qualify for such services.
- **Training:** Telesis Preparatory School will provide professional development prior to the start of the school year on the school's referral, identification, and screening policies and procedures and how the school will guide and support them through these processes.
- **Team Meetings:** Teaching teams will meet weekly to discuss and share their observations and concerns about students who are consistently struggling in any way – academically, behaviorally, physically, psychologically – to be successful in attaining grade level proficiency or academic content mastery and determine whether the student should be recommended for screening.

Telesis Preparatory Academy will also participate in Child Find, making provisions for the identification, location and referral for evaluation of potential students with disabilities found within the school program. Child

Find will include students who are suspected of the being a child with a disability and in need of special even though they are advancing from grade to grade and/or they are highly mobile children, including migrant children.

Telesis Preparatory Academy will ensure that protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the local education agency will be in accordance with §§300.611-300.627 of IDEA regulations, FERPA, and EDGAR. Telesis Preparatory Academy will also protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and discussion stages in accordance with IDEA, FERPA, and EDGAR.

Screening

A full and individual screening will be conducted by Telesis Preparatory Academy before the initial provision of special education and related services to a child with a disability in accordance with §§300.303-300.311 of the IDEA regulations. Screening procedures shall be in compliance with the policies and procedures detailed under listed under NAC §§ 388.340-386.

Before any evaluation, a Pre-Intervention (PI) problem solving team called a special education team is convened. The team process safeguards against inappropriate referrals or a child's difficulties not related to a disability (i.e. language acquisition, socioeconomic or domestic issues) as primary sources for a student's academic failure. A student receives psychological and other evaluations after a child study team (special education coordinator and/or teacher, classroom teachers, and an administrator) has determined the student may benefit from such evaluations.

The initial screening and evaluation will be completed within 60 days of receiving parental consent for the evaluation except in the following situations:

- a. The parents and Telesis Preparatory Academy agree that it is in the best interest of the student to extend the timeline to complete the evaluation for an additional 30 days; or;
- b. The child enrolls in Telesis Preparatory Academy from another local education agency after the parent has provided consent and before the determination of eligibility by the other agency. In that event, Telesis Preparatory Academy will ensure prompt completion of the evaluation.

A.8: Special Student Population Guidelines

- c. The parent of a child with disability repeatedly fails or refuses to produce the student for the evaluation.

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

Education / Academic Content

Students with disabilities served by Telesis Preparatory Academy will be educated to the maximum extent appropriate with children who are not disabled in accordance with §§300.303-300.311 of the IDEA regulations.

Telesis Preparatory Academy will implement the "inclusion plan" as a methodology for teaching students with disabilities. The philosophy behind our course of study, materials, technological techniques and teaching methods are adapted for all students. Telesis Preparatory Academy will establish a teacher-student ratio for students in special education of 18:1 within an inclusion setting and shall provide all special education programs and services only in a school facility which houses regular education classes or in other facilities approved by the division of special education of the Nevada State Department of Education.

Telesis Preparatory Academy will provide tiered instruction and intervention based upon the criteria and designations of the Response to Intervention (RtI) model. Intervention at Telesis Preparatory Academy will mean a strategy developed on the basis of individual need designed to have a remediate effect upon any academic and / or behavioral difficulties of a student.

Telesis Preparatory Academy will ensure that an individual lesson plan (IEP) is developed and implemented for each eligible student served by the school and for each eligible student placed in a private school or facility by Telesis Preparatory Academy in accordance with §§300.320-300.325 of the IDEA regulations and NAC § 388.284. Each student who is identified, evaluated, and placed in special education at the Telesis Preparatory Academy will receive an individual education plan (IEP) as implemented by a multi-disciplinary team of parents, student, teachers, and related services personnel. The IEP will address and assert the following points for the student and parents:

A.8: Special Student Population Guidelines

- 1) Student's current level of performance
- 2) Annual goals and short term objectives,
- 3) The least restrictive environment possible for the student
- 4) The student's inclusion in regular education activities
- 5) Documentation of special educational related services and personnel.

The IEP will be reviewed and updated if necessary every year throughout the student's enrollment at the school.

Assessment Plan / Process

Telesis Preparatory Academy will conduct a full and individual evaluation and reevaluation of each child with a disability in accordance with §§300.303-300.311 of the IDEA regulations. In selecting tests and other evaluation materials used to assess a student, Telesis Preparatory Academy will utilize diagnostic assessments that meet the criteria and compliance of the policies and procedures under the Nevada Administrative Code for all qualifying conditions listed under NAC §§ 388.387-430 as well as a continuum of alternative placements to meet the needs of students with disabilities for special education and related services.

Telesis Preparatory Academy will conduct a reevaluation at least once every three years unless the parent and Telesis Preparatory Academy agree that a re-evaluation is unnecessary, in which case a report will be provided that includes a review of data regarding the child's progress and present levels of performance including the following:

- a. Parent report, teacher report, standardized tests results if applicable, information from previous evaluation that remain valid, level of cognitive functioning
- b. How / why the disability continues to impede learning and progress in the general education curriculum without specialized instruction and / or support

Students who are classified as English Language Learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment will be given the Alternate ACCESS for ELLs.

Gifted and Talented Students

Telesis Preparatory Academy will provide a rigorous and relevant instruction and opportunities to students identified as gifted and talented in compliance with NAC § 388.435.

Identification

Telesis Preparatory Academy will set the following objectives for student identification of students who may be eligible for gifted and talented education services:

1. Ensure that student assessment for gifted identification is an organized, systematic, ongoing process, based on best practices, that seeks to identify all students who could qualify for services.
2. Employ multiple criteria to identify gifted students.
3. Use screening and identification instruments sensitive to the inclusion of underrepresented groups, including low income, minority, English language learners, and twice exceptional students.
4. Provide adequate personnel, including psychologists trained in best practices in gifted identification, for student identification, and adequate resources for testing materials.
5. Ensure that there is a well-delineated process for equitable decision-making during the screening, selection, and placement stages of the identification process, also including an appeals process.

Screening

A team comprised of academic and behavioral professionals representing Telesis Preparatory Academy will determine the student's eligibility for gifted and talented services. A combination of objective and subjective assessments and strategies to screen students for eligibility may include, but not limited to, the following:

- Performance on pre-assessments that determine ability levels and student placement
- Evaluation of student responses to a range of classroom activities
- Nomination by a parent / caregiver, teacher, peer, or the individual student
- Performance on formative and summative academic assessments
- Standardized tests measuring critical thinking and creative ability
- IQ tests

A.8: Special Student Population Guidelines

- Teacher observations
- Interviews with stakeholders familiar with the student and their abilities
- Academic grades

Education / Academic Content

The non-graded format of the Telesis Preparatory Academy education program supports gifted and talented education by placing students in rigorous, challenging, and engaging courses that correlate to their high level of ability and skill. Students who meet the criteria for receiving gifted and talented education services may be placed in higher levels of instruction at the Junior Academy or Academy level depending upon the performance of pre-screening assessments and determination of the evaluation team.

As proscribed under § 388.435(4), students at Telesis Preparatory Academy who are eligible for gifted and talented education services will participate in no less than 150 minutes of differentiated educational activities weekly during the school year. This extended learning time will provide students the opportunity to engage in high levels of critical thinking and problem solving, creativity and innovation, collaboration, and communication through problem-based, inquiry-based, project-based, and service learning that challenges students to think critically, examine and explore deeply, and communicate clearly using oral, written, creative, and technical expression.

Assessment Plan / Process

Students at Telesis Preparatory Academy who are eligible for gifted and talented education services will be assessed using the following:

- Quantitative measures including, but not limited to, test scores, report card grades, and classroom performance and progress
- Qualitative measures including, but not limited to, portfolio assessments

Telesis Preparatory Academy will utilize a multiple criteria identification process which takes into consideration all academic, behavior, demographic, and socioeconomic factors that could impact and influence student eligibility, performance, and progress. The assessments and processes used to identify, screen, and

educate students eligible for gifted and talented education services will also be used to monitor student performance and progress formatively and cumulatively.

English Language Learners

Identification

Telesis Preparatory Academy will identify and evaluate all children within the student population enrolled who are in need of English language development. Telesis Preparatory Academy shall also establish, implement, and disseminate written procedures for the identification and referral of all children with English language acquisition and development needs within the student population of the school.

Telesis Preparatory Academy will provide a Home Language Survey (HLS) form to determine whether the student should be assessed for English language proficiency. HLS forms will be provided in both English and the native language of the student and / or parent to ensure clear and full comprehension. Students and parents shall neither be discriminated nor singled out based upon the responses to the PHLOTE form.

Screening

Parents who respond “yes” to any of the three questions on the Home Language Survey form, then the student will be assessed for English language proficiency using the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners developed by the Center for Applied Linguistics.

Education / Academic Content

All English Language Learners at Telesis Preparatory Academy will have access and opportunity to engage in the education program and utilize the academic materials provided in the mainstream classrooms within the levels of instruction at the school. Following the philosophy of Telesis Preparatory Academy, individual curriculum will be designed for each English Language Learner student once his or her placement level has been designated. For example, if a student is above grade level in reading and below grade level in math, a program will be created to allow an accelerated reading curriculum while at the same time addressing the math deficiencies through a remedial math curriculum. All this is obtained by maintaining an individualized curriculum and

academic program with a low student-teacher class size ratio. Students will be encouraged to advance at their own pace after mastery is obtained at each academic level.

Teachers will incorporate the WIDA English Language Proficiency standards to drive instruction in English language acquisition and development. Teachers will use Structured English Immersion strategies to address English language development and develop their academic and language development objectives using the grade level appropriate English Language and Literacy Common Core State Standards and the format of the Can Do Descriptors of the WIDA. Telesis Preparatory Academy will use WIDA MODEL ((Measure of Developing English Language) to drive the instruction of English language acquisition and development and monitor ELL performance and progress throughout the school year.

Assessment Plan / Process

Once a student and / or parent has completed and submitted the PHLOTE form and responded “yes” to any of the three questions asked on the form, the student will be provided the WIDA-ACCESS Placement Test (W-APT) to determine level of English language proficiency and proper placement in the education program at Telesis Preparatory Academy.

Telesis Preparatory Academy will use the formative and summative assessments of the WIDA MODEL to monitor ELL performance and progress throughout the school year.

Students who are classified as English Language Learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment will be given the Alternate ACCESS for ELLs.

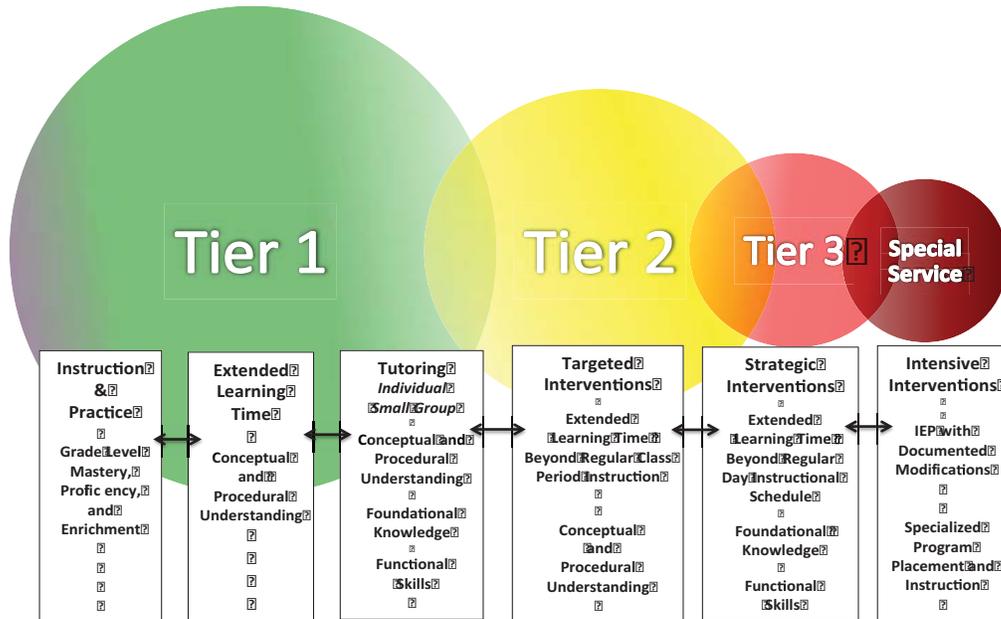
Narrative A.8.2, Multi-Tiered Response to Intervention

Telesis Preparatory Academy will provide tiered instruction and intervention based upon the criteria and designations of the Response to Intervention model. Intervention at Telesis Preparatory Academy will mean a strategy developed on the basis of individual need designed to have a remediate effect upon any academic and / or behavioral difficulties of a student. Examples of interventions may include, but limited to, the following:

- Adapting curriculum materials to the needs of the student
- Variations in the techniques employed in teaching the student

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- Tutoring or supplemental instruction
- Using behavior management programs
- Counseling or direct social skills instruction for the student
- Modifications to the educational environment



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Tiered instruction and intervention at Telesis Preparatory Academy will be structured in the following manner:

- 1) **Tier 1 Instruction** provided to all students focusing on grade level mastery, proficiency, and enrichment within the regular day instructional period
- 2) **Tier 2 Intervention** will be provided to those students who are six months or more below grade level proficiency and approach content level mastery based upon the Common Core State Standards and the core content and special area standards for the state of Nevada as measured by classroom performance, formative assessments, and the results of the Smarter Balanced Assessment Consortium exam. These students will receive targeted interventions consisting of extended learning time provided within and beyond the regular day instructional period.

- 3) **Tier 3 Intervention** will be provided to those students who are two or more years or more below grade level proficiency and fall far below content level mastery based upon the Common Core State Standards and the core content and special area standards for the state of Nevada as measured by classroom performance, formative assessments, and the results of the Smarter Balanced Assessment Consortium exam. These students will receive strategic interventions consisting of extended learning time provided within and beyond the regular day instructional period as well beyond as the regular day instructional schedule through small group or one-on-one instructional assistance and support.
- 4) **Special services** will be provided to those students who qualify for academic and behavioral assistance and support provided under federal and state laws, policies, and programs serving special populations such as special education, English Language Learners, and other at-risk student populations. These students will receive modifications for instruction generally outlined in an Individual Education Plan (IEP). Decisions regarding curriculum and instruction for these students will be driven based upon the policies and procedures governing education for special populations, student achievement and performance, feedback and input from the instructional staff and administration, and goals and modifications for instruction set in the student's IEP.

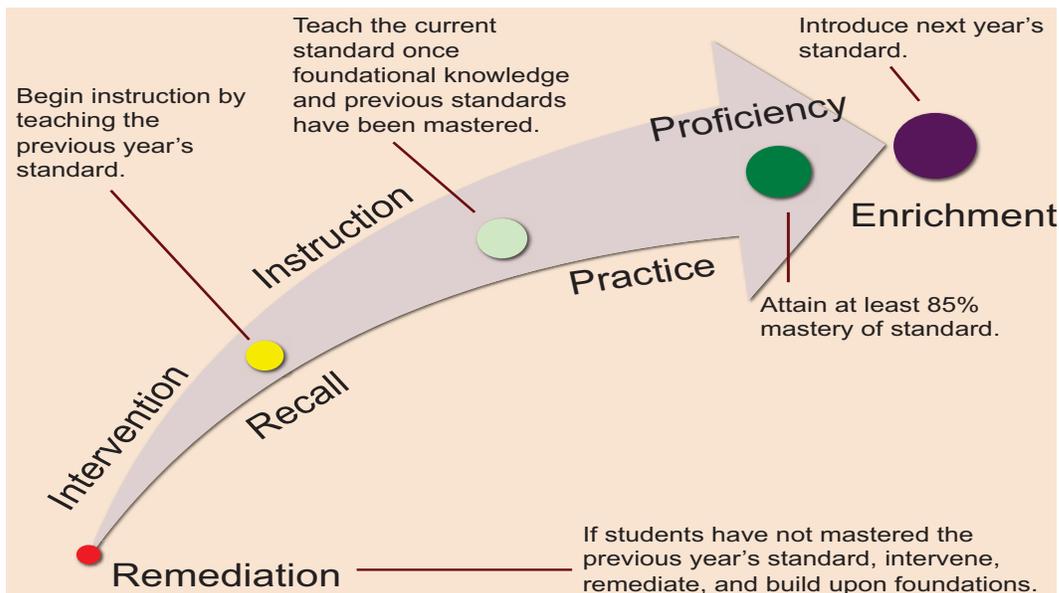
The goal of the tiered instruction plan at Telesis Preparatory Academy is to identify and apply the level of interventions needed by the student in order for them to develop the ability and skills to attain grade level proficiency in literacy and mathematics and grade level content area mastery independently and in the least restrictive environment possible.

Tiered instruction and intervention is also accomplished by scaffolding the Mathematics and English Language Arts and Literacy Common Core State Standards using the following guided questions to plan and determine instructional delivery system:

1. What did they learn from the previous year? (recall)
2. What do they remember from the previous year? (results)
3. What do they still need to learn? (intervention)
4. What basic skills have they not yet mastered? (remediation)

5. What grade level standard do they need to attain proficiency? (instruction / practice / proficiency)
6. What do they need to know next year? (enrichment)

Tiered instruction and intervention will be delivered in the following manner using the Mathematics and English Language Arts and Literacy Common Core State Standards, which are organized and structured to support the scaffolding of instruction by grade and ability level.



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Figure 1: Delivery of Tiered Instruction and Intervention

1. Begin with the previous year's to determine whether the students can recall previous learning. For example, if a teacher is teaching a 6th Grade Mathematics, then they should begin by determining whether the student can demonstrate mastery of the correlating 5th Grade Mathematics Standard that scaffolds up into the 6th Grade Standard.
2. If students cannot recall previous learning, intervene and remediate by scaffolding instruction down to the level of the student and then scaffolding up to current grade level standards and expectations. For example, one student may need to demonstrate conceptual understanding of the 3rd and 4th Grade correlating Mathematics CCSS standards before scaffolding up to current grade level expectations.

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3. Once the student has demonstrated at least 6 months below grade level proficiency, the teacher will instruct and the student will practice demonstrating proficiency at their current grade level. For example, once the student has demonstrated proficiency and mastery of the correlating Mathematics CCSS for Grades 3-5, they are now ready to develop competency in the 6th Grade Mathematics standard. The teacher will provide direct instruction and facilitate guided and independent practice.
4. Once the class has demonstrated 85% proficiency as determined by classroom observations, performance, and checks for understanding, the teacher will challenge the student further by introducing the following year's standard, preparing students for the expectations for the following year. For example, once 85% of the class demonstrates proficiency in the targeted 6th Grade Mathematics CCSS, the teacher will introduce the proceeding 7th Grade Mathematics CCSS to close the instruction of the unit.
5. Throughout the learning process, students are provided academic assistance and intervention by scaffolding down the CCSS to remember and understand previous learning and then scaffolding up the CCSS to demonstrate grade level conceptual and procedural understanding.

This tiered instruction and intervention model based on RTI implemented by Telesis Preparatory Academy was developed by Maverik Education LLC and is currently being implemented in Arizona charter schools at the comprehensive school reform (CSR) model of their Title I Schoolwide and Targeted Assistance Program. The difference between the RTI Pyramid and the Maverik Education Concentric Circles is not only in the structure but also how student instruction and intervention are addressed. For example, a student who is on or close to the cut-off for demonstrating grade level proficiency will be provided Tier 2 interventions in the form of extended learning time to demonstrate and master conceptual and procedural understanding to support them in performing continuously at grade level. Likewise, a student who is on the cusp of approaching and falling far below the grade level standard will be provided Tier 3 interventions consisting of extended learning time to strengthen foundational knowledge and functional skills to move them into a Tier 1 instructional setting where students attain grade level proficiency with little to no assistance, intervention, or support.

This form of tiered instruction and intervention will be utilized as part of the special education, Title I, English Language Learner, or gifted and talented education programs at Telesis Preparatory Academy.

Narrative A.8.3, Special Education Revenues / Expenditures

Telesis Preparatory Academy will anticipate and budget for special education services using the "inclusion plan" as a methodology for teaching students with disabilities. We have included in our projected budget expenses to hire a Special Education Director (\$45,000) and instructional and educational materials (\$3,000). The Special Education Director will oversee and manage the planning and implementation of all IEPs and supervise the staff that is either hired or contracted to provide special education services.

Depending on the needs of our students, Telesis Preparatory Academy will contract with professionals and specialists who are qualified to deliver the requisite special education services detailed in a student’s IEP including, but not limited to, speech therapy, occupational therapy, psychological evaluation, and counseling.

Telesis Preparatory Academy will also utilize special education funding to purchase supplies needed to operate the school’s special education program effectively and efficiently such as instructional resources, assessments, and instructional and data management technology.

Narrative A.8.4, Continuum of Services

Telesis Preparatory Academy will provide all services outlined in the student’s IEP. The chart below details the instructional delivery and learning environments that support the continuum of services:

<i>Delivery</i>	<i>Instruction & Practice (Tier 1)</i>	<i>Extended Learning (Tier 1)</i>	<i>Tutoring (Tier 1)</i>	<i>Targeted Interventions (Tier 2)</i>	<i>Strategic Interventions (Tier 3)</i>	<i>Intensive Interventions (Special Svcs.)</i>
<i>Goal</i>	Attain grade level proficiency , competency and / or mastery.	Develop conceptual and procedural understanding.	Develop conceptual and procedural understanding. Acquire foundational knowledge. Develop functional skills.	Develop grade level conceptual and procedural understanding. Build foundational knowledge. Develop	Develop conceptual and procedural understanding. Acquire foundational knowledge, Acquire functional	Attain developmental goals (academic, behavioral, physical, social, speech communicative)

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				functional skills.	skills.	
What is it?	Classroom instruction and practice	Extended learning time through small group instruction	Small group or one-on-one instruction	Extended learning time	Extended learning time	IEP and / or special program placement
Who receives it?	All students	Students 6 months and lower	Students 2 years and lower	Students 6 months and lower	Students 2 years and lower	Special Education
Who teaches it?	HQ Teacher	HQ Teacher HQ Specialist HQ Parapro Sp.Ed. Teacher Sp.Ed. Parapro	HQ Teacher HQ Specialist HQ Parapro Sp.Ed. Teacher Sp.Ed Parapro	HQ Specialist HQ Parapro	HQ Specialist HQ Parapro	Sp.Ed. Teacher Sp.Ed. Parapro
Where does it happen?	In class	In class through push-in or pullout	In class through push-in or pullout	Separate classroom	Separate classroom	Inclusion Resource Room
When does it happen?	During the regular day instructional period	During the regular day instructional period	During the regular day instructional period	Beyond the regular day instructional period	Beyond the regular day instructional period and schedule	Throughout the school day or a specific class period
How does it happen?	Whole class instruction with assistance and support from HQ teacher or 1:1 Sp.Ed. Parapro	Small group of students given extended learning time to work with HQ teacher, HQ specialist, HQ parapro, or Sp.Ed. parapro	Small group or 1:1 intervention provided by HQ teacher, HQ specialist, HQ parapro, or Sp.Ed. parapro	Small group intervention provided by HQ specialist or HQ parapro	Small group or 1:1 intervention provided by HQ specialist or parapro	Small group or 1:1 instruction and intervention provided by Sp.Ed. teacher or Sp.Ed. parapro

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Tier 1 instruction will be distinguished by the location and provision of instruction and intervention. Tier 1 instruction and intervention will be primarily provided by the HQ teacher in the classroom during the regular day instructional period with academic assistance and intervention in the form of extended learning time and

small group or 1:1 instruction provided by a HQ reading specialist, a HQ mathematics interventionist, or the Sp.Ed. teacher or Sp.Ed. paraprofessional working in the classroom. Tutoring is defined as small group or 1:1 instruction that occurs in during the regular day instructional period for students needing strategic and / or intensive interventions.¹

Tier 2 and 3 Interventions will be provided to students who have been identified either as academically at-risk and eligible for services under federal policies and programs such as Title I, Part A or Title III of the *Elementary and Secondary Education Act of 1965 (ESEA)*. Tier 2 students who are at least six months below grade level or lower will receive targeted interventions through small group instruction beyond the regular day instructional period to attain conceptual and procedural understanding. Tier 3 students who are at least two years below grade level or lower will receive strategic interventions through small group and 1:1 instruction beyond the regular day instructional schedule to attain conceptual and procedural understanding and develop foundational knowledge and foundational skills.

Intensive interventions will be provided to students who qualify for special education services under the policies and provisions of the IDEA including the development of an IEP with specific goals and objectives and academic modifications to the delivery of instruction.

¹ Tutoring beyond the regular day class period and instructional schedule before or after school will be designated for students who are achieving grade level proficiency but need further guidance on mastering the current grade level instructional objective. Interventions will be for students who have not yet attained grade level proficiency as measured by performance on site-based benchmarks and state summative assessments.

**NEVADA DEPARTMENT OF EDUCATION
Charter School Application**

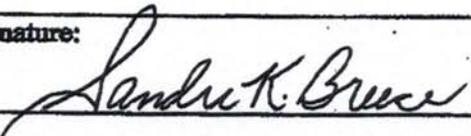
INSTRUCTIONS

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.	
TELESIS PREPARATORY ACADEMY, SUPERINTENDENT	
Signature: 	Date: 8-18-2013

Telesis Preparatory Academy Confidential RtI Team Student Referral

What is the purpose of this referral?

_____ Intervention/Strategy Brainstorming

_____ Tier 1 Intervention Review

Prior to the Meeting:

	Parent notified by classroom teacher
	Observation Checklist completed & attached, Form B
	Progress Monitoring Data attached (only necessary for Tier 1 Intervention Review meetings)

Student Information

Student:	Grade:
Date of Birth:	Classroom Teacher:
Parent/Guardian:	Phone #:
Student's Strengths:	

Reason for Referral

Circle the Area: Academic Behavior/Attendance Social-Emotional

Describe the specific deficit you focused on:

Tier 1 Intervention

Describe what you tried, including the intervention strategies tried, the frequency and the duration of the intervention.

Was the intervention implemented with fidelity to the intervention design?	Yes	No
Did the intervention work?	Yes	No

Data should be attached to this form. (At least 6 data points are needed to indicate a trend.)

Date Received: _____

Meeting Date: _____

Telesis Preparatory Academy
Confidential RtI Team Observation Checklist
Check all that apply.

Listening Comprehension	
	Difficulty understanding spoken language
	Difficulty following verbal directions
	Other:
Oral Expression	
	Difficulty expressing thoughts and ideas
	Limited speaking vocabulary
	Other:
Speech	
	Stutters
	Difficulty articulating speech sounds
	Other:
Memory	
	Difficulty retaining information over time
	Difficulty remembering what is seen
	Difficulty remembering what is heard
	Other
Attention and/or Organization	
	Difficulty with organization
	Easily distracted
	Difficulty beginning a task
	Difficulty completing a task
	Under-active/lethargic
	Loses or forgets work/materials
	Overactive/excessive motor movements
	Difficulty following classroom routines
	Homework not completed and turned in
	Other:
Perceptual/Motor Skills	
	Difficulty with coordination
	Difficulty with body space awareness
	Difficulty with letter formation
	Difficulty with spacing
	Letter/number reversals
	Difficulty copying from the board/book
	Difficulty with directional tracking
	Other:
Reading	
	Difficulty with letter names
	Difficulty with letter sounds
	Difficulty with phonemic awareness
	Difficulty with phonics
	Limited reading vocabulary
	Dysfluent reading
	Difficulty with reading comprehension
	Other:

Written Expression	
	Difficulty with writing speed
	Difficulty with spelling

	Difficulty with writing mechanics
	Difficulty expressing thoughts in writing
	Difficulty organizing thoughts in writing
	Other:
Mathematics	
	Difficulty understanding number sense
	Difficulty with basic operations
	Difficulty with Addition fact fluency
	Difficulty with Subtraction fact fluency
	Difficulty with Multiplication fact fluency
	Difficulty with Division fact fluency
	Difficulty solving word problems
	Other:
Social/Emotional	
	Lacks motivation
	Lacks self-control
	Easily frustrated
	Sudden change(s) in mood
	Inconsistency in performance
	Seeks frequent approval
	Interrupts/distracts class
	Verbally aggressive toward others
	Physically aggressive toward others
	Difficulty interpreting social cues
	Difficulty making/keeping friends
	Difficulty accepting responsibility for behavior
	Easily influenced by others
	Poor self-concept
	Expresses thoughts of dropping out
	Legal issues
	Sleeps in class/lethargic
	Poor hygiene or deterioration in appearance
	Home support concerns
	Wellness concerns-briefly explain below
	Seems tense and edgy
	Frequent psychosomatic complaints/nurse visits
	Other:

Form C
Telesis Preparatory Academy
Confidential RtI Team Meeting
Student Action Plan

Meeting Date:

Student Information

Student: _____ Grade: _____

Classroom Teacher: _____

Intervention Provider: _____

Tier Level:	_____
--------------------	-------

Intervention:

Academic	Behavior/ Attendance	Social- Emotional
----------	-------------------------	----------------------

Describe the intervention that will be implemented including the strategies, the frequency and the duration of the intervention.

Progress Monitoring Tool:

Intervention Goal:

Other Recommendations:

Review Date: _____

(Intervention provider will bring progress monitoring data to the review meeting.)

Telesis Preparatory Academy
Confidential RtI Team
Tier 2 & 3 Intervention Review Meeting

Intervention Review Meeting Date:

Student Information

Student:

Grade:

Classroom Teacher:

Intervention Provider:

Current Tier:

Was the intervention implemented with fidelity to the intervention design?

Yes

No

Review Progress Monitoring Data by answering the following the questions:

1. Has the student reached the identified intervention goal?

- If the answer is yes, then the student will be returned to Tier 1 and monitored by the classroom teacher.*
- If the answer is no, continue to #2*

2. Is the student's progress toward the identified goal improving at an acceptable rate?

- If the answer is yes, then continue with the current intervention. The team will review again in 6-8 weeks.*
- If the answer is no, then continue to #3*

3. The student should be moved to Tier 3 if progress is not occurring at an acceptable rate or at all.

- The team will determine whether to increase the frequency and/or duration of the current intervention or to change the intervention along with the frequency and/or duration based on current student data.*
- A new action plan reflecting a change in Tier status will need to be developed.*

Decision:

Telesis Preparatory Academy
Confidential RtI Team
Parent Information Sheet

Student Information

Student: _____ **Date of Birth:** _____ **Age:** _____

Classroom Teacher: _____ **Grade** _____

Parent / Guardian _____ **Parent / Guardian** _____

Primary Phone: _____ **Primary Phone:** _____

Secondary Phone: _____ **Secondary Phone:** _____

E-Mail _____ **E-Mail** _____

Child lives primarily with: _____

Street Address: _____

City: _____ **State** _____ **Zip Code** _____

List of siblings and others living in the residence

Language Primarily Spoken at Home: _____

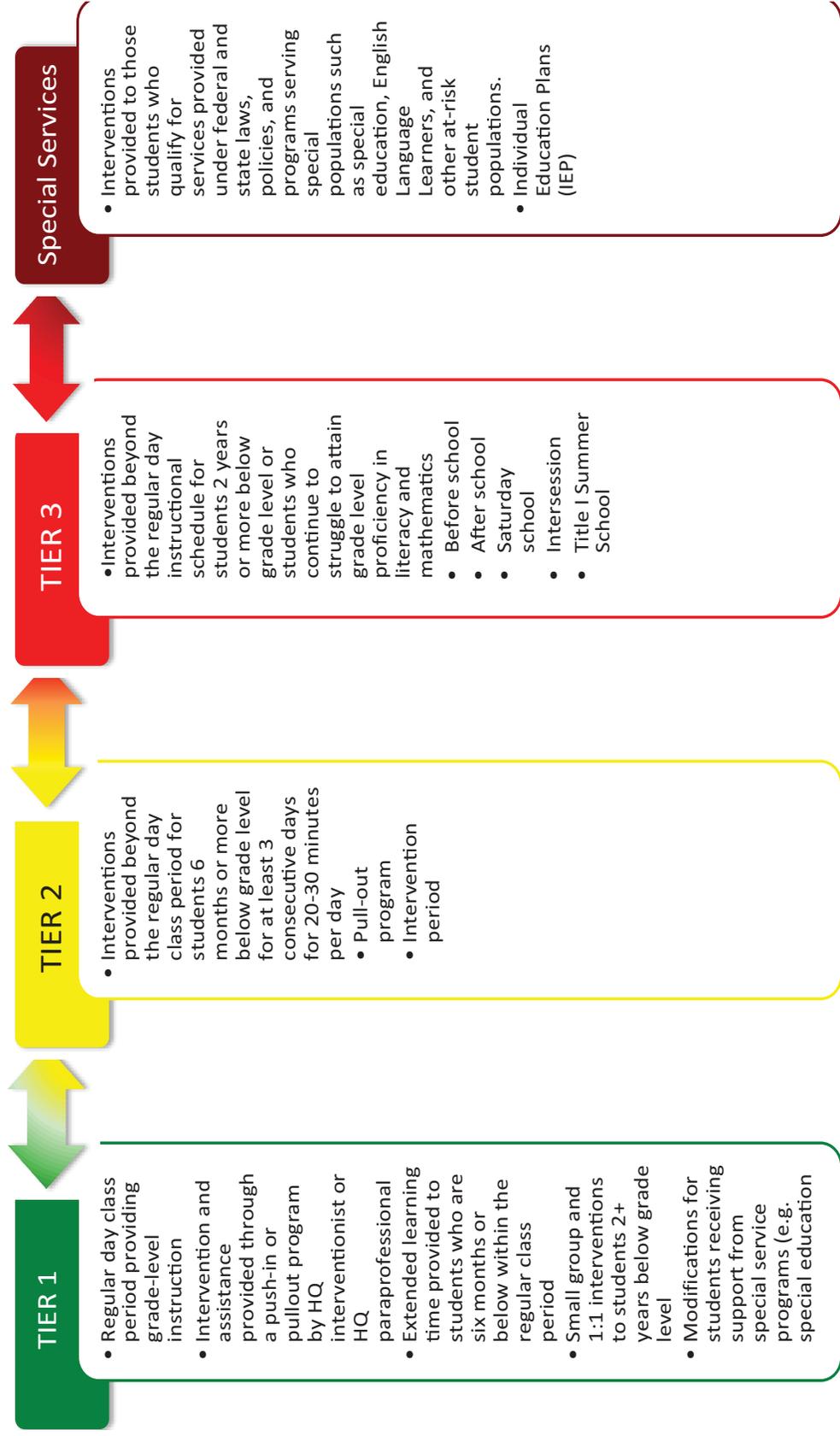
Describe your child's strengths: _____

Please share any recent situations that could be affecting your child's learning, attendance, or behavior

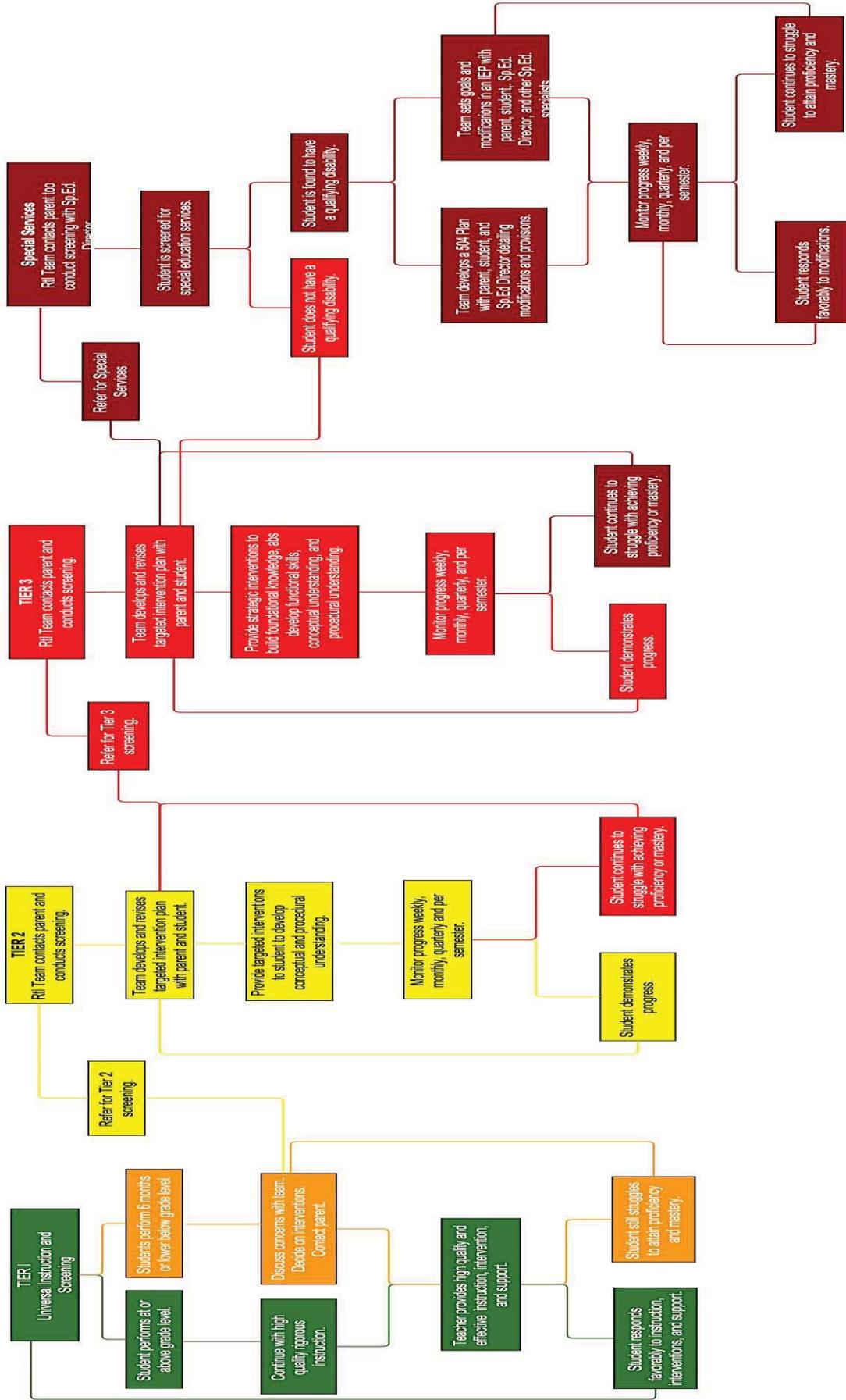
Parent Signature

Date

RtI Flowchart



Attachment A.8.7, Special Education Continuum of Service Flowchart



Narrative A.9.1, Pupil Records

Telesis Preparatory Academy believes that the information about individual pupils must be compiled and maintained in the interest of the pupil's educational welfare and advancement. The School will strive to balance the pupil's right to privacy against the School's need to collect, retain and use information about individual pupils. Telesis Preparatory Academy will maintain the pupil files that include those records mandated by law in accordance with NAC 386.360. Permanent records for each pupil will be stored in a locked, fire safe cabinet located in the school office will include: record of attendance, grades/report cards, certificate of immunization, and any other records that are pertinent to the academic progress of the pupil.

At the time of this application, Sandra K. Breece, Ed.D, Liaison and Superintendent will be responsible for maintaining the pupil records and will also provide records of pupils to the school district in which boundaries the school is located for the inclusion in the automated system of accountability information for Nevada pursuant to NRS 386.650. Sandra K. Breece, Ed.D, Liaison and Superintendent will also be the person responsible for the records if the charter school dissolves or is not renewed.

Telesis Preparatory Academy will house all current students' files in a fire proof, locked cabinet inside the school office located near the registrar for efficiency. For student files that will have graduated or withdrawn from the school, those files will be maintained on campus for the annual audit requirements to be completed. Once those requirements have been fulfilled, the school will forward all permanent files to the School District of residence upon graduation, withdrawal or closure of the charter school.

The school will also comply with the Family Education Rights and Privacy Act (FERPA) and regulations mandated by NRS 392.029. The notice to parents, legal guardians and students at least 18 years of age will be notified annually of these guidelines in the student/parent handbook.

In the instance that a situation occurs where the document retention policy is silent, the guidelines of the Nevada Local Government Retention Schedule or the General Records Retention and Disposition

A.9: Records Guidelines

Schedule provided by the Nevada State Library and Archives Records Management Program will become in effect.

Assurance

Telesis Preparatory Academy, Sandra K. Breece, Ed.D, Liaison and Superintendent, and other administrators that are named after this document has been submitted will assure the Nevada Public Charter School Authority That all permanent student records will be forwarded to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.

Pupil Record Retention Policy

Telesis Preparatory Academy believes that the information about individual pupils must be compiled and maintained in the interest of the pupil's educational welfare and advancement. The School will strive to balance the pupil's right to privacy against the School's need to collect, retain and use information about individual pupils. Telesis Preparatory Academy will maintain the pupil files that include those records mandated by law in accordance with NAC 386.360. Permanent records for each pupil will be stored in a locked, fire safe cabinet will include:

- Record of attendance
- Grades/Report cards
- Certificate of Immunization
- Any other records that are pertinent to the academic progress of the pupil

In the event of school closure or non-renewal, Telesis Preparatory Academy will forward all permanent records to the office of pupil records in for each school district that the pupil resides.

Telesis Preparatory Academy will also provide records of pupils to the school district in which boundaries the school is located for the inclusion in the automated system of accountability information for Nevada pursuant to NRS 386.650.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's educational records. The law applies to all schools which receive funds under an application program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records.

Those rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of all materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to

amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

- Generally, schools must have written permission from the parent or eligible student before releasing ANY information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School employees who have a need to know
 - Other schools to which a student is transferring
 - Certain government officials in order to carry out lawful functions
 - Appropriate parties in connection with financial aid to a student
 - Accrediting organizations
 - Individuals who have obtained court orders or subpoenas
 - Persons who need to know in case of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" type information such as student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Examples include, the Annual Yearbook, Honor Roll, or other recognition lists, Graduation programs, Sport Activity Sheets – such as for wrestling, showing weight and height of team members. However schools must inform parents and eligible students about directory information and allow parents or eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (specific letter, inclusion in school bulletin, student handbook, or newspaper article) is left to the discretion of the school.

In the instance that a situation occurs where this policy is silent, the guidelines of the Nevada Local Government Retention Schedule or the General Records Retention and Disposition Schedule provided by the Nevada State Library and Archives Records Management Program will become in effect.

Narrative B.1.4, Governance Philosophy

The Governing Board of Telesis Preparatory Academy believes that the effectiveness of the educational program of the school depends fundamentally upon an acceptable philosophical base, planned progress. Participation in the development of goals and objectives will be necessary in order to guide those students to success. The Governing Board will work collaboratively with academic leadership to meet goals and objectives outlines by state standards as well as provide students with a challenging curriculum that increases state test scores and students success rates. They will also work with financial leadership to make sure that the necessary resources are allocated and that financial stability is achieved through governance of the finance committee and reviewing financial statements at each meeting. The Governing Board will strive to maintain transparency through all operations of the organization and will work with Administration to keep the lines of communication open for parents and community members through annual surveys and public comment at the monthly Governing Board meetings.

Narrative B.1.5, Governance Structure and Composition

Governing Board Responsibilities

The Board holds the charter and is legally and ethically responsible for the school's academic and organizational success and financial health. Comprehensively and as a policy-making body, the board is responsible for all governance issues. Upon authorization, the Board will govern according to the Bylaws submitted with this charter application, and will comply with all components of Open Meeting Law.

Specifically, the Governing Board will oversee:

- a) Mission, policy and strategic planning** - Articulate and ensure alignment with the school's mission, vision and charter, create and update policy related to the mission and governance, set the strategic direction and review progress against articulated goals over time
- b) Financial oversight** - Ensure the school's financial health, review and approve the annual budget and ensure adherence to it, participate in fundraising and help secure external funding sources as needed

B.1: Governing Body Guidelines

c) Legal and regulatory compliance - Ensure compliance with all laws and regulations and review compliance on a regular basis, ensure filing of all legal and regulatory documents

d) Administration oversight - Select, manage, support, and evaluate the Administrator who will be responsible for the school's day-to-day management, evaluate the Administrator regularly based on agreed-upon, clearly outlined performance criteria, set Administrator compensation annually, offer guidance and support

e) Promotion and accountability to the public - Promote the school to the public, expand the school's networks and relationships, respond to community and stakeholder concerns, and participate actively in the Reno/Sparks neighborhood.

To ensure oversight of each of these specific areas, the Board elects a President, Vice President, Treasurer and Secretary, and establishes standing committees including, but not limited to, Executive, Finance and Academic Committees. The Board is responsible for the development and review of all major policies, handle any problems that will not be addressed by the Principal and make all major decisions for the school, which would include, but not be limited to, policies and procedures, curriculum adoption, budget development and due process circumstances.

The Governing Board will consist of a minimum of five (5) and no more than nine (9) Directors.

The board will maintain an odd number for voting purposes. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the Directors is present.

Telesis Preparatory Academy will implement financial policies and practices to ensure the long-term viability of the school, including maintaining a balanced budget and conducting an annual audit of financial statements. The Board will create and maintain a comprehensive budgeting process and a system of fiscal checks and balances. As one of the standing committees of the Board, the Finance Committee will work closely with the school's Administration to develop and execute responsible fiscal policies and practices. Every month, the Finance Committee will report to the Board on the financial health of the school.

B.1: Governing Body Guidelines

As stated in the Bylaws, the Board of Directors of Telesis Preparatory Academy serves as the governing body for Telesis Preparatory Academy and, therefore, is referred to as the Governing Board. During this period of Board formation, it is particularly important to us to have strong representation from educational and community leaders, including local businesses and community members. We value the important role community plays in the health of our school and embrace the creation of our board to include community partners.

The proposed Governing Board will be comprised of Committee members to form a school. The Administrator will serve as the liaison from management to governance and reports on the health of the school's day-to-day operations including presenting comprehensive academic and financial data. The academic report will provide the board with a monthly snapshot of student academic performance, average daily attendance, and school-wide goals. The Administrator, working with the Treasurer, also presents a monthly financial report that outlines a budget projection, analysis of budget to actuals, key revenue sources and key expenditures.

Any committee member that doesn't meet NAC 386.345 compliance will not be asked to be a member of the Governing Board. Those members will be replaced by members that are independent and follow the guidelines outlined in the state statutes.

Narrative B.1.6, Increasing Board Capacity

Telesis Preparatory Academy requires a Board composed of five to nine individuals who possess areas of expertise in law, finance, accounting, human resources, education, facilities, community work, human resources, strategic planning and parental involvement. Some individuals may encompass several areas of expertise, and the ultimate goal is that the Board as a full body demonstrates a mix of talents and perspectives that will ensure Telesis Preparatory Academy is a strong and healthy organization.

The Governing Board will use the following criteria to identify potential board candidates: (1) expertise aligned with needs - strategic planning, accounting or finance, fundraising, law, facilities, education, parental involvement or community; (2) belief in charter schools and in Telesis Preparatory

B.1: Governing Body Guidelines

Academy’s philosophy and approach; (3) passion for and commitment to youth and education in Reno, Nevada; (4) availability and time to participate fully in the board role; (5) familiarity with or interest in the community; (6) access to personal networks capable of assisting Telesis Preparatory Academy’s development; (7) ability to work well in groups and to put group goals before personal agenda; and (8) addition of diversity to board as defined by age, race, socioeconomic background, gender.

In the chance that all committee members will not qualify to become a Telesis Preparatory Academy Governing Board member, upon authorization of the charter, committee members will actively search for local business owners and community members that would like to serve on the Board.

As stated in Attachment B.1.2, Bylaws, new Board members will be giving a training orientation by the Board prior to their first Board meeting. Written information on Roberts Rules and Nevada’s open meeting law will be given to each new member in the form of a Board packet. All Board members shall attend training on Board governance at least one time per year. If any member refuses or does not make the attempt to attend a training, then that member will be subject to removal from the Board.

Proposed Time Table for Y1 for Governing Board Training:

Date of Training	Topic
Upon Formation and Election of Governing Board members	Roberts Rules and Open Meeting Law Board Packet, via written or electronically (member’s preference)
Upon Formation and Election of Governing Board members	Orientation with Board President
July 2014	Highbar basic membership includes one Board Assessment to get an evaluation on the board’s strengths and weaknesses.
June 2014	Charter School Association of Nevada Conference for Charter Schools – to give members an opportunity to attend the workshop to learn more about the Nevada Charter School laws and what is required of the school
September 2014	Annual Meeting – Election of any new members and Highbar online training regarding the characteristics of a highly effective charter school
November 2014	Charter School Association of Nevada workshop on Board Governance – In the past the Association has provided training, if this training is available, the school will ask Board Members to attend

B.1: Governing Body Guidelines

November 2014	BoardSource annual conference on Board Governance if the local Nevada workshop is not available www.boardsource.org
April 2015	Arizona Charter Schools Association offers a Legal & Governance Summit in April that Telesis Preparatory Academy AZ is a member of and could send Nevada Board Members to this conference if the November Conferences aren't available.
June 2015	Highbar Online resources such as training videos and webinars will be used and chosen at the Governing Board discretion once weaknesses have been identified.

Narrative B.1.7, Recruitment of Board Members

As outlined in Narrative B.1.6, Increasing Board capacity, the school has identified a range of qualifications that it will use in order to attract new Governing Board members to Telesis Preparatory Academy.

In order to encompass all identities in NRS 386-549, Administration will place a section in the schools, Parent/Student handbook about the recruitment of parents and community educators to be eligible for the Governing Board and the requirements and commitments that are required for such membership.

Once a candidate is identified, a current member (led primarily through the Executive Committee) makes contact to set up a first interview. If the first interview goes well, the Board candidate is invited back for a second meeting with school leadership and member(s) of the Executive Committee, as well as sitting in on a Board meeting. The candidate is provided with relevant documents to review prior to recommendation for membership to the Board for a vote. Once approved, new members receive a Board packet and complete required documents, i.e. Conflict of Interest and any other relevant forms.

WALSH, BAKER & ROSEVEAR

Please Reply to:

ATTORNEYS & COUNSELORS AT LAW
9468 Double R Blvd., Suite A
RENO, NEVADA 89521
(775) 853-0883
FAX (775) 853-0860

William A. Baker

August 22, 2013

Sandra K. Breece, Ed. D.
Committee Liaison
2598 Starlite Lane
Lake Havasu City, Arizona 86403-4946

Re: Telesis Preparatory Academy
Legal Review of TPA Bylaws
Application for Charter School
Before the Nevada Department of Education

Dear Ms. Breece:

This law firm has been retained to review the Bylaws of Telesis Preparatory Academy for purposes of their inclusion within the Academy's application to the Nevada Department of Education. In our review we have made appropriate changes to the Bylaws and we are confident that they comply with the Nevada Department of Education's Application Instructions and model bylaw provisions found within Nevada law and administrative code. These Bylaws are legally sufficient as to both form and content relative to NRS Chapter 386 and Nevada Administrative Code Chapter 386.

In addition, there are adequate provisions in the document to render it in compliance with Nevada's very stringent Open Meeting Law. (NRS Chapter 241) We hope that the document, in conjunction with the balance of the application, are adequate for your needs.

Sincerely,


William A. Baker, Esq.

BYLAWS
OF
TELESIS PREPARATORY ACADEMY

ARTICLE I
INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Telesis Preparatory Academy (hereinafter referred to as the “School”). The School is located at **[leave blank until the school has a location]**.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (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 School is to provide education to children from grade K to grade 12 and shall be operated exclusively for educational objectives and purposes. The School is committed to offering curriculum individually designed and delivered to meet the needs of each student in real preparation for lifelong learning.

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

ARTICLE III
GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. Without limiting the general powers conferred by these

Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

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

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

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

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

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

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

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

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

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

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

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

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

(m) To improve and further develop the School;

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

(o) To ensure adequate funding for operation;

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

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

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Members of the first Board of Directors will have majority of persons that reside in Washoe County, any employee, administrator or teacher of the governing body or the school, any person who owns, operates, is employed by or receives compensation from a corporation, business organization or other entity that contracts with the governing body or school or any person related by blood or marriage to any person who owns, operates, is employed by or receives compensation from a corporation, business organization or other entity that contracts with the governing body or school.

Section 3. Qualifications; Election; Tenure. The initial Board of Directors will consist of nine Directors, the former members of the Committee created to form the School. In the event that there are not nine members of the Committee or if not all of the Committee members are willing to transition to the Board of Directors, a search Committee shall be formed from the remaining Board Members to solicit nominations for persons to serve in the remaining positions for an initial term. Thereafter, the Board shall be composed of not less than five and not more than nine Directors. The action to reduce the number of board members requires governing body action in an open meeting.

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549.

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

(c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(d) The Board Members shall serve no more than three two year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. In regards to the first board, the terms will be staggered where four members will have a three year term and the other five members will have a two year term. This allows the re-election of new members to be staggered. A former Board Member may apply for any position that he or she is qualified for in the school after immediately serving as a member on the Board.

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

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

(g) The Directors shall serve as an ex-officio member and shall have non-voting rights.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in September of each year. The annual meeting shall take the place of the regularly scheduled monthly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally, mailed or electronically 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 President 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. Except in cases of emergency, notice of the time and place of every regular or special meeting shall be given to each member of the Board by electronic mail and/or 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. In the event that the Board Secretary uses an audio device to record meetings, in addition to maintaining written minutes thereof, the handling of the recording must be in compliance with Nevada's Open Meeting Law and must be made available upon request by 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) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

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

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of 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. If a quorum is not met at any meeting, no action can be taken by the Board. No actions will be taken by the Governing Body that lacks the membership required by statute, and no action will be taken by the Governing Body that lacks the number of members required in Article III, Section 3. The only action that may be taken by the Governing Body lacking the required number or type of members is to add members who will bring the Governing Body back into compliance with statutes and Article III, Section 3.

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. Any Director elected to fill a vacancy resulting from death, removal or resignation shall be elected for a new term.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such 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, to make budget or financial expenditures to any Committee or Board member. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with the Nevada Open Meeting Law at all times.

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

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

Section 12. Participation by Alternative Means. To the extent permitted by law, any member of the Board or and Committee thereof may participate in a meeting of such Board or Committee by alternative means such as conference call, Skype, e-mail, facetime or other similar communications method by which all persons participating in the meeting can hear each other and be heard by the other participants of the meeting. 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, to consult with legal counsel,

emergency matters or on such other matters that the Board determines requires confidentiality as authorized within the Nevada Open Meeting Law. All persons other than Board members and staff may be excluded from such Closed Sessions at which confidential or sensitive matters are discussed. (otherwise we run the risk of waiver of confidentiality of such matters based upon the discretion of the President) Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided board training on Roberts Rules and Nevada Open Meeting law no less than one time per year. Board members not participating in training shall not be seated and may not vote.

Section 17. Protocol. The Board shall exclusively use Robert's Rules of Order during any and all meetings. If a Board member is unable to attend a Board meeting, the Board member shall so advise the President, 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. All persons seeking to address the Board during this portion of any meeting shall identify themselves by his or her name, address and affiliations. The Board may adopt universally enforced time limits for such comment by each person and may adopt such other policies related to interactions at Board meetings as the Board may reasonably deem appropriate or necessary for the conducting of Board business, including a code of conduct for speakers, which such policies shall be readily available .

ARTICLE IV OFFICERS

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

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of two years 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. President. The President of the Board shall preside at all meetings of the Board. The President 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 President 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-President. In the absence of the President of the Board or in the event of the President's disability, inability or refusal to act, the Vice-President of the Board shall perform all of the duties of the President and in so acting, shall have all of the powers of the President. The Vice-President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the President.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the business 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. 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 and appointment of the person(s) so chosen to serve 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 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 as has been approved by the Board of Directors, and such authority may be general or confined to specific instances pursuant to any policy created and adopted by the Board.

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, employee, administrator 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 and directed by the Board.

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. No funds may be deposited in banks or financial institutions not qualified and doing business within the State of Nevada at any time.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest, donation or devise for any purposes or use to the School.

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

ARTICLE VII 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 President in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE VIII 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 the defense of and/or satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE IX BYLAW 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 prior written approval of the school's sponsor.

**ARTICLE X
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 surrendered to the State of Nevada or the School's sponsor to dispose of as they deem appropriate and in compliance with Nevada law.

**ARTICLE XI
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 stipulations identification

	STIPULATIONS	BYLAWS LOCATION
1	Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227)	Not in Document
2	Identify a specific number—ideally between 7 and 11—of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting	Article III; Section 3
3	Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not	Article III; Section 3, G
4	Address the types of governing body training that will be required of members	Article III; Section 16
5	Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.). See NRS 386.549 for the minimum legal standard for membership; also see the guidance provided in the Charter School Operation Manual under the heading "Committee to Form a Charter School and Governing Body"	Article III; Section 3, A
6	Assure that Robert's Rules of Order will be followed when conducting meetings	Article III; Section 17
7	Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?	Article III; Section 3, D
8	Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter)	Article III; Section 3, D
9	State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers	Article III; Section 3, D

Attachment B.1.3, Bylaws stipulations identification

10	State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body	Article III; Section 4 Expanded below in narrative
11	Specify that only financial institutions in Nevada will be used by the school	Article VI; Section 4 Expanded below in narrative
12	Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect	Article IX
13	Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws	Article III; Section 7
14	Assure compliance with NAC 386.345 which restricts membership on the governing body	Article III; Section 2
15	Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties	Article II; Section 2
16	Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor	Article III; Section 5
17	Include a mission statement that matches all other statements of the school's "mission" in the school's charter	Article II; Section 1

18	Clarify that at least three board committees will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee's membership, purpose and operation	Article III; Section 9 Expanded below in narrative
19	Identify the type and number of officers, and provide a brief job description of each	Article IV; Sections 1 - 7

Stipulation Narrative

10. For the election of new members to the Governing Board, the current Board members would seek qualified candidates through relationships, community outreach or advertising to fulfill the positions as vacancies occur. An application would be completed by a prospective candidate and a current Board member would need to nominate the applicant in order for possible appointment. A deadline would be set in order to close the application process. Once the applications were turned into the President of the Board, those applications would be presented to the entire Board for review. In Article IV Officers; Section 2, the same process would occur for all applicants.

11. The School will be using Chase Bank for their banking needs. An account would be set up at a local Nevada branch located near the school site.

18. The Academic Committee will be responsible to the Board of Directors and will be working with the school principal and lead teachers to ensure that all compliance with state standards is being met and that academic achievement is at its highest. Responsibilities for this committee include:

- Alignment with state standards
- Framework for individual assessment plans for students
- Academic measurements and data analysis
- Work with the Board and Administration to set academic goals for the year
- Report to the Board of Directors as necessary

This committee would be including a member from the Board, 2 lead teachers, the principal and any other member as needed.

The Finance Committee would be responsible for reviewing monthly financial reports as presented by the business office, creating recommendations for the annual budgets and implementing fiscal policies pertaining to finance. Responsibilities for this committee include:

- Maintaining a collaborative effort with the business office to devise a working annual budget
- Review all monthly financial statements and compare those items to the budget searching for variances
- Recommend an auditor to conduct the annual audit
- Review current policies and procedures and recommend efficiencies and implementation of segregation of duties.
- Ensure all financial deadlines have been met by staff members such as Form 990 filings and corporation commission reports.
- Report to the Board of Directors as necessary

This committee would be including a member from the Board, Controller/Business Manager, the principal and any other member as needed.

The Executive Committee would be responsible for reviewing compliance and oversight for the corporation and nonprofit. This committee would also oversee the functions of other committees. Responsibilities for this committee include:

- Provide ideas, guidance and leadership to the organization
- Provide trainings for governance
- Review and monitor board recruitment and conflict of interest policies
- Create goals for the organization that can be measured
- Report to the Board of Directors as necessary

This committee would be including all Officers of the Board, including President, Vice President, Secretary, Treasurer and any other member as needed.

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

Three members of the committee have an association with an Arizona charter school located in Lake Havasu City. Those members include:

Sandra K Breece, Ed.D.
Telesis Preparatory Academy
2598 Starlite Lane
Lake Havasu City, AZ 86403
Founder 2000 to present

Sandra K. Breece, Ed.D. is the founder and the Superintendent/Principal of the K -12 charter school in Lake Havasu City.

Mario Biasiucci
Telesis Preparatory Academy
2598 Starlite Lane
Lake Havasu City, AZ 86403
July 2004 to present

Mario Biasiucci is the school's Budget Chairman, Food Director, School Discipline and Safety Officer of the K-12 charter school in Lake Havasu City.

Ryan Breece
Telesis Preparatory Academy
2598 Starlite Lane
Lake Havasu City, AZ 86403
July 2000 to present

Ryan Breece is the school's Technology Director of the K-12 charter school in Lake Havasu City.

Amie M. Juve

14005 N. Red Rock Rd.
Reno, Nevada 89508

775-250-4776
ajuve13@yahoo.com

Education:

University of Nevada, Reno
Truckee Meadows Community College

BA Criminal Justice
ABA Paralegal Program

Computer Applications: MS Word, MS Outlook, WordPerfect, Excel, QuickBooks, Lexis Back Office, Machine Transcription

Experience

**Legal Assistant/Office Manager
Walsh, Baker & Rosevear, PC**

**Oct, 2004-Dec, 1012
Reno, NV**

Sole provider of legal and administrative support in a firm with four attorneys specializing in corporate, real estate, probate and estate planning. Primary responsibilities include independently drafting legal documents and correspondence, court filings, set-up and maintenance of client files, calendar deadlines, hearings and appointments, client/attorney liaison, answer multi-line telephone system, oversee front desk staff, bookkeeping, billing and collection on client accounts.

**Legal Assistant
Hardy and Associates**

**Dec, 2003-Oct, 2004
Reno, NV**

Provide legal and administrative support in a busy multiple attorney firm specializing in corporate, family, real estate, criminal, probate, estate planning and immigration law. Primary responsibilities include answering a multi-line telephone system, screening calls to determine the nature of the case and directing it to the appropriate attorney, scheduling appointments, drafting legal documents, correspondence, set-up and maintenance of client files, court filings, calendaring, customer service and interviewing clients.

References available upon request

An Introduction to Bob Saunders

1560 Venito Dr. Sparks, NV 89434 saundersent@sbcglobal.net 775-233-3950

An out-of-the-box thinker, visionary leader and business development innovator

Degrees: B.A. -- Business Administration – Claremont McKenna College

B.S. -- Mechanical Engineering – Stanford University

Entrepreneur:

Financial Services:

Founder, Delta Financial Group – An investment advisory and asset management firm, managing over \$55M in client assets.

Education:

I support progressive, transformational programs like:

The Khan Academy -- a revolutionary way to help students learn. Helping people (children and adults) understand who they are -- personality, interests, talents, desires and passions – so they can maximize their potential – supported by books like: “Do What You Are” and “What Color Is Your Parachute?”

Stanford’s “d School” (within the Engineering School) teaching people how to become innovators, not just create innovations -- a unique study of Technology (feasibility), Business (viability) and Human Values (usability/desirability). This powerful program is available to people in every field of study at Stanford.

Udacity -- offering on-line college-level courses at no charge, taught by academics and top-level business people.

Technical:

Founder, FMT Technology Corporation – Developed, produced and sold proprietary manufacturing technology for major manufacturers, to reduce costs and increase product quality.

Business Development:

Have led corporations to open new markets, create additional revenue streams, transform design/development processes and shorten their time-to-market cycle.

Engineering:

Have designed and managed programs for major military systems and manned spaceflight.

Mario Biasiucci
1990 Rainbow Avenue
Lake Havasu City, AZ 86403
928-453-0276
cesare58@hotmail.com

Education:

2009-present-Certified AZ Department of Education/Homeland Security School First Responder

2001-present-Certified with the AZ Department of Education to teach Law Related Education

2001-present-Certified (FIMA) with AZ Department of Education in Emergency Response

1990-present-Certified with the US Supreme Court to teach Defensive Driving

1988-present-Certified with the AZ Motor Vehicle Division to teach Traffic Survival School

1988- Associate Degree in Criminal Justice- Mohave Community College

1986-Police Certification- Mohave Community College

Positions Held:

2011-present-Building Project Manager/Finance Manager, Telesis Center for Learning, Inc.

2004-present-School Safety Officer/Food Service Director, Telesis Center for Learning, Inc., Lake Havasu City, Arizona

- Responsible for handling student discipline
- Teach Law Related Education to students
- Implementation of School Safety Plan
- Serve as mentor/counselor linking students, parents, faculty, staff to various community youth agencies, Courts and Police Department.

1988-present-Traffic Survival School instructor, Lake Havasu City, Arizona

- Owner of Mohave Traffic Survival School and traffic school instructor for the State Department of Motor Vehicle and the Supreme Court.

2001-2003-School Safety Officer, Havasu Charter School, Lake Havasu City, Arizona

2000-2001-General Manager of Sales and Operations, Combs Construction Company, Lake Havasu City, Arizona

- Acquired contracts for the company
- Assisted in preparing bids and supervised job site projects
- Worked with City officials and Administration on State and City Highway Division

1994-2000-Sales and General Manager, Mohave Concrete and A-Block

- Responsible for sales, contracts and supervision of personnel

Computer Skills:

- Operating Systems: Windows
- Application: Microsoft Word and Works

Qualifications:

- Certified in First Aid and CPR
- Certified in Youth Tobacco Seccession Program
- Certificate with FIMA First Response
- Various Certifications in sales, marketing, quality control

PAMALA BUTTERS

2657 Chaparral Drive Reno, NV 89509 775-828-1960
shape@charter.net

PROFESSIONAL SUMMARY

Engaging Teacher skilled at encouraging and inspiring high school students to achieve academic success in a non-traditional school setting, using a variety of teaching modalities. Director and staff trainer for online learning program.

SKILLS

- Nevada Teaching Certificate - Biology and General Science
- Alternative Education Endorsement
Skilled in multiple subject areas and flexible teaching modalities
- In-depth knowledge of Nevada state standards for distance education and online learning.
- Exceptional record keeping abilities in compliance to standards
- Leadership and Administration of Online Learning program

WORK HISTORY

Teacher August, 2000 - current
ICDA Charter High School - Reno, Nevada

- Developed instructional methods integrating traditional classroom delivery with computerized learning tools.
- Developed and directed a distance education program
- Maintained accurate and complete records as required by law, district policies, and administrative regulations
- Conducted ongoing training and professional development for teachers using online curriculum
- Implemented accepted practices for online learning in compliance with state and county standard

Teacher August 1999-August 2000
Washoe Co School District - Washoe High School - Reno, Nevada

- Instructed in Cysisis program for pregnant and parenting teens
- Encouraged students to persevere with challenging tasks of being teen moms

Teacher August, 1997 - June, 1999

Washoe Co School District - McQueen High School- Reno, Nevada

- Completed student teaching assignment in Biological Science
- Outstanding student teacher award from University of Nevada, Reno
- First year teaching courses included: Study Skills, Teen Success, and Career Choices in the Alternative Education Department

Medical Laboratory Technologist (MT, ASCP)- 1980- October, 1996

Sierra Nevada Labs/LabCorps - Reno, Nevada

- Certified in all areas of Medical Laboratory testing
- Supervised North Tahoe Diagnostic Medical Laboratory and State Certification Requirements, 1982-1995, Incline Village, Nevada

EDUCATION

Master of Alternative Education - University of Nevada, Reno

Awarded through Washoe County School District, 2001

Medical Laboratory Technologist (M.T. (ASCP)

El Camino Hospital, Mt.View, CA - 1970

Bachelor of Science - Cal Poly, Pomona, California, 1969

Major: Microbiology Minor: Chemistry

PAUL SCHMIDT

1229 Tate Drive Reno, NV 89523 775-741-4873 pschmidt1229@ATT.net

Objective

Communicate some of my hopes and dreams, talents and abilities, and desires for better education opportunities in our community.

Experience

Staff Engineer, Transmission Planning with NV Energy

June 1974 to October 2010

Duties included transmission interconnection studies to evaluate proposed new generation, work on a sub regional basis to coordinate transmission and generation plans, work on a regional basis to develop compliance plans for new and changing state and federal regulations, board member of region planning group, develop short and long term distribution and transmission plans to reliably serve our customer requirements, support budgeting, permitting and construction of projects.

Retired October 2, 2010

Earlier positions with NV Energy included Utility Operator (operating the Tracy Power Plant), Electric System Control Center Computer Operator (I programmed the first computer system for ESCC, the only one who ran it.) Project Manager on the computer system replacement: a multi-million dollar project which required the design of a new control center, computer system, hiring and supervising of new staff, coordinating testing and transfer of operations to the new site).

Summit Christian Church – Project Manager (volunteer) 2004-current

Coordinated with the architect, church, and developers for the design and construction of the first two construction phases of Summit Christian Church’s campus. This also including working with various county, regional, and state agencies for permits and approvals and paying many fees. The church is just starting the third phase of development, God willing.

I have served at various churches as Worship Deacon, Finance Deacon, Chairman of the Board, choir member, high school band dad, sound and video operator and producer, and I and currently serving on the parking team and rebuilding a pond at my daughter’s elementary school.

Education

University Of Nevada, Reno 1969-1974

Electrical Engineering: Graduated with a BSEE degree in 1974.

Skills

I am a outside the box thinker, problem solver, helper, frustrated architect at times, team player, who loves God and my family, sailing, koi and all things pond related. I have been a member of FFA, and raise chickens, rabbits, and sheep. Astronomy, travel, and Nevada Wolf Pack Football are all high on my list of interests.

RYAN BREECE

• 928.706.8662 (M)

Technology Coordinator Information Systems Director/Network Services Manager

SUMMARY OF QUALIFICATIONS

Solid expertise in computer operations and system analysis, including but not limited to: computer systems repair and upgrades, network configuration both wired and wireless installation and troubleshooting, Microsoft Windows 7, Vista, XP, Windows 2008 based servers and operating environments, IIS and Apache web servers, web site development and authoring, HTML, CSS, ColdFusion, Microsoft Office 2010, Adobe Creative Suite 5 products including Adobe Dreamweaver.

PROFESSIONAL STRENGTHS

Able to adapt quickly to challenging work environments. Consistently recognized for excellent work ethic and dedication. Grasps technical matters quickly. Loyal, conscientious, dedicated; works well under intense conditions and meeting deadlines.

PROFESSIONAL EXPERIENCE

TECHNOLOGY COORDINATOR

Telesis Center for Learning, Inc., Lake Havasu City, AZ – a non-profit public charter school
2013-present

Supporting 50+ teachers and staff with computer support including hardware and software related issues
Manages Windows domain server environment while supporting onsite wired and wireless network infrastructure

TECHNOLOGY COORDINATOR

Telesis Center for Learning, Inc., Lake Havasu City, AZ – a non-profit public charter school
2012-2013

Remote access to all computers to provide maintenance and trouble-shooting assistance

IT MANAGER/FIELD INSTALL TECH

San Diego Digital Solutions, Poway, CA – Office equipment and solutions provider
2009-2013

Oversees copier systems equipment installation and connectivity at customer's locations
Setup of print drivers and scanning configuration for end users
Managed office computer network and a specialized industry specific software system

OWNER

Creative Solutions, Escondido, CA - a web site hosting and client service company
1997 – Present

Hosting of web sites, email, and databases

Responsible for basic to advanced client training

Installation of hardware, software and custom system configuration by client request

Advanced web authoring, graphic design and web application programming

VICE PRESIDENT/INFORMATION SYSTEMS

San Diego North Chamber of Commerce, San Diego, CA – a non-profit organization
2002-2009

Maintain office computer network and phone system

Design and update of ColdFusion-based website

Photographer for events

SYSTEM ADMINISTRATOR

InterWorldNet, Lake Havasu City, AZ - an internet service provider
1997 – 1999

Customer technical support and new client integration
Reorganized hardware/software of the LAN to facilitate growth/stability for a growing customer base
Implemented notification system, and developed trouble shooting policy. Decreased system “downtime” by 90%.
System analyst, coordinated and conducted software reviews, and network analysis.

MERCHANDISE MANAGER

S.N.A.K. Club of CalNevAri, Lake Havasu City, AZ - a food distribution company
1996 – 1999

Received, distributed and scheduled product for food distribution

GRAPHIC ARTIST

Desert Outlook, Lake Havasu City, AZ - a local newspaper
1997 - 1998

Use of multiple PC tools promoting graphic interfacing
Responsible for creative work for advertising department
Integral team member for design & layout department

ELECTRONIC ASSEMBLER

A & A Electronics, Lake Havasu City, AZ - an electronics assembly house
1994-1995

Responsible for Quality Control
Assembly of circuit boards using IMT (Insertion Mount Technology)

ADDITIONAL EXPERIENCE

SOUND/LIGHTING TECHNICIAN,
Drury Lane Repertory Players, Inc., Lake Havasu City, AZ - a local theater group
1995-1997

Responsible for setup and operation of sound and lighting equipment during theatrical events

EDUCATION

Mohave Community College, Lake Havasu City, AZ

- Visual Basic Programming, 1997
- Computer Maintenance and Repair, 1995

Telesis Center for Learning, Inc. , Lake Havasu City, AZ

- High School Graduation, 1997

REFERENCES PROVIDED UPON REQUEST

SANDRA K. BREECE, Ed.D.

3232 Pioneer Drive Lake Havasu City, Arizona 86404

(928)855-8661 (Ext. 13)

sbreece@telesis-academy.org

EDUCATION

- Ed.D. Educational Leadership
Nova Southeastern University – January 2005
- M.A. Elementary Education/Early Childhood Specialization
Arizona State University - Tempe, AZ, 1976
- B.A. Elementary Education/ Early Childhood Specialization
Double Minor: Psychology/Zoology
Arizona State University - Tempe, AZ, 1973

PROFESSIONAL CERTIFICATION

Principal Certificate, Arizona (Northern Arizona University, 2000)

Teacher Certificate, K-8, Arizona (Arizona State University, 1973)

ADMINISTRATIVE EXPERIENCE

- Founder and Superintendent
Hands-On! Learning, Inc./Telesis Center for Learning, Inc.
Lake Havasu City, Arizona - 1991 - present
- Founded and Incorporated Hands-On! Learning, Inc., a private, non-profit school for middle school kinesthetic learners, grades 6, 7, and 8 in 1991.
- Changed name and reincorporated to Telesis Center for Learning, Inc., a private, non-profit school for kindergarten through middle school students of all learning modalities, grades K-8 in 1992.
- Researched, developed and coordinated the non-graded curriculum with individualized developmental emphasis and small class size guaranteed.

ADMINISTRATIVE EXPERIENCE, continued

- Expanded the educational program to include high school in 1994.
- Interviewed and hired school staff, currently consisting of 25 teachers, 5 administrative assistants, as well as custodial, maintenance, and transportation staff.
- Planned and conducted orientation and staff development training for teaching and clerical staff with emphasis on professional learning community.
- Applied for Arizona Charter in 2000, making successful transition from a private school to a charter school; re-structured non-profit status to include new name: Telesis Preparatory Academy, Inc.
- Planned and coordinated the continued growth of student enrollment from 9 middle school students in 1991 to 330 K-12 students in 2004.
- Launched \$1.5 million (first phase) building project in 1999, including 16 new classrooms and labs; second phase currently in progress.

TEACHING EXPERIENCE

- Teacher, Hands-On! Learning and Telesis Center for Learning, Inc.
- Classroom Teacher, multi-age individualized instruction, K-3
1992-1995
- Teacher, Lake Havasu Unified School District No. 1
Starline Elementary School, Lake Havasu City, Arizona, 1974-1991, Kindergarten
- Served as committee member to select the kindergarten screening instrument, Yellow Brick Road, still in use today.
- Developed a staggered entry system for children to enter their first year of school removing unnecessary fears and frustrations.
- Instrumental in bringing the P.T.A. Reflections Program, fine arts fair and competition, to Starline Elementary School.
- Chaired Starline Elementary School Science Fair for 7 consecutive years.

TEACHING EXPERIENCE, continued

- Served on Principal Selection Committees for Lake Havasu Unified School District No. 1

- Served on Curriculum Committees for Science and Reading for Lake Havasu Unified School District No. 1
- Teacher, Lake Havasu Unified School District No. 1
Havasupai Elementary School, Lake Havasu City, Arizona, 1973-74, First Grade
Smoketree Elementary School, Lake Havasu City, Arizona, 1973, First Grade
- Student Teacher, Lake Havasu Unified School District No. 1
Havasupai Elementary School, Lake Havasu City, Arizona, 1972,
Kindergarten through Third Grade
- First student teacher in the state of Arizona to perform student teaching off-campus and away from the university/college community.

RELATED TEACHING EXPERIENCE

- Children's Hands-On Activity Museum, owner (currently in storage)1991-present
- Discover Intensive Phonics for Yourself
- Phonics Program for Students K-4
- Starline Elementary and Telesis Center for Learning, Inc., 1989-1999
- Ti-In Network Long-Distance Education
(New Name: Star Net Long-Distance Education)
- Beginning Spanish for Students K-8
- Telesis Center for Learning, Inc.1992-93
- Portal School Facilitator for Elementary Science Study (ESS)
- Lake Havasu Unified School District No. 1, 1977-78
- 4H Club Co-Leader
- Smoketree Elementary School, 1987

RELATED TEACHING EXPERIENCE, continued

- Benjamin Franklin Stamp Club Co-Leader
Starline Elementary School, 1986
- Cub Scout Leader, Starline Elementary School
Boy Scouts of America, 1984-1986

- Water Safety Instructor
Red Cross Swimming Teacher, 1967-68

ADDITIONAL TRAINING

- Certification Courses required for Principal Certificate
Northern Arizona University
Flagstaff, Arizona, 1998-2000
- *Discover Intensive Phonics for Yourself*, **Charlotte Lockhart**
Fred Furhtah of Lockhart Reading Systems Institute
Atlanta, Georgia, 1999
- **Ti-In Network Long-Distance Education Seminar**
Dallas, Texas, 1993
- **Portal School Facilitator for Elementary Science Study (ESS)**
Arizona State University, Tempe, Arizona, 1977

PRESENTATIONS

What is Telesis Center for Learning, past, present, and future?

Channel 45, *Good Morning, Lake Havasu*, March, 1997 and October 1999
Lake Havasu City Optimist Club, September, 1998
Lake Havasu Rotary Club, December, 1996
Sunshine Rotary Club, November, 1996
London Bridge Rotary Club, October, 1996
Lake Havasu City Kiwanis Club, September, 1998
Lake Havasu City Golden-K Club, October, 1995
Lake Havasu City Soroptomist Club, February, 1997
St. Michael's United Methodist Church Women, March, 1993
Alpha Delta Kappa Women Educator's International Society, January, 1997
Delta Kappa Gamma Women Educator's International Society, April, 1995
Chamber of Commerce Leadership Development Education Session, November, 1999
Lake Havasu Republican Women, October 2002

PROFESSIONAL AFFILIATIONS, past and present

Present: Lake Havasu City Chamber of Commerce, Education Committee
Mohave/LaPaz Counties Youth Council
Lake Havasu City Policy Prevention Board (formerly: At-Risk Coalition)
Arizona Charter Schools Association (ACSA), Board Member and
2003 & 2004 Conference Committee Member

Association for Performance-Based Accreditation (APBA), Board of
Directors

2002 - 2004

Alpha Delta Kappa International Society for Women Educators
Delta Kappa Gamma International Society for Women Educators
American Association for University Women (AAUW)
Telesis Parent Teacher Student Association (PTSA)

Past: Arizona Association of Independent Schools (AAIS)
National Association of Independent Schools (NAIS)
Lake Havasu City Optimist Club
Lake Havasu City Education Association (LHCEA)
Arizona Education Association (AEA)
National Education Association (NEA)
Starline Parent Teacher Association (PTA)
The Learning Place Preschool, Board of Directors and Organizational

Committee

Beta Sigma Phi Society for Women

HONORS / AWARDS

- \$5,000 Scholarship, Delta Kappa Gamma Society International, to pursue EdD, 2003
- \$1,000 Scholarship, Delta Kappa Gamma Society International, Omicron State, to continuepursuit of EdD, 2004
- President's Award, Lake Havasu City Chamber of Commerce, 2000
- Invitation from Dr. Ted Tattersall, advisor to British Parliament, to tour and observe the British Primary Schools in England, November 1981.
- Outstanding Young Educator Award presented by the Lake Havasu City Jaycees, Lake Havasu City, Arizona, 1976.

CIVIC / COMMUNITY SERVICE

- Lake Havasu City Chamber of Commerce
Education Committee, 1997-present
- Lake Havasu City Alliance
Lake Havasu City, 1998-2000
- First Annual Leadership Development Program Committee

Sponsored by Lake Havasu City Chamber of Commerce
Chairman of Education Session, 1999-present

- **Mohave/LaPaz Counties Youth Council**
2000- present
- Youth Apprenticeship Organizational Committee
2001- present
- Member of Policy Prevention Board (formerly: At-Risk Coalition)
Lake Havasu City, 1997-2000
- Build Your Success Day (May 3, 2003), committee co-chair
2002
- Teen Life Maze Committee
Lake Havasu City, 1997
- Fall Fun Fair Committee, Annual Event with Parks & Rec. Dept.
Lake Havasu City, 1997-1999
- Mohave Workforce Development Partnership
School-To-Work, Budget Committee, 1995-1999
- Participant in Lake Havasu City Town Hall
1995, 1998 and 1999
- London Bridge Days Parade Participant, Youth Float
Competition for five years: 1994, 1995, 1996, 1997, 2000
- Member of Board of Deacons, Community Presbyterian Church
Lake Havasu City, 1975-1976
- Youth Director, Community Presbyterian Church
Lake Havasu City, 1973-1975
- Member of Pastor Seeking Committee
Community Presbyterian Church, 1973

REFERENCES

References included upon request.

Arizona Department of Education CERTIFICATE

Name SANDRA K. BREECE		Certificate Number 494542064 (Educator ID: 2057534)		
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Provisional, Structured English Immersion Endorsement, K-12	09/11/2008	09/11/2011		
Supernumerary	09/11/2008	01/07/2014		
Standard Elementary Education, K-8	10/02/2006	01/04/2013		
Principal	10/02/2006	01/04/2013		
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street • Phoenix, Arizona 85007		 TOM HORNE State Superintendent of Public Instruction		

Thank you for your support of efforts to provide a quality education for Arizona's students. Although a copy of this certificate can be obtained for a fee, the Certification Unit will be unable to copy or retain documents that were provided to support your request for this certificate. Please maintain copies of all your personal and professional records for future reference or use. Also, please note that State Board of Education certification requirements are subject to change and therefore could affect your ability to qualify for renewals, endorsements, conversions, additional certificates, or other services. For this reason, it is essential for you to maintain your qualifications to practice in Arizona, and to be familiar with the rules and requirements that are in effect at the time future services may be requested.

Pursuant to A.C.C.R. 7-2-613 J, all teachers must possess a valid SEI endorsement. Additional certification services will not be granted to individuals that have allowed their provisional SEI endorsement to expire.

SANDRA K BREECE
 2232 PIONEER DR.
 LAKE HAVASU CITY, AZ 86404

• **STEPHANIE MCMURTRY** •
5030 West Albuquerque • Reno, NV 89511 • 338-1314
E-mail: semcmurtry@washoeschools.net

TEACHING EXPERIENCE

Science 7th Grade, Pine Middle School; 2012 - Present

Currently teaching 7th grade Life Science. Responsibilities include using differentiated instruction techniques to address the needs of all students, participating in science fair and addressing and implementing the science standards.

Math, Health, Alternative Education 9th – 12th Grade, ICDA Charter High School; 2007 - 2012

Created and implemented math proficiency program design to assist students in passing the HSPE. Used computer educational programs (ALEKS and A+) to assist students in skill building and credit recovery in Algebra and Geometry. Created health curriculum to meet the needs and standards of high school students. Taught summer school credit recovery in 2010 and 2011.

Special Education 9th – 12th Grade, Galena High School, Reno NV; 2006 - 2007

One year position teaching two levels of special education math and team taught with Algebra and Geometry teacher in a full inclusion setting. Responsibilities included using differentiated instruction to address the needs of all students and preparing for and facilitating IEP meetings.

Health and Physical Education 9th - 12th Grade, Procter Hug High School, Reno, NV; 2005 - 2006

One year part time position teaching two physical education/weight training classes and a health class. Responsibilities included assisting students in designing appropriate weight training programs to meet their individual goals and teaching proper weight training techniques for each exercise. Created appropriate health curriculum to meet the needs of the students and the Nevada State Standards. Taught summer school Health in 2006.

Math and Physical Education 6th & 7th Grade, Lokelani Intermediate School, Kihei, HI; 2000 - 2004

Member of the middle school team focusing on interdisciplinary units. Community building activities (Tribes) was used in our team to establish and maintain a positive classroom environment. Implemented Hawaii State Standards-driven curricula for both math and physical education. Used the Connective Mathematics Program in conjunction with Harcourt math textbook to create invaluable learning experiences to foster achievement and mathematical understanding.

Special Education 7th Grade, Lahaina Middle School, Lahaina, HI; 1999 - 2000

Managed and taught students in a full inclusion math and language arts classroom. Responsibilities included team teaching, modifying instruction and assignments as needed to meet Individual Educational Plan (IEP) goals and objectives and preparing and conducting student IEPs.

Science and Physical Education 7th & 8th Grade, Roy Cloud Magnet School, Redwood City, CA; 1998 - 1999

Implemented general science curricula in a technology magnet school in which students' demonstrated achievement through technology integrated assignments. Products included computer generated brochures, flyers, newsletters, Hyper Studio and video production. Organized school science fair project and coached student qualifiers in the county and state competitions.

Math 6th Grade, Lahaina Middle School, Lahaina, HI; 1997 - 1998

Instructed five math classes that addressed the Hawaii State Math Standards. Developed a positive behavior management system that focused on group cooperation rather than competition. Encouraged positive multicultural relationships among a diverse student population.

Physical Education, Health & Swimming 9th - 12th Grade, Balboa High School, San Francisco, CA; 1996 - 1997

Conducted The Prudential FITNESSGRAM in physical education class while focusing on skill acquisition, sportsmanlike interactions with others and self image. Instructed an off campus

swimming class which was mandatory for high school graduation and instructed and supervised a weight training unit focused on developing muscle strength and definition.

EDUCATION

Grand Canyon University, Phoenix, Arizona; Master of Arts in Teaching, 2002

Sierra Nevada College, Incline Village, NV; Teacher Education Program, 1995

CSU Sacramento, Sacramento, CA; Bachelor of Science in Exercise Science with Minor in Photography, 1992

McGill University, Montreal, Quebec; Physical Education, Sports & Fitness Management Exchange Program, 1990 – 91

REFERENCES

Brad Boudreau
Principal
Pine MS
(775) 689-2550

Tony Nitz
Vice Principal
ICDA CHS
(775) 830 - 3489

Kirstin Harris
Colleague
ICDA/Pine
(775) 772 - 2912

Amie Juve Response

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows.

Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **Yes, I am over the age of eighteen.**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **I became aware of the proposed charter school as well as a possible opportunity to serve as a member of its board through Pam Butters.**
3. Explain why you would like to serve on the board. **At this time I do not intend to serve on the board.**
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 had any previous service on a board of a school district, and at this time I do not intend to serve on the board of this proposed charter school.**

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

6. What relevant knowledge and experience will you bring to the board? **N/A**

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 year, the school will be very desirable by parents who are unhappy with the current educational facility their child is currently in and seeking to replace with an outstanding education for their child. After four years, it will be a very competitive school with lots of applicants causing expansion of the school.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? **Planned progress for each student – “Challenge without Frustration”.**

The mission is to individually assess each student so their placement is such that they can be successful and prepare them to progress academically. The school also stresses character building in their "Character First" curriculum so students are not just academically prepared, but also encouraged to be responsible citizens.

9. Are you familiar with the school's proposed educational program? How would you describe it? **Students will be placed according to academic needs, not just by grade level. Teachers will be highly qualified and there will be small class size so each student gets attention to meet specific needs. Enrichment programs will be offered for students to excel in their strong areas. The school will provide a safe and structured learning environment where students can learn and teachers can teach.**

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? **Exceptional teachers, respectful students, small class sizes, individual attention to students of all levels and appropriate material to advance the knowledge of each child. The board will strive to give whatever support is needed to meet these goals with financial planning oversight and review of staffing needs. The board will also need to make sure that the school meets all legal requirements and operates under Nevada Charter School statutes.**

NEVADA MODEL CHARTER SCHOOL APPLICATION
APPENDICES

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. **Yes, Pamala Butters is my mother.**

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. **To my knowledge, no one has been identified as a school employee at this time. I would expect that Pamala Butters, my mom, might be offered a position at the school**

13. Do you or your spouse know anyone that plans to do

business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. **No, I am not aware of anyone**

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A"). **No**

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A"). **No**

NEVADA MODEL CHARTER SCHOOL APPLICATION

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. **No**

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. **At the present time, I do not intend to be on the school board, but as a member of the Forming Committee, I would make suggestions or affirm those who are qualified.**

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 approach each individually and discuss this self-dealing and if he/she continued, I would bring it to the whole board's attention. If it was not resolved by this process, asking the person to resign from the board, I would refer the matter to the State Charter School authority.**

Bob Saunders' answers to the Request for Information
From Prospective Charter School Board
And Members of the Committee to Form the School

1. I am currently more than 18 years of age.
2. Pam Butters has discussed her enthusiastic interest in Telesis and has asked me to consider serving on the Committee to Form the School.
3. I have always had an interest in advancing the process and material involved in educating people regarding how to make their lives meaningful, productive and rewarding. From what I have been told by Pam Butters and from your website, I believe the philosophy of Telesis is very much like my own. Every person is unique -- with individual interests, ways of learning and passions that need to be developed to produce the maximum results during one's lifetime.
4. I have served on the board of a Home Owner's Association, but not on a school board. I enjoyed directing the activities of the HOA to optimize homeowner benefits, while maintaining the desired standards for the overall community.
5. As a new school enters the market in Northern Nevada, there will be many decisions required to establish policies, insure desired values in daily operations, maintain financial integrity and resolve conflicts that will naturally arise. I believe I have the personal character and decision-making capacity to be effective in such a position.
6. I am an engineer and a businessman, who has had several successful businesses of my own. In addition, I serve as a consultant to businesses in the Reno area, helping them improve processes and -- particularly in today's economy -- lead them to new revenue streams in addition to reducing costs to produce long-term success.

For years I have followed some of the more progressive educational institutions in the Western part of the country -- like Claremont McKenna College, the Khan Academy, Stanford University and Udacity (a Stanford spin-off). I became familiar with the engineering curriculum at our local university (UNR), and was appalled at how backward the program is -- to the extent that I proposed bringing something like Stanford's "d school" program from their engineering school to UNR. The school did not have an open mind to new ideas.

7. At the end of the first year, with a limited range of grade levels, the school should be recognized as a strong alternative to other schools in the area. People will, by word of mouth, have spread the reputation to much of the community. I envision the demand could exceed the ability of the school to accept all of the students desiring admittance.

After four years, I believe Telesis of Reno can have a strong reputation as an exceptional educational institution, with funding sources standing in line and people clamoring to enroll their children. There is a great need for quality education in Northern Nevada, and this school can be a significant standout.

8. Your website has defined your philosophy as: "To bring each child to completion through intelligent and planned direction. In other words 'planned progress.' We want each child to learn how to reach his or her own unique potential." This is followed by your list of commitments, focused on individual progress; small class sizes; individual encouragement appropriate to personal abilities; specialized programs to provide future, personal growth – quality education at its best. I strongly relate to this philosophy!
9. Having reviewed your course schedule, I find foundational subjects, plus an interesting array of electives – and a particularly creative list of courses under the heading "Physical Education/Health". This latter group has the potential to trigger a person's imagination to find a unique passion in life -- and could be significant during a person's formative years!
10. While I believe a successful school must impart basic knowledge required to live in our society, a really great school should provide an environment to develop personal character, stimulate an inquiring mind, encourage people to think "out-of-the-box" to develop ingenuity and intuition, provide scenarios in which students collaborate to resolve problems and discover new possibilities – in short, stretch people's minds beyond traditional boundaries.

The board must set the tone for such advanced thinking -- to make the school, and its graduates, recognized as something special. Colleges and Universities seek students who will excel within their programs, but, more importantly, will excel and contribute to business endeavors and our society in ways that advance our world to new levels of achievement. The foundation for such achievement is built before a student enters college, and it is the responsibility of the board to insure this foundation is defined and built to the desired standards.

11. Paul Schmidt is a personal friend. We have discussed various business ideas in the past and have talked about concepts to improve the educational process.
12. Pam Butters, and her husband Don, are personal friends. Pam is the one who introduced us to the concept of Telesis considering starting a school in Northern Nevada.
13. We have no knowledge of anyone that plans to do business with the school.
14. We have no knowledge of any proposed partnership with and ESP, EMO or CMO, and do not know anyone associated with such organizations.

15. We have no direct or indirect association with any EMO/CMO/ESP.
16. We do not anticipate conducting any business with any EMO/CMO/ESP or the school.
17. There are no potential ethical or legal conflicts of interest that I can foresee in the context of my service on the school's board.
18. If I had direct knowledge that one or more members of the school's board was engaged in selfdealing I would contact the Nevada State Department of Education to learn how to proceed.

Mario Biasiucci

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

Yes, I am over the age of 18.

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

I am a current employee of the Arizona location.

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

I would like being a part of the board because they are responsible primarily for the oversight of legal, financial and administrative tasks. Being a part of the Arizona location and a member of the charter school community, I realize the importance of quality board members with experience with the above area. My commitment is to continue being a part of the education of students but want to be a part of recommending qualified people to serve on the board.

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 served on a board previously, but have been a part of many boards within the school I currently work for.

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

Board members are volunteers who commit to provide leadership in overseeing the direction of the school, but are not employed by the school. The board supervises the schools compliant to NRS and law regarding public charter schools, while keeping the schools on financially intact. Board members are not involved with to schools operation but, as needed, do support the administration and staff. A public forum is provided by the board, where the interest of the welfare of the school is looked at and discussed by the stakeholders.

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

My experience in law enforcement provides me with the knowledge of laws and statutes. Also, the many years I have worked within the educational process provides a thorough understanding of the framework and support of a board. My knowledge of law and education provides a vigorous role in the security and safety of the staff and students along with my education experiences offers an experience insight to education.

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, the school will have established a positive environment to the community. Students will be telling their friends about the great experiences they are having and encouraging them to join in with them to receive the same educational experience. An abundance of parental involvement will be around the school with help in the classroom and their input for the schools success. The enthusiasm of parents, teachers, administration and staff will create a warm and welcoming environment. Due to all the wonderful and positive environment and great education that will be provided, there will be a waiting list of students larger than what the school can attain. After four years, the school will be extended K-12 with their first graduating class. A high set of standards will be precedence for Telesis Preparatory Academy.

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

Telesis means planned progress—it is the core belief that education of each student needs to be individualized to student abilities. Classroom instruction and differentiation is the importance of students needs and success. A safe and secure environment is offered so students can learn—zero drug and violence tolerance.

9. Are you familiar with the school's proposed educational program? How would you describe it?
Yes, as a schools safety officer and budget director I have been around and seen the schools educational programs. I believe that students all learn differently and education is the key success in life. Telesis mission of placing each student at their educational need level, with small class size, is the basis of the Telesis program.

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 most important characteristic of a successful school is the meet the needs of all the students and help them become successful members of society. This need must be met by a successful curriculum based on the students' needs and creating a positive environment for learning. The board will make sure that administrators chosen implement this model, and provide material support to accomplish this school atmosphere.

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

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

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

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
N/A

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

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
No

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
No, I don't foresee any.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).
If a situation arises, a board meeting would be called to review the facts. If the claims were supported, the board would be asked to resign,

Appendix 1: Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS) Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows.

Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

Pamala Butters

I. Background

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

Yes, I am over 18 years of age

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

From a professional contact with Dr. Sandy Breece

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

The Board is responsible primarily for the directing of the school in legal, financial, and administrative oversight. Having been employed as an educator at a Charter school for many years, I realize the importance of quality board members with expertise in the above areas. My intent is to continue to be involved primarily with the education of students, but want to be involved in recommending qualified people to serve on the board

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 served previously on any board of directors; I have served on a board to choose a principal for the charter school where I am currently employed. I am not currently seeking to serve in this capacity unless my area of expertise is needed.

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

Board members are not employed by the school. They are volunteers who commit to provide leadership in overseeing the direction of the school, making sure that the school is compliant to NRS and law regarding public charter schools, and approve budget and keep the school on sound financial ground. A member of the board is not involved with the day to day operation of the school, but does support administration and staff as needed. The board also provides a public forum where all stakeholders have an opportunity to speak on topics of interest to the welfare of the school.

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

My experience is based on many years of being an educator and having a thorough understanding of the importance of the framework and support the board should be offering to the administration and staff of the school. My knowledge of the vital role a board can play in the security of the staff of the school gives me special insight- from the teacher's view.

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 the school will have established its reputation as a quality educational option for middle school students. Parents will be involved, continuing to have input in school direction. Students will be inviting friends to become students at the school because of a positive educational and growth experience. Parents will be enthusiastic about their student's success and the safe learning environment of the school. There may be a waiting list, depending on the

number of students that the school can accommodate. After 4 years, the school will have expanded to include high school and have its first graduating class. The academic success of the students will set a high standard of education in the Truckee Meadows. A diversified sports program will be offered to students, and there will be community support as well as community service by students.

II. Educational Philosophy

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

Telesis means planned progress- it is the core belief that education of each student needs to be individualized to student abilities- challenge without frustration! Classroom instruction is keyed to student need in each core subject, not just a one-size-fits- all classroom. The school also offers a safe and secure atmosphere in which students can learn- zero drug and violence tolerance. Telesis also incorporates a Character First curriculum to offer students a framework in which to develop personal character and integrity.

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

Yes. As an educator, I have always favored fitting the curriculum to the student, not the student to the curriculum as in most large public schools. The Telesis mission of placing each student at their educational need level, with small class size, is the basis of the Telesis program.

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 number one characteristic is to meet the educational needs of students. This need must be met by a curriculum based on needs of each student that is delivered in a secure and challenging environment by a staff that invests in the lives of the children. The board would make sure that administrators chosen implement this model, and provide material support to accomplish this school atmosphere.

NEVADA MODEL CHARTER SCHOOL APPLICATION
APPEN D IC ES

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

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

Dr. Sandy Breece - recent professional acquaintance

Mario Biasiucchi - met 3-4 times on a professional basis
Robert Saunders- long time friend and advisor
Paul Schmidt - personal acquaintance
Irene Rogerson - professional colleague
Amie Juve - my daughter, an accomplished paralegal
and mother of prospective student
Stephanie McMurtry - professional colleague

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

Currently, none of the people on this list have already been identified as prospective school employees.

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

No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

N/A

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

N/A

NEVADA MODEL CHARTER SCHOOL APPLICATION

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

No

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

No, I don't foresee any

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

I would become aware of the guidelines for such a situation set forth by the State

and follow those. I would call for a special board meeting where the facts would be presented before all board members, with legal counsel for the board present. If the allegations were supported, the board member(s) would be asked to resign. If the matter could not be successfully resolved within the board, it should be taken to the State Sponsor.

Appendix 1:

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows.

Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

Paul Schmidt

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

Yes, I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

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

I became aware of the proposed charter school in a conversation with Pam Butters.

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

I am excited about the possibility of a quality school that includes character development along with customized student education.

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

I have served as a board member in several organizations and understand that board members must have a corporate and legal perspective to the decisions and actions of the board.

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

The role of the charter school board member is to weigh the options to the problems that arise in development and operation of the school and to select options that are the best for student development, fiscally responsible, in keeping with the character of the school, and in line with long term school development while following all state and federal codes and regulations.

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

I have worked in long term planning for many years and understand that there are always cost trade offs between short term and long term planning. I have always been a problem solving team player. Also I have worked on at least three different major construction projects and love to build just about anything.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

After the first year, I am expecting a school that is building a name for its self because of the quality of education it has accomplished.

What will it be like after four years?

After four years, the school will be growing at a pace that is sustainable with waiting lists for all provided grades. The school is meeting student and teacher short-term and long-term requirements with competitive athletic and scholastic programs.

II. Educational Philosophy

Please Note: I have not reviewed the state application for the charter school.

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

Student education must include character and scholastic development that is customized to each student's ability, as much as possible, for the best long term development of the students and our communities.

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

The best way to describe the school program is that it groups student by what they need to learn, rather than by grade. This benefits the students that are above or below the norm, which is missing when only grade levels are used to group the students.

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?

Success is a viable school with students that are learning what they need to know to continue their education and be valued members of the community. The board can carefully review teacher selections, provide location and tools required for quality education, assure all state and federal regulations are met and complied with by reviewing regulations as a board and provide training to teachers and employees as required. Start-up costs are always an issue, so the first couple of years have to be very fiscally sound.

III. Conflict of Interest Disclosure

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

I have not been informed of the other prospective board members with one exception, Bob Saunders. Bob is a good friend and fellow engineer, so we work well together and value each others' opinions.

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

The only identified prospective school employee I am aware of is Pam Butters whom I know from church. Also just a note that my daughter is a special education teacher with Washoe County School district, but she has not been identified as a prospective school employee.

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

NO

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

No or N/A

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

No or N/A

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

No

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

No

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

All issues of this type require legal and full board review. Generally, contracts are a full board decisions based on student and school requirements with legal counsel advise on any conflict of interest in hopes to avoid the problems.

I. Background : Ryan Breece

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **I am more than 18 years old.**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **I am the Technology Coordinator of another charter school.**
3. Explain why you would like to serve on the board. **I wish to serve on the founding committee for the formation of the proposed charter school, but not the governing board.**
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 served on a board in any capacity before.**
5. What is your understanding of the appropriate role of a public charter school board member? **My understanding is that Board Members make the rules for the charter school and are obligated to follow all state laws related to the school's operation.**

6. What relevant knowledge and experience will you bring to

the board? **Since I will not be serving on the Board, I will bring my best judgment to the founding committee.**

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?

Telesis Preparatory Academy (RENO/SPARKS) will maintain between 300-400 students in traditional 6th-9th grade. We will have between 16-22 qualified, eager teachers. Every teacher on the team will be qualified to work in a public charter school, according to Nevada State Law. There will be a team of students organized to form a Character Council. The Character Council sets good character examples for all of the student body. Teachers will ensure that all students understand the importance of good attendance, as well as carefully facilitate the progress of each students until they full grasp the curriculum. In four years, Telesis RENO-SPARKS will have added 6 grades, with a goal to have a complete K-12 school after five years.

II. Educational Philosophy

8. What is your understanding of the school's mission

and/or philosophy?

Telesis literally means “planned progress” and our mission will always be to provide individualized education through planned progress. We create a plan for each student to succeed academically and provide essential learning tools that will aid in their success throughout their life.

9. Are you familiar with the school's proposed educational

program? How would you describe it?

Telesis strongly believes in individualized education. We will never have more than 20 students in a classroom, which allows each teacher to focus on each student in their classroom. Not only is the teacher able to determine each student’s needs, but it also makes for a positive, motivational, and inspirational atmosphere in the classroom.

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 needs to be in compliance of state laws which govern charter schools. Procedures should be in place to ensure that as the school grows, it follows state mandates and maintains compliance.**

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective

Board/CFS members? If so, please so indicate the name of the

person and the relationship. **Yes, my mother is a member of the founding committee and wishes to be a member of the potential Board; I know that this precludes me from membership on the Board.**

12. Do you or your spouse have a pre-existing relationship

with any people already identified as prospective school

employees? If so, please so indicate and describe the

relationship. **No. My mother wishes to serve on the Board and will not be earning a salary of any kind and therefore will not be an employee of the proposed school.**

13. Do you or your spouse know anyone that plans to do

business with the school? If so, please so indicate and

describe the relationship and the nature of the potential

business. **No.**

14. If the school proposes to partner with an educational

service provider (ESP), educational management

organization (EMO), or a Charter Management Organization

(CMO) do you or your spouse know any employees, owners,

or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A"). **N/A**

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

NEVADA MODEL CHARTER SCHOOL APPLICATION

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. **No.**

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

Ryan Breece
Technology Coordinator

From Sandra K. Breece, Ed.D. – Committee Member

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **Yes.**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **I have had experience with the founding and successful operation of another charter school and a business associate made me aware of the local need for quality schools in the Reno/Sparks area. My desire to replicate my successful school's philosophy lead me to propose the same program for students here.**
3. Explain why you would like to serve on the board. **I have a doctorate in Educational Leadership and have served on charter boards successfully. I wish to do so here as a working member of the proposed charter school's board serving as the non-paid President.**
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. **Yes, I currently serve on a charter board that is a non-profit corporation. Previous to that I served on a non-profit private school board and feel I have a great deal of experience to share with the proposed charter school and its board.**
5. What is your understanding of the appropriate role of a public charter school board member? **A member of a non-profit public charter school board must be open-minded with an ability to "think outside the box" to solve problems that present themselves to a growing school. School board members must show great integrity and a strong work ethic if they are to govern honestly and fairly without interfering conflicts of interest emerging. School board members must place students first in all decisions to be made for the public charter school that are in the best interest of the school and the students attending there.**
6. What relevant knowledge and experience will you bring to the board? **In total I have 22 years of experience serving on a public charter school board. I also have served on state-wide associations and committees representing collaboration with many charter schools. I have learned much about the charter school "business" and I am pleased and honored to share it with a new board to serve the proposed charter 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? **At the end of the first year, Telesis Preparatory Academy – Reno/Sparks will have 300-400 students in traditional grades 6 through 9. There will be approximately 16 to 22**

teachers all chosen because they are passionate about teaching students and are qualified according to Nevada state law to work in a public charter school. A Character Council made up of students will be formed to develop a foundation of good character demonstrated by all students. Emphasis will be placed on good attendance and mastery learning at all levels. Whenever possible, parents will be included in decisions that affect their children. At the end of four years, the school will have expanded to include a least 3 additional grades below grade 6 and 3 additional grades above grade 9. After 5 years, our goal will be to provide a quality education for students in K-12 with approximately 500 students and 28 teachers. The motto of "Challenge without Frustration" will be prevalent throughout the school to make education and planned progress the priority.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? **Telesis Preparatory Academy will operate with a mission of individualized education for students initially for students in grades 6 through 9 with "planned progress" as the goal for each student's academic program.**

9. Are you familiar with the school's proposed educational program? How would you describe it? **Small class size will allow teachers to address each student's academic needs and create an educational environment that is integrated, inspiring, and individualized.**

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 first order of business for the new Board of Directors of the proposed charter school is to ensure that the school is in compliance with all state regulations and requirements according to Nevada state law. Specific procedures must be set in place to consistently monitor the compliance issues to ensure the school's success.**

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. **I have recently met the prospective members of the founding committee who may choose to be the future Board Members, but I have no relationship to any of them other than new acquaintances.**

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. **No. I have no pre-existing relationships with any people already identified as prospective school employees.**

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

business. **No. I know no one that plans to do business with the school in any way other than the business associate that first introduced the idea of the formation of the charter school in this area for the good of the community.**

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A"). **N/A**

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

NEVADA MODEL CHARTER SCHOOL APPLICATION

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. **No.**

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. **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. **Immediately, bring the situation to the attention of the President of the Board for full-disclosure in order to prevent wrong-doing against the school and the community's constituents. It is one's obligation as a Board Member to dutifully report any and all self-dealing activity related to the school.**

Appendix 1:

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows.

Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

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

- Yes, I, Stephanie McMurtry, am over the age of 18.

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

- I learned about Telesis from Pam Butters. She is a previous co-worker of mine and spoke very highly of the educational philosophy of Telesis and invited me to attend a meeting to learn more.

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

- I feel there is a need in Reno for more charter schools that focus on individual learning experiences for students. The Board is a key part in developing, creating and maintaining a successful school. I was employed at a charter school for 5 years and was able to witness firsthand how important and valuable a qualified board is in maintaining a successful organization.

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 never served on a school board. I am interested in serving on this board because I believe in the mission and philosophy of the proposed charter school. I want to see it prosper to a successful charter school in Reno. There is a need for a school of this nature and I feel that my educational background and personal experience will be of value to the successful implementation of this school.

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

- The appropriate role of a public charter school board member is to see that the school is successful by assisting in the decision making process. Success has many contributing aspects. Financial stability, meaningful policies and procedures and appointment of appropriate leadership are a few aspects in which a strong board may contribute to making a successful school.

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

- My experience is based on being an educator for over 15 years. I have worked at several different schools and have taught a variety of academic subjects and levels. I have an understanding of what successful education looks like and have seen how decisions made from an administrative level impact the whole school environment. Knowing that success is measured by student progress, I am able to share the valuable learning experiences I have had in the classroom as input in the decision making process.

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 the school will have created a reputation for being an alternative mid-level/grade school for students in the area. The quality of the individualized instruction and the level of student progress will be primarily what parents will be talking to other parents about. The population of interested students and parents will grow. At the end of the fourth year, Telesis will have expanded to include all levels of middle and high school. The school will have a reputation of being committed to the success and development of the whole child. Parents will be happy because it is a safe place to send their children to and the quality of the education will have well prepared the students for college.

II. Educational Philosophy

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

- I understand that the school's mission and philosophy is to meet students at their academic level and assist them in advancing in their individual education. Planned progress is the

approach and meaning of Telesis. This includes considerable attention given to class size, individualized classroom instruction, appropriate discipline methodology, and personal student and family participation.

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

- I would describe it as a personal educational facility. The student drives the instruction. Instruction is created and developed by taking into consideration each student's academic level, interests and future goals. The educational program is individualized thus making it desirable to all different types of learners.

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

- A successful school is one that teaches and meets the individual needs of all students. The philosophy of Telesis focuses on this dimension. The Board is essential in creating a dedicated and committed staff with this focus in mind. The board is responsible in maintaining personnel and curriculum that is appropriate and meets the needs for a challenging and enriching educational experience for all students.

NEVADA MODEL CHARTER SCHOOL APPLICATION
APPENDICES

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

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

- Pam Butters is a previous co-worker of mine.

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

- Pam Butters is a previous co-worker of mine.

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

- No

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an

EMO/CMO/ESP, write "N/A").

- No

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

- N/A

NEVADA MODEL CHARTER SCHOOL APPLICATION

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

- N/A

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

- No, not at this time.

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

- If personal agendas become evident, then the best interest of the school will have become compromised. This will require immediate action. The Board will have to act on the best interest of the school and its members while abiding by the state law that governs it. Board members will be required to review the information and make a decision to rectify the situation.

Statement of Assurances

Revised December, 2012

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

Sandra K. Breece, Ed.D.
Signature of Certifying Charter School Official

Sandra K. Breece, Ed.D.
Name Printed

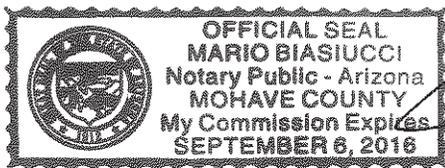
Superintendent
Title

August 9, 2013
Date

Subscribed and sworn to before me

This 9 day of 8 2013
date month year

(Notary Public Seal)



Narrative B.3.1, Organizational Structure

Telesis Preparatory Academy Governing Board will have primary responsibility for the development and oversight of the school operations as stated in Narrative B.1.5. The Superintendent will be the CEO of the organization and is responsible for the effectiveness of the school. This position will support the Administrative positions in their roles for day to day operations as this position will not be on site every day. Supervision of the day to day operations shall be the responsibility of the Principal. The Principal will be the instructional leader and they have the responsibility for the success of the school. Delegation of tasks under the supervision of the Principal will be given to the Administrative Assistants, Attendance Clerk, Interventionist and Lead Teachers to carry out meeting deadlines. Telesis Preparatory Academy in Arizona will also help the school on an as needed basis with business office duties, curriculum development, carrying out the philosophy of the school in the correct manner and any other support that the school needs while they are beginning operations. The relationship between Arizona and Nevada is a partnership to help spread the philosophy of planned progress and individualized learning to make students stronger and more successful. The Arizona school will simply be a vehicle for support and guidance to carry on the mission of Telesis. To learn more about the individualized positions please see Narrative B.4.1.

Narrative B.3.2, Key Management Positions Responsibilities

The primary responsibilities for the Superintendent and the Principal are listed in more detail in Narrative B.4.1.

It is critical that the Superintendent and the Principal have a knowledge and passion for teaching and have had experience in the field. Organizational, supervisory and communication skills are extremely important in these management roles. In a charter school many hats are worn by administrative leaders so multi-tasking and delegation are crucial in leading a school to be successful. It is ideal to have a leader that is liked and people want to follow because they have great ideas and are supportive yet can give constructive criticism when reviewing work in order to make improvements. A great leader will also have knowledge of fiscal and budget management so that budgetary constraints and fiscal compliance are reviewed in a manner that brings more to the academics and less to the administrative costs.

Narrative B.3.4, How Carry Out Laws

B.3: Management and Operation Guidelines

Telesis Preparatory Academy takes compliance and state regulations very seriously. The statutes are set up in order to create a very successful school in the state of Nevada. Upon authorization for a charter, the Administrative team will review NRS 386.500 to 386.610 and the Nevada Charter School Operations manual. The school will prescribe to the Charter Association for legislative updates in order to stay current with state laws and regulations. The school will also attend the June conference hosted by the Charter Association to stay current with laws and regulation as well as using it as professional development. Other conferences and professional development that the school would attend are as follows: professional development provided by Nevada Department of Education, Common Core professional development provided by Maverik Education, Backbone Communication, and Enhancing Teaching and Learning Across the Curriculum.

The school will adopt a conflict of interest policy for the entity that is in pursuant to Nevada State regulations and encompasses all employees and governing board members. Telesis Preparatory Academy's philosophy of planned progress and individualized learning goes hand in hand with meeting the guidelines by making students and their academic performance as the school's top priority.

Telesis Preparatory Academy will assure the Nevada State Public Charter School Authority that if there is any doubt in the decisions that they will make regarding compliance and regulations regarding all operations of the school that they will ask for assistance and agree to cooperate with the sponsor and take all recommendations into consideration. The school also vows to maintain accountability and transparency in all operations performed by the school. An annual audit and the filing of the Form 990 Information Tax Return will be tools to show the financial transparency that the school promises to maintain.

Narrative B.3.5, Dispute Resolution

In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may

B.3: Management and Operation Guidelines

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

Narrative B.3.6, Kind of School

Telesis Preparatory Academy will propose to charter a Secondary School in Year One, serving the grades 6 through 9 in the Washoe County, Nevada. In Year two, the school would expand its charter to encompass 5th grade and 10th grade. The ultimate goal of the school would include expanding 1 grade each way until it reached its final goal of serving grades Kindergarten through 12th grades.

Narrative B.3.8, Outside Help with Application

Telesis Preparatory Academy in Arizona is currently associated with an accounting firm and an educational consulting firm who agreed to help the school create the application for Charter in the state of Nevada.

Aspire Business Consultants, Inc. has worked with Telesis Preparatory Academy in Lake Havasu, Arizona since June 2012 contracting to do financial compliance and oversight.

Aspire Business Consultants, Inc.
P.O. Box 12084
Glendale, Arizona 85318
602-881-2483
heather@aspirebc.co
www.aspirebc.co

Aspire Business Consultants, Inc. provides accounting and compliance services to small businesses. We specialize in Arizona charter schools and non-profit organizations. The accounting, Form 990 tax

preparation, and compliance services we provide are tailored to the unique needs of each client. We are well-informed and continually adapt to the ever-changing world of school finance and non-profit accounting. Our experience means we understand the requirements of your business and important deadlines.

Heather Jones

Heather graduated with a Bachelor of Science degree in accounting from Arizona State University West in 2000. After graduation she spent a few years working with a small business as an accountant. In 2003 she joined one of Arizona's leading governmental and non-profit accounting firms as a consultant in the charter school and non-profit division. In May 2012, Heather founded Aspire Business Consultants, Inc. to continue helping charter schools and non-profit entities. In her time in the accounting industry Heather has worked with and managed over thirty charter school and non-profit clients. In addition, she has prepared numerous Form 990's. Heather has attended or presented classes on the following topics: school budgets and annual financial reports, wage and hour law compliance, Form 990, Form 1099, audit preparation, tax exempt organizations, average daily membership, Arizona State Retirement System and procurement code. Heather is also a Quick Books Pro Advisor.

Maverik Education was contracted with Telesis Preparatory Academy to introduce the Common Core standards into the Arizona curriculum and offered services to help with the academic piece to the Nevada application.

Maverik Education, LLC
4725 East Charleston Avenue
Phoenix, Arizona 85032
602-686-1396
erik@maverikeducation.com
www.maverikeducation.com

With over 15 years of experience in classroom instruction, education leadership, school finance and federal and state program compliance, Maverik Education LLC is equipped to provide the assistance and support schools need to strengthen their education program.

Erik M. Francis, M.Ed., M.S.

Erik M. Francis has been an educator for over 15 years, working as a middle and high school English teacher, a site administrator, and an education program specialist in the Title I Unit at the Arizona Department of Education. He is now the owner and lead professional education specialist for Maverik Education LLC.

At the Arizona Department of Education, Mr. Francis was responsible for providing guidance and consultation to schools receiving federal programming funds under Title I Part A of the *Elementary and Secondary Education Act of 1965*. Mr. Francis contributed to the development the Arizona Department of Education's *ESEA for LEAs* trainings on developing, implementing, evaluating, and budgeting Title I Schoolwide and Title I Targeted Assistance Programs. He led Title I Targeted Assistance schools through the yearlong transition to a Title I Schoolwide Program. He also assisted schools newly eligible to receive Title I funds in developing Title I Targeted Assistance Programs that provide academic assistance and interventions for students who are identified as most academically at-risk.

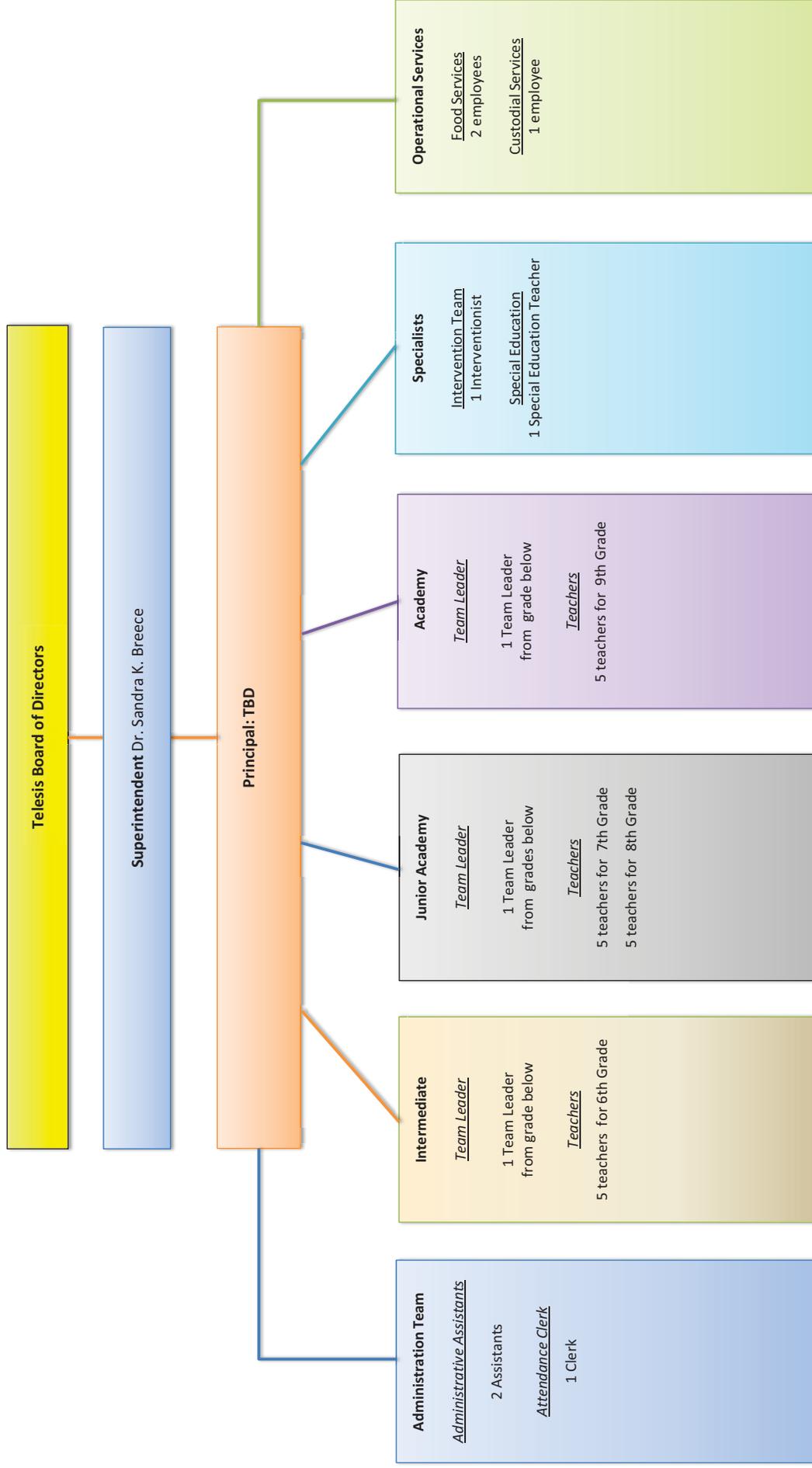
Mr. Francis is also the creator of the professional development training *A Balanced Approach: Combining Traditional and Differentiated Instruction*. He designed the H.O.T./D.O.K., a unit-based lesson plan that combines direct instruction and whole class assignments with problem and project-based learning consisting of multiple intelligence, cross-curricular, and authentic literacy activities. Mr. Francis has also presented professional development trainings focusing on teaching literacy across the curriculum and teaching literacy in mathematics.

Mr. Francis is certified by the Arizona Department of Education to provide training in the English/Language Arts Common Core State Standards provide the assistance and support schools need to strengthen their education program.

Narrative B.3.9, Limiting Enrollment

Telesis Preparatory Academy will not limit enrollment to obtain a specified number or ratio of teachers to student. Although a 1:18 ratio is preferred, the school will not limit enrollment to maintain this ratio.

TELESIS PREPARATORY ACADEMY RENO/SPARKS Flowchart for the First Year of Operation



Revised Post 2013 Legislative Session

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

For the situations identified below, only, our school will establish and advertise an enrollment window from March 1, 2014 to August 1, 2014 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.
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. Siblings to that student whom are already enrolled in another grade will be enrolled first in order to not break up a family unit.
7. 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.
8. As space becomes available, pupils from the waiting list will be enrolled in the school.
9. The waiting list enrollment order will be determined by lottery.

10. 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.
11. 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.
12. 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.
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 B.3.1.1, Existing Schools Information Template

School Name		Year Opened	City	State	Grades Served	Total Enrollment	Demographics and Socioeconomics					School Contact			
School Name		Year Opened	City	State	Grades Served	Total Enrollment	% African American	% Hispanic	% White	% Other Race/Ethnicity	% FRPL	% SPED	% ELL	Contact Name	Contact Title
Telesis Center for Learning DBA Telesis Prepar		2000	Lake Havasu City	AZ	K-12	457	3	22	72	3	53	5	2	Sandra K Breece, Ed.D.	Superintendent/Founder

Attachment B.3.1.1, Existing Schools Information Template

Contact Info		Authorizer Contact Information			
Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email
sbreecs@telesis-academy.org	928-855-8661	Arizona State Board for Charter Schools	Deanna Rowe	Executive Director	Deanna.Rowe@asbcs.az.gov
					602-364-3080

Telesis Center for Learning DBA Telesis Preparatory Academy
Sandra K Breece, Ed.D.
2598 Starlite Lane
Lake Havasu City, AZ 86403
928-855-8661

Telesis Preparatory Academy in AZ will not be operating as an EMO, only as a support system to help Nevada begin operations and create the Telesis philosophy.

The Director was approached by people in the Reno/Sparks communities to open a charter school for the middle school population who really liked the Telesis philosophy. With the “planned progress” philosophy, each student will enter the program and advance at their own pace after mastery is obtained at each academic level. After meeting with the Nevada State Public Charter School Authority in June 2013, it was determined that Telesis would begin the process of opening a charter school in the FY14-15 school year.

Currently, Telesis Preparatory Academy in Arizona is in good standing with the Charter School Board and will be going through their Charter Renewal process to renew by 2016.



CENTER FOR
STUDENT
ACHIEVEMENT

2013

Telesis Learning Center Student Achievement Analysis

Ildi Laczko-Kerr

Arizona Charter Schools Association

Center for Student Achievement

8/15/2013

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A-F Letter Grade Analysis Overview

This analysis evaluates the overall A-F results for the following entities: Telesis Preparatory (80980), Telesis Preparatory Academy (79957) and Telesis Center for Learning (79218) for the 2012 and 2013 school years. The analysis will address the primary components of the A-F model: proficiency (AIMS passing rates), student growth (student growth percentiles) and additional components (ELL, grad/dropout and FFB reduction), for each of the campuses. The A-F evaluation provides data regarding the performance of students enrolled in schools that meet the full academic year criteria. That is, students who have been enrolled within the first ten days of the schools' academic calendar and are continuously enrolled until the AIMS test in the spring. The intent of the analysis is to determine changes between the two academic years in each of these categories for each of the schools and LEA.

In 2013, Telesis Preparatory (80980) received a grade of C, receiving 113 points out of a possible 200; the majority of their points were earned from the percentage of students passing AIMS (70). This campus was evaluated using data from grades 3-8 under the Traditional Model. Similarly in 2012, Telesis Preparatory (80980) received a grade of C, receiving 112 points out of a possible 200 earning the same points from AIMS. In terms of overall performance, Telesis Preparatory showed no significant change in performance (1 point difference) between the 2012 and 2013 evaluations.

In 2013, Telesis Preparatory Academy (79957) received a grade of C, receiving 116 points out of a possible 200; the majority of their points were earned from the percentage of students passing AIMS (73). This campus was evaluated using data from grades 10-12 under the Traditional Model. In 2012, Telesis Preparatory Academy (79957) received a grade of C, receiving 103 points out of a possible 200, earning the majority of points from AIMS. Unlike in 2013, the campus was evaluated using the Small School Model in 2012, which resulted in the averaging of data from 2010 to 2012. In terms of overall performance, Telesis Preparatory Academy showed significant change in performance (13 point difference) between the 2012 and 2013 evaluations. These gains were observed in both the increase in percentage of students passing AIMS as well as increased student growth percentiles.

In 2013, Telesis Center for Learning (79218) received a grade of C, receiving 115 points out of a possible 200; the majority of their points were earned from the percentage of students passing AIMS (71). In 2012, Telesis Center for Learning (79218) received a grade of C, receiving 117 points out of a possible 200, earning the majority of points from AIMS. In terms of overall performance, it appears that Telesis Center for Learning (79218) showed no significant change in performance (2 point difference) between the 2012 and 2013 evaluations.

The following sections will provide a more thorough review of the components of the A-F analysis for each of the sites.

Proficiency Analysis

Telesis Preparatory (80980)

Telesis Preparatory maintained an overall percentage passing of 70% of students in grades 3-8 in reading and math combined from 2012 to 2013. There exists a significant discrepancy between reading and

math performance in each of the past two years. Reading performance has increased to 88% of students passing in all grade levels compared to a decreased math passing rate of 52% across all grade levels. Passing rates increase significantly in several grade levels- in reading- grades 5, 7 and 8; in math grade 8; however, an equal decrease was demonstrated in grade 6 reading and in grades 3 and 4 in math. Additionally, grade 6 reading should be evaluated to determine the cause of these results as they are not consistent with the other grade levels. Significant changes are identified in Chart 1 below; decreases are represented in red and increases in green. An evaluation of the number of students tested does not indicate a significant change between years, with the exception of grade 5 increasing ten students.

The use of the Response to Intervention model provides context to evaluate the impact of the school's academic program on student learning. Specifically, it allows for a reflective analysis of the curriculum, instruction and assessment that is provided to all students. In this model, Tier I curriculum and instruction, i.e., quality core curriculum and effective, differentiated instructional strategies, should result in 80-90% of students mastering standards. Students are generally demonstrating academic success in reading, where on average 88% of students are reaching proficiency or higher in 2013. Given the consistent low passing rates in math, it appears that the Tier I core academic program of instruction is not meeting the needs of the enrolled students. Given these same students are able to demonstrate proficiency in reading the focus of investigation should be on the program of instruction, rather than on the students themselves.

Chart 1. Comparison between 2012 and 2013 AIMS Proficiency Results

Grade	2012 Reading			2012 Math			2013 Reading			2013 Math		
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass
3	37	32	86	37	27	73	31	26	84	31	19	61
4	27	23	85	27	20	74	33	27	82	33	15	45
5	31	26	84	31	12	39	21	20	95	21	9	43
6	25	22	88	25	12	48	25	19	76	25	12	48
7	31	29	94	31	17	55	29	29	100	30	17	57
8	32	24	75	32	14	44	25	23	92	25	15	60
Total	183	156	85	183	102	56	164	144	88	165	87	52

Telesis Preparatory Academy (79957)

Telesis Preparatory Academy increased the overall percentage passing of students in grades 10-12 in reading and math combined from 2012 to 2013, from 60% to 73%. Passing rates increase significantly in several grade levels- in reading- grades 10 and 11; however, an equal decrease was demonstrated in grades 11 and 12 math (see Chart 2 below). Again, significant positive changes are indicated by green and negative changes are indicated by red.

An evaluation of the number of students tested indicates that a significant change occurred between years. This is due to the change in the Arizona Department of Education's definition of a small school.

In 2012, Telesis Preparatory Academy was evaluated as a small school due to enrollment less than 100. This resulted in the use of a three year average to evaluate the performance of the school. Therefore, the percentage passing in the 2012 evaluation includes data for students from 2010, 2011 and 2012. However, in 2013 the definition of a small school changed to only include those schools with less than thirty test records in total. Since there were more than thirty records, the school was evaluated only on their 2013 test results. This change had a positive impact on the evaluation of performance in reading.

The 2013 data represents a more current picture of academic performance than the 2012 analysis. While the use of three years of data provides an opportunity to have more reliable or stable measures for small schools the use of averages can diminish the impact of a single year of performance- whether that is positive or negative. Therefore, the 2013 results should be considered a good baseline to evaluate future performance. A note of caution, the numbers of students evaluated in reading and math are consistent in 2013, with the exception of the 11 grade. There was double the number of full academic year students tested in math than in reading. Therefore, the 100% will represent a challenge to maintain as additional students are tested in the future.

Similar to the results of the Telesis Preparatory, the performance of students in math is significantly lower than in reading. Reading scores improved from 2012 to 2013 by twelve percentage points from 80% to 92% passing; whereas, math scores decreased during this time by seven percentage points, from 62% to 55% passing.

Chart 2. Comparison between 2012 and 2013 AIMS Proficiency Results

Grade	2012 Reading			2012 Math			2013 Reading			2013 Math		
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass
10	60	47	78	58	32	55	22	20	91	22	13	59
11	28	21	75	29	18	62	8	8	100	16	9	56
12	15	13	87	20	14	70	7	6	86	6	3	50
Total	103	81	80	107	64	62	37	34	92	44	25	55

Telesis Center for Learning (79218)

The LEA A-F evaluation utilizes the data from the two sites and aggregates the percentage passing. The overall percentage of students passing in 2013 increased slightly to 71%, from 70% in 2012. Because of the nature of the percent passing calculations at the LEA level, no additional evaluations are necessary (see Chart 3 below). While the chart color codes the grade levels and content areas that demonstrated significant changes from 2012 to 2013, it should be noted that the clear area of focus for school and LEA improvement should be math. Students and teachers across all grades levels are struggling with these standards. In fact, it is the LEA's math scores that are bringing down the overall percentage passing. The summaries from the elementary and high school campuses apply to the LEA as well.

Chart 3. Comparison between 2012 and 2013 AIMS Proficiency Results

Grade	2012 Reading			2012 Math			2013 Reading			2013 Math		
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass
3	37	32	86	37	27	73	31	26	84	31	19	61
4	27	23	85	27	20	74	33	27	82	33	15	45
5	31	26	84	31	12	39	21	20	95	21	9	43
6	25	22	88	25	12	48	25	19	76	25	12	48
7	31	29	94	31	17	55	29	29	100	30	17	57
8	32	24	75	32	14	44	25	23	92	25	15	60
10	60	47	78	58	32	55	22	20	91	22	13	59
11	28	21	75	29	18	62	8	8	100	16	9	56
12	15	13	87	20	14	70	7	6	86	6	3	50

Recommendation #1

Based on this analysis the **primary** focus for school improvement efforts should be on math across all grade levels. In particular, school administration and teachers should use these data to analyze:

1. The alignment of the math curriculum to the standards, the use of effective math instruction and strategies to differentiate and effective progress monitoring, standards based assessments.
2. The fidelity of implementation of school or LEA programs and initiatives.
3. The professional development provided to support teachers in math content and pedagogy.

Growth

Telesis Preparatory (80980)

The student growth percentiles (SGP) can be interpreted the same way for individual students, grade levels and schools: *low growth* is represented by an SGP value within 1-33, *typical growth* is a value within 34-65 and *high growth* is a value within 66-99. To establish a point of comparison, an SGP of 50 would represent the “average” growth score.

The SGP data for Telesis Preparatory indicate that the average median SGP for all full academic year students is 38; meaning that students grew better than only 38% of students with similar academic histories. The results for the students identified in the bottom quartile (bottom 25%) indicate that this subgroup is growing better than 40.5% of students with similar academic histories. It should be noted that the students in the bottom 25% are also included in the all student analysis. Therefore, these students’ scores are more heavily weighted in the formula. The overall SGP for 2013 is 39, the result of averaging the all students and the bottom 25% medians. The overall 2013 SGP results are consistent with the overall 2012 SGP data. Additionally, the SGPs for the bottom 25% remained relatively stable from 39.25 in 2012 to 40.5 in 2013. However, there are some significant discrepancies between the SGP results when evaluated by grade level and content area for all students.

These results are presented in Chart 4 below; the significant changes are represented utilizing the same color coding used in previous comparison tables. While six of the grade level and content areas significantly increased their median SGP values from 2012, three significantly decreased. The overall result was the appearance of relatively stable growth.

This SGP scores represent fifty percent of the A-F formula. Schools' SGP are compared against a 100 point scale. In order to create the 100 points possible, all schools automatically receive a point towards their calculation, as the SGP scale ranges from 1-99. Therefore Telesis Preparatory received 40 out of 100 points for the growth of their students. While this median SGP represents typical growth it is below "average".

Chart 4. SGP Comparison between 2012 and 2013

Grade	2012 Reading SGP	2012 Math SGP	2013 Reading SGP	2013 Math SGP
3	45	28	39	45
4	36.5	58.5	43	19
5	40	22	52	33
6	47	28	25.5	28.5
7	47.5	35.5	48	43.5
8	43	28	44	49
All Students	43	32	43	33
All Students Median	37.5		38	
Bottom 25%	39.25		40.5	
Overall	38		39	

Telesis Preparatory Academy (79957)

The SGP calculations for high schools are similar to elementary schools; however, they only include data for grade 10. This growth is calculated by analyzing the change from SAT 10 scores in grade 9 to AIMS scores in grade 10. Telesis Preparatory Academy significantly increased the median SGPs for the all students, bottom 25% and overall evaluations as compared to the 2012 SGP results. The all students median is 44, compared to 30.25 in 2012. The bottom 25% grew 33.5, compared to 24 in 2012 and the overall median SGP was 39 compared to 27 in 2012. The overall growth score in 2013 was 39, compared to 27 in 2012. The final growth score was 40 out of 100 points. This value represents typical growth that is below "average".

Chart 5. SGP Comparison between 2012 and 2013

Grade	2012 Reading SGP	2012 Math SGP	2013 Reading SGP	2013 Math SGP
10	35.5	25	39	49
All Students Median	30.25		44	
Bottom 25%	24		33.5	
Overall Growth	27		39	

Telesis Center for Learning (79218)

Unlike the LEA calculation for the percentage passing which simply aggregated all of the underlying data to the LEA, the SGP calculations utilize the school level medians but create LEA medians based on the underlying data. Therefore, the all students, bottom 25% and overall are not simply the average of all of these data.

The SGP values demonstrate a minimal increase in all areas compared to 2012 results, see Chart 6 below. The all students median is 37.5 compared to 35.5 in 2012; the bottom 25% is 42.75 compared to 37.75 and the overall median is 40 compared to 37 in 2012. Based on this analysis, students are not growing at high rates compared to their academic peers across the state. In none of the subjects and grades are students demonstrating high growth. Unfortunately, in several grades students are demonstrating low growth. Again, the LEA SGP value represents typical growth that is below the “average”.

Chart 6. SGP Comparison between 2012 and 2013

LEA	2012 SGP	2013 SGP
All Students Median	35.5	37.5
Bottom 25%	37.75	42.75
Overall Growth	37	40

Recommendation #2

Based on these results administration and teachers should:

1. Evaluate the supplemental programs available to students in both reading and math. These programs should focus on acceleration of student learning- differentiating to meet the needs of all students.
2. Instructional time should be increased to allow for teachers to implement Tier II and III instructional supports.

3. In particular, the lowest achieving students must be identified and monitored to determine whether they are growing academically.

Additional Indicators

The Traditional School model provides for the evaluation of several additional indicators depending on the grade levels served by the school or LEA. For elementary schools, additional points can be earned for English Language Learner reclassification (3 points) and the reduction in the falls far below categories in either grade 3 or grade 8 (up to 3 points). For high schools, additional points can be earned for English Language Learner reclassification (3 points), graduation rate (3 points) and dropout rate (3 points). These additional points are considered “extra credit”, a school can earn enough points to be classified an A, B, C or D school without them. However, they can make the difference between letter grades for some schools.

The additional points earned by each school and the LEA are presented in Chart 7 below. They are compared to the 2012 results to determine change in each of these indicators.

Chart 7. Additional Points Overview

School	ELL Reclassification		FFB Reduction		Grad Rate		Dropout Rate	
	2012	2013	2012	2013	2012	2013	2012	2013
Telesis Preparatory	3	0	NA	3	NA	NA	NA	NA
Telesis Preparatory Academy	0	0	NA	NA	3	0	3	3
Telesis Learning Center	3	0	NA	NA	3	0	3	3

Recommendation #3

While these points do not negatively impact the performance of schools and LEAs- they are extra credit in addition to the points earned from passing and growth- they can make the difference between letter grades for schools that are close to the cut scores. Each campus must be focused on earning the additional points available in the A-F model.

Telesis Preparatory could have earned a total score of 116 if they had earned the ELL reclassification points; this score would have put them 3 points away from a B grade. Telesis Preparatory Academy could have earned a total score of 122 if they had earned the ELL and graduation rate points; this would have resulted in a B grade. The LEA could have earned a total of 121 points if it had earned the ELL and graduation rate points; this would have resulted in a B grade.

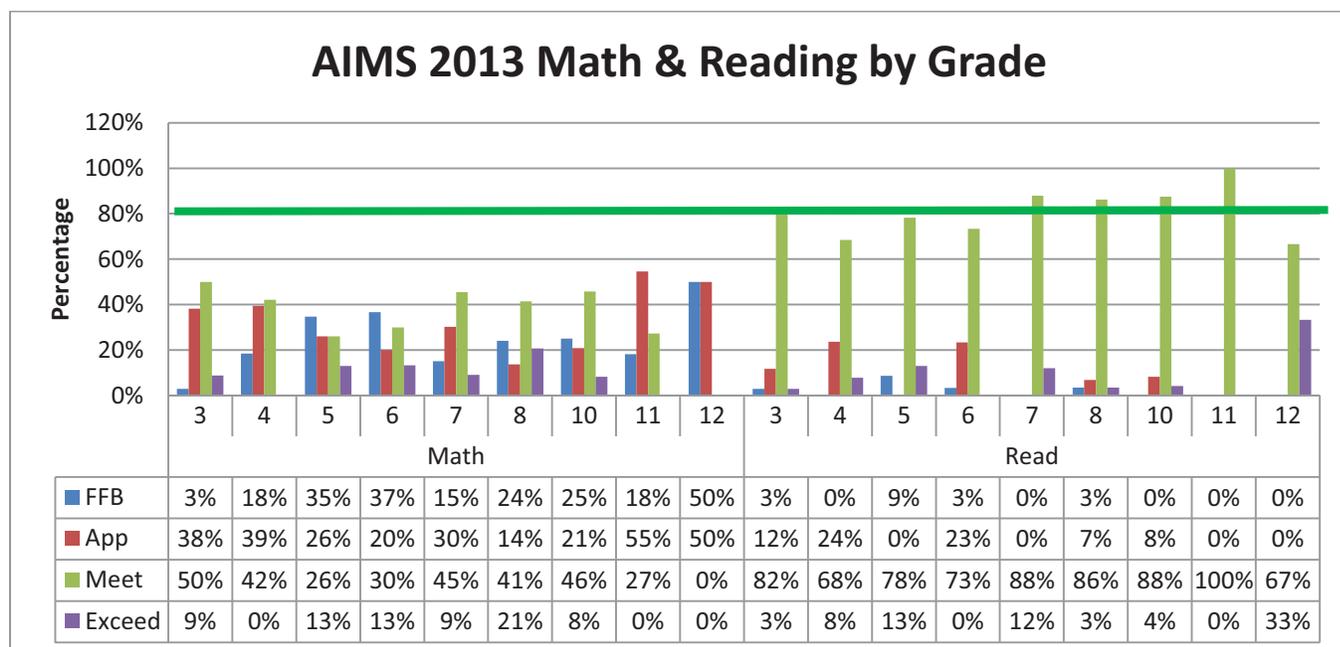
AIMS Analysis

While the data available in the A-F evaluations provide important information for schools, additional analysis is necessary to develop a comprehensive review of school performance. A significant limitation

to the A-F data is the exclusion of students who are not enrolled in a school for a full academic year. While it is appropriate to hold schools accountable for only those students they have an opportunity to educate school improvement decisions should be made considering the performance of all students in the school. The following analysis of 2013 AIMS data was conducted utilizing data files available from the common log on. The AIMS testing file was merged with the A-F static accountability file to create a single database which included student achievement and growth scores. These data were analyzed using Excel Pivot Tables.

The following graph presents the 2013 AIMS scores for all grade levels in reading and math. Again, using the “RTI rule of thumb” for the effectiveness of the core program of curriculum, instruction and assessment these data are evaluated against an expectation that between 80-90% of students should be mastering (meeting or exceeding) the learning standards. These data are consistent with the results in the A-F analysis; they support the first recommendation that math should be the primary area of focus. It is evident from this graph that reading scores across all grades are significantly higher than math. The only exceptions is in grades 4 and 6, where the scores drop below 80% passing; this is in contrast to the A-F data where in grade 4, 82% of FAY students passed reading.

Graph 1.



Reading Subgroups & Special Populations

The following graphs represent the analysis of reading data by teacher, special education students and the bottom 25%. These analyses are designed to provide another perspective on the performance of students across grade levels.

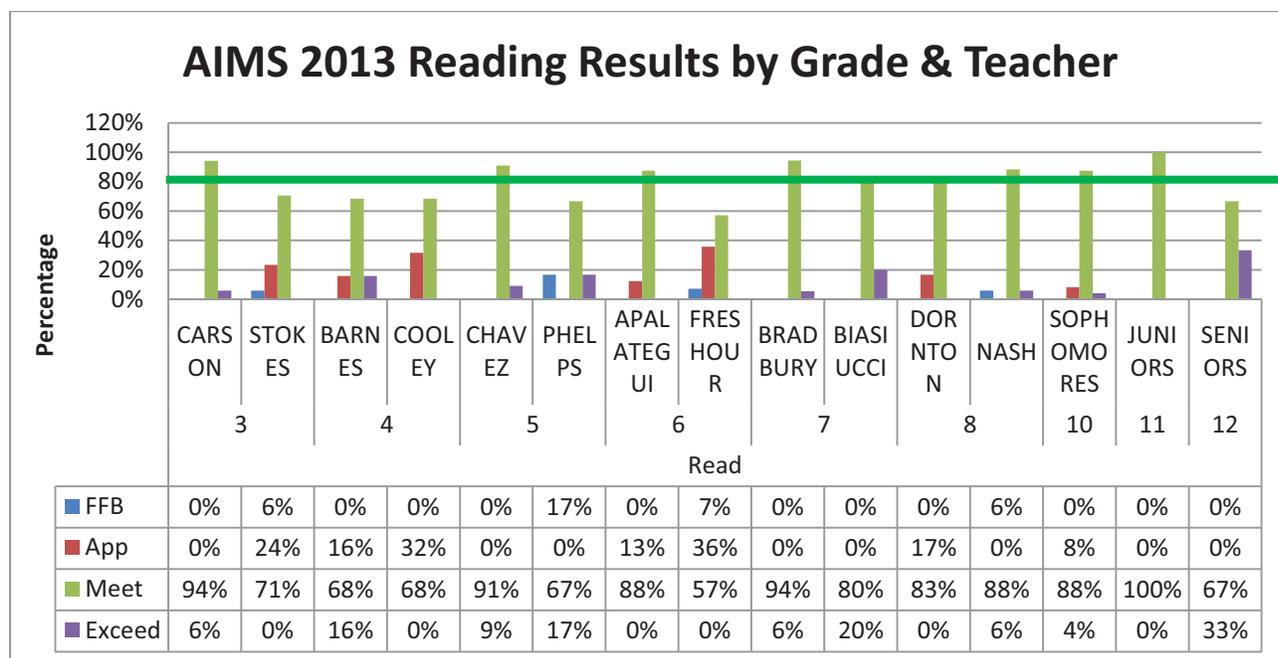
In particular, the analysis of data by teacher (Graph 2) is designed to identify teachers who may serve as support to their colleagues in similar grade levels or within the content area. Of particular focus should

be the grade levels and teachers who demonstrate the highest percentage of students exceeding the standard, i.e., Barnes, grade 4; Phelps, grade 5; and Biasiucci, grade 7. These data indicate that for most grade levels, teachers' performance is relatively inconsistent; the exception is grade 7. Unfortunately, these data don't provide the necessary context to understand what may be causing the disparities between classrooms.

Recommendation #4

1. Teachers should be expected to collaborate and share their instructional practices and strategies.
2. Teachers should be encouraged to co-plan lessons and units to ensure consistency in content and focus.
3. Data should be collected and disaggregated by classroom teacher to monitor the effectiveness of instructional decisions.
4. Teachers should be supported with professional development opportunities, which should include co-teaching or observing effective teaching strategies.

Graph 2.

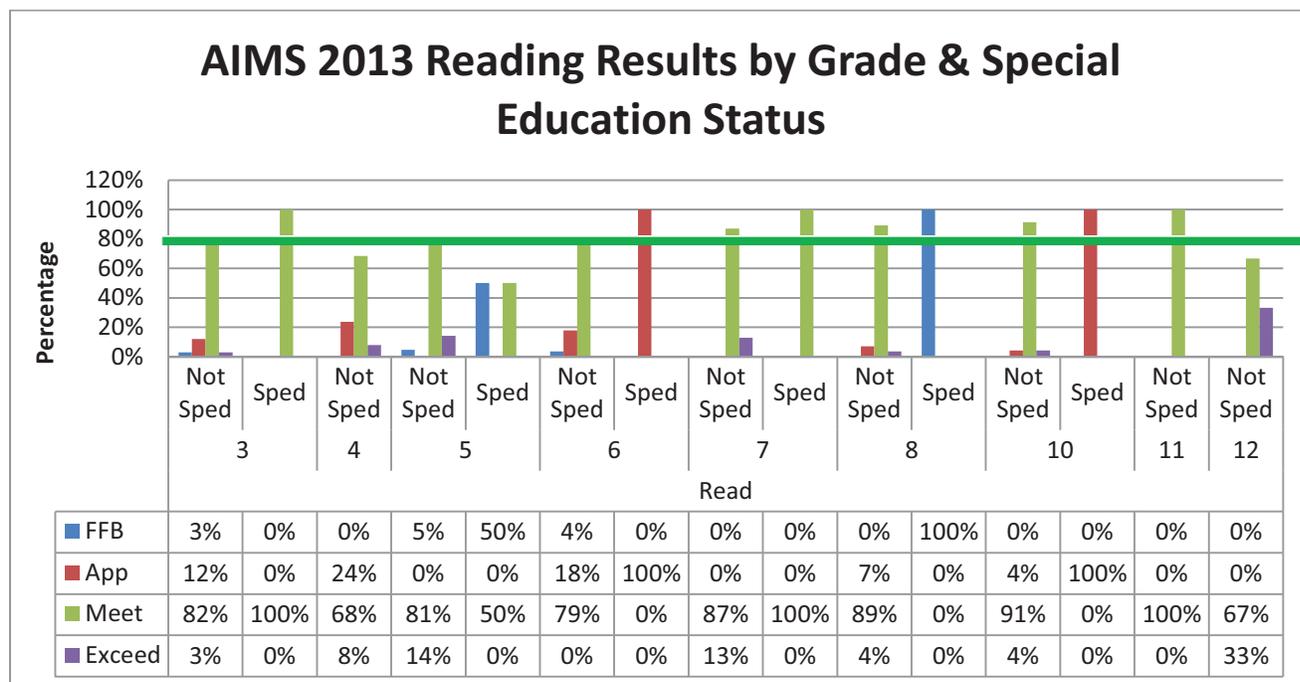


The analysis of special education students (Graph 3) provides an additional perspective on the overall performance of students. These data must be interpreted with caution. The numbers of students identified as special education in the AIMS testing file is small, in some grades there are no students identified, which results in percentages that seem significant. However, these data do provide an evaluation of the special education service for those identified students. It appears that performance across grades is mixed.

Recommendation #5

1. Special education services and support should be reviewed to determine their effectiveness in light of these data and results.

Graph 3.



The analysis of the bottom 25% performance (Graph 4) in reading is intended to help support the implementation of supplemental programs and instruction. These data represent the AIMS proficiency levels for the students identified as part of the bottom 25% based on their 2012 AIMS scores. It is important to realize that the bottom 25% of a grade level does not mean that the students are in the falls far below or approaches category. As evidenced in this graph, the majority of students identified are in the meets categories, i.e, grades 3, 4, 5, 7 and 10.

Given these results it is necessary to understand the acceleration and enrichment that will be provided to these students to increase their proficiency as well as their growth scores.

Recommendation #6

1. The evaluation of the schools' tiered interventions is necessary to ensure adequate supplemental materials, instructional and time.
2. The supplemental programs and support must be differentiated to focus on areas that can be extended and enriched.
3. Students in the bottom 25% that are not meeting the standard will need intervention supports to bring their scores to proficiency.

Graph 4.

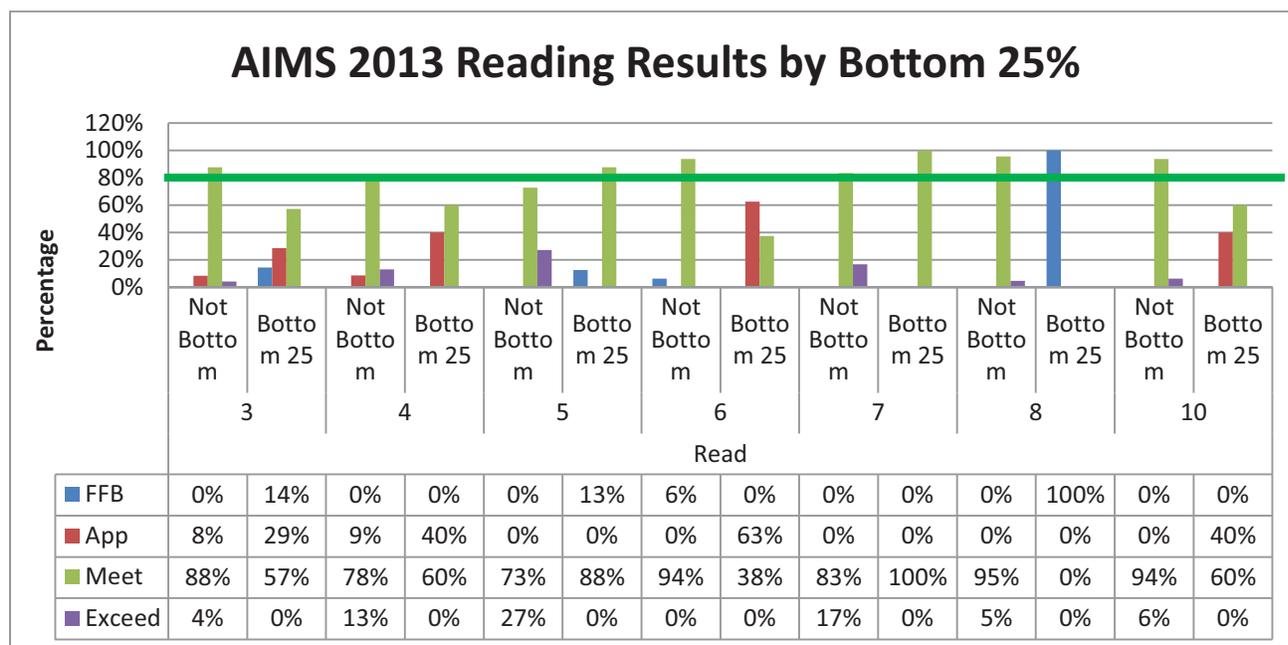


Chart 8 presents an analysis of the number of students identified in the bottom 25% in reading in 2012 and 2013. A total of 43 students who are identified as the bottom 25%. Of these students, 13 have been identified in both 2012 and 2013. These data indicate that there are 30 students who were not identified in 2012 but were identified in 2013. Overall, these data provide a targeted group of students who will require interventions and enrichment to improve.

Recommendation #7

1. Teachers and administrators should identify each of the 43 students who have been in the bottom 25% for two consecutive years and determine the support necessary to improve.
2. Additionally, the 8 students who have moved out of the bottom 25% in 2013 should be analyzed to determine the type of support that was provided to improve their reading outcomes.

Chart 8.

	Reading Bottom 25% Analysis 2012 to 2013		
	Not Bottom 2013	Bottom 2013	Grand Total
Not Bottom 2012	128	30	158
Bottom 2012	8	13	21
Grand Total	136	43	179

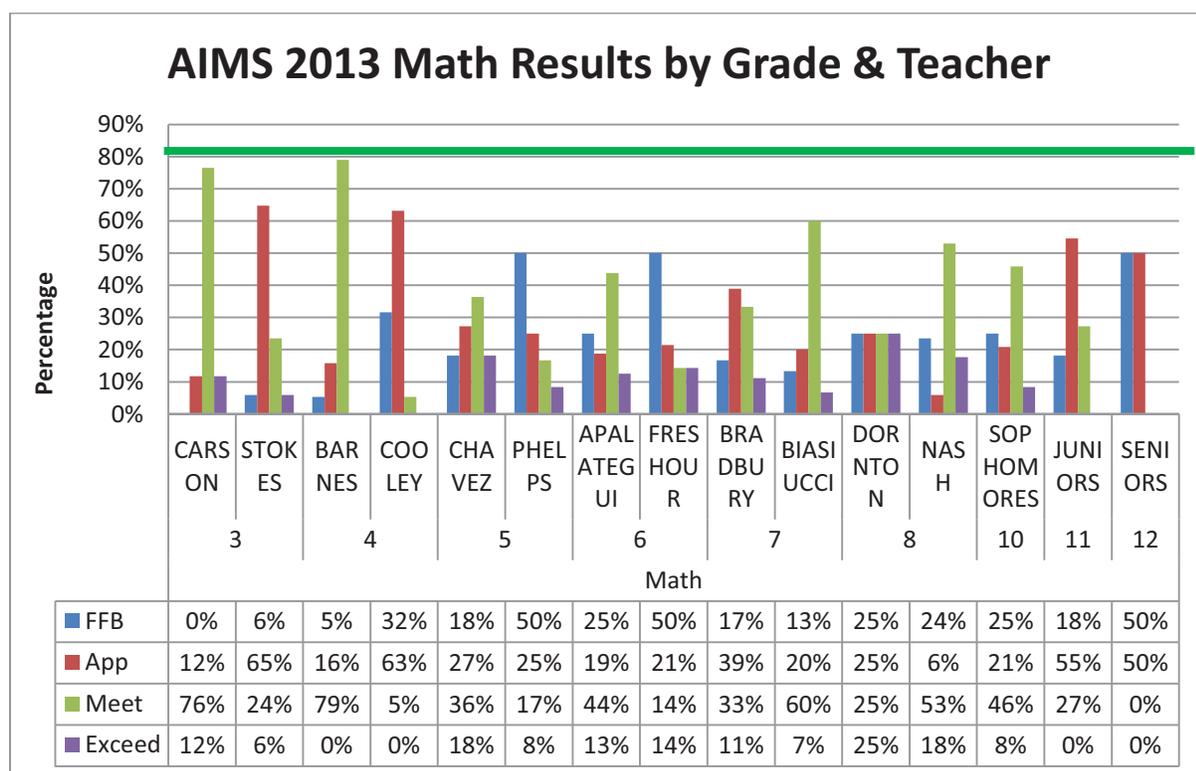
Math Subgroups & Special Populations

The following graphs represent analyses of math scores across grade levels disaggregated by teacher, special education status and bottom 25%. As indicated in earlier analyses, math results are consistently lower across all grade levels in comparison to reading. These data will provide additional support to

teachers and administrators as they begin to analyze the effectiveness of their curriculum, instruction and professional development.

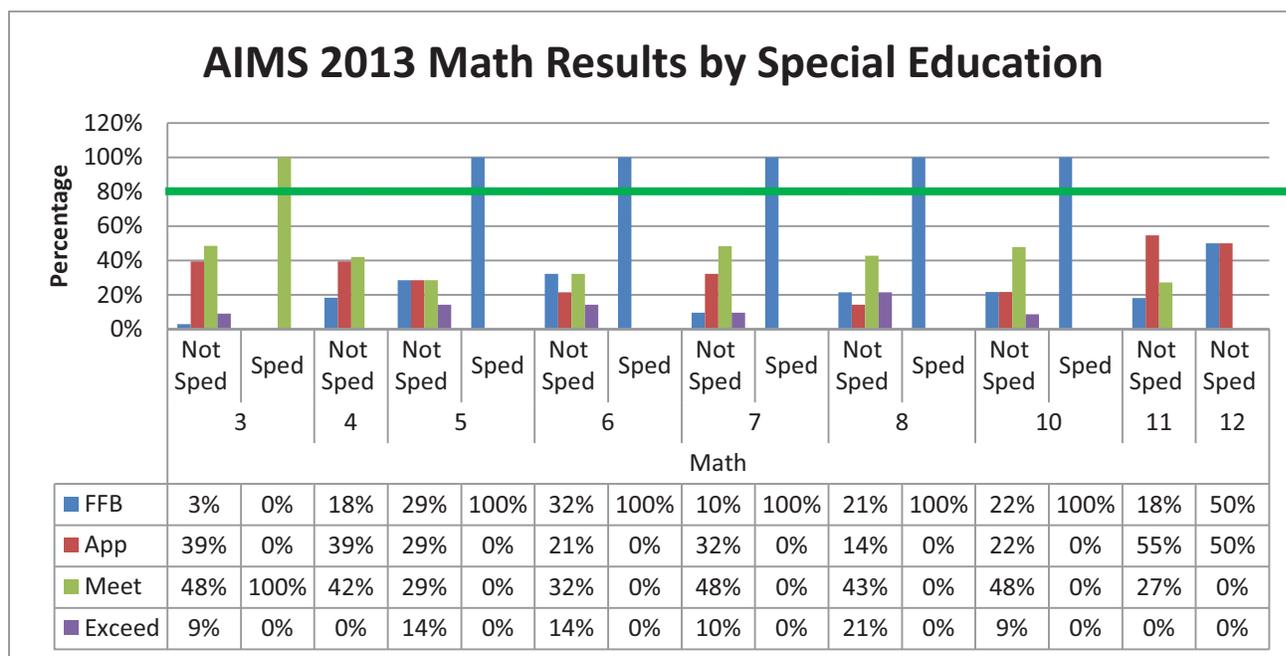
Graph 5 presents the math data disaggregated by teacher. Not surprisingly the same teachers that demonstrated higher reading scores also had higher math scores. These data indicate that while all teachers students struggled to reach proficiency, at the same rates as in reading, the discrepancy between teachers performance is dramatic. The previous recommendations shared about reading performance apply to these math scores as well.

Graph 5.



The performance of special education students in math is presented in Graph 6. These data indicate that in five of the six grade levels where special education students are enrolled, 100% of students are falling far below the standard in math. Of course, these represent small numbers of students; however, this is a significant area of improvement. The previous recommendations for special education students apply here as well. However, should be a greater sense of urgency given the overall math performance for all grades.

Graph 6.



The results of the analysis for the bottom 25% in math is presented in Graph 7. Not surprisingly given the lower passing rates in math, the majority of the students identified as the bottom 25% are in the falls far below and approaches categories on AIMS. This is in contrast to the students who are not identified in the bottom 25%, in this analysis the disaggregated data indicate that the majority of the not- bottom 25% are in the meets and exceeds categories in math. These data are important for teachers and administrators as they begin to analyze the math curriculum and instruction to determine the potential modifications. These data seem to suggest that the supplemental supports that are available are not producing the expected results. Again, an evaluation of these programs is warranted to ensure modifications are made to address the needs of all students.

Graph 7.

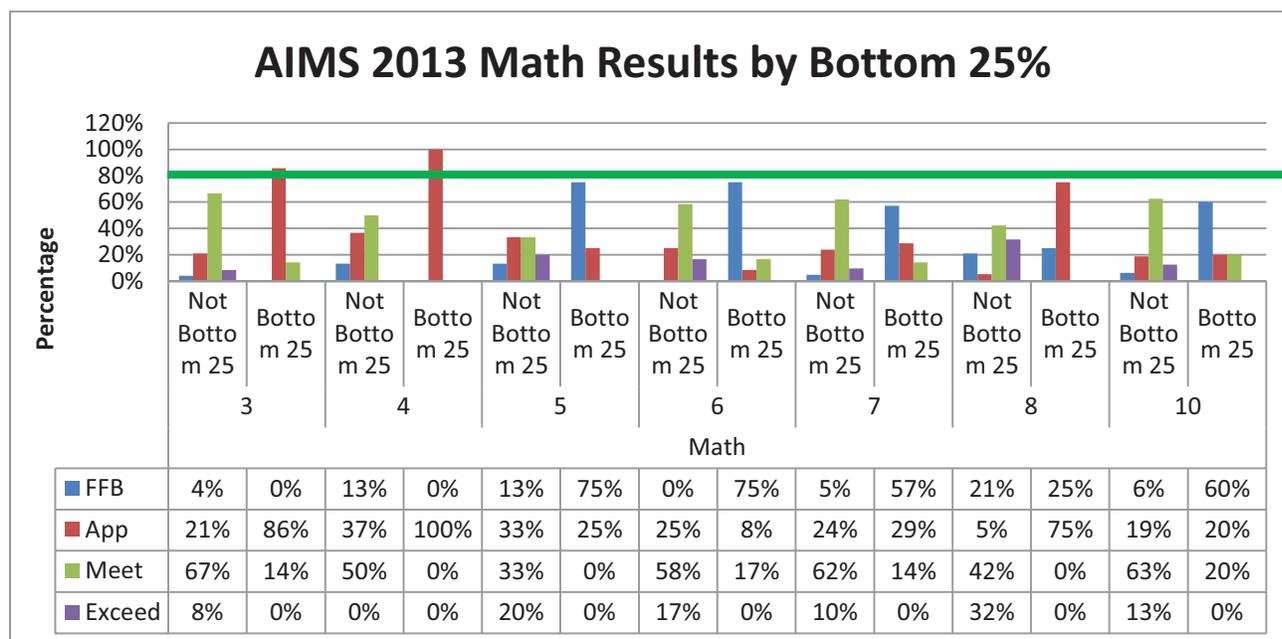


Chart 9 presents an analysis of the number of students identified in the bottom 25% in math in 2012 and 2013. A total of 42 students who are identified as the bottom 25%. Of these students, 13 have been identified in both 2012 and 2013. These data indicate that there are 29 students who were not identified in 2012 but were identified in 2013. Overall, these data provide a targeted group of students who will require interventions to improve. Similar to the reading recommendation, these data should be further analyzed to determine trends in support as well as develop an appropriate intervention plan for the 42 students identified in 2013.

Chart 9.

	Math Bottom 25% Analysis 2012 to 2013		
	Not Bottom 2013	Bottom 2013	Grand Total
Not Bottom 2012	131	29	160
Bottom 2012	6	13	19
Grand Total	137	42	179

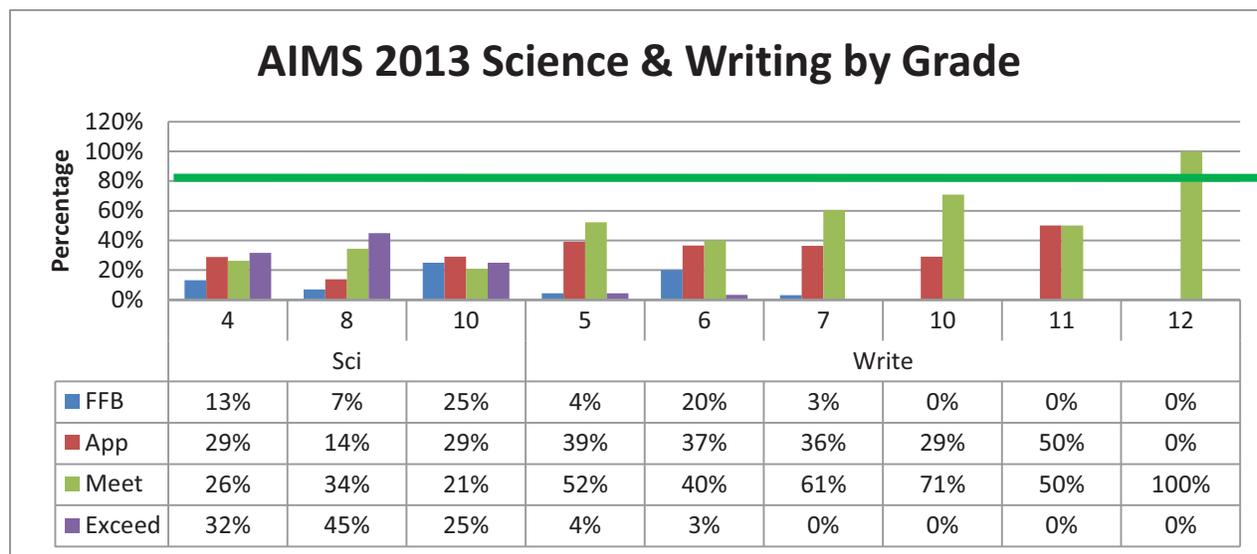
Science and Writing

While the A-F evaluations don't include science or writing, Graph 8 presents the performance level of those grades tested. With the exception of the twelfth grade writing score at proficiency, resulting in 100% no grade level achieves the 80% threshold for mastery in either subject.

Recommendation #8

While science and writing are not integrated into the A-F results, they do represent content areas that will be critical to the implementation of the common core standards. Therefore, it is important that a process, similar to reading and math, be conducted to review and evaluate the curriculum, instruction, assessment and professional development of these subjects.

Graph 8.



Student Growth Percentiles Analysis

As evidenced from the previous analysis of A-F results, each campus must focus on growing all students and in particular the lowest achieving bottom 25%. Again, in reading these students represent students who scores range from falls far below to meets the standard; in math these students represent those in the falls far below and approaches categories. Therefore, the following graphs disaggregate the SGP data so that teachers and administrators are able to better diagnose students and teachers needs and plan effective acceleration programs (Tier II and Tier III).

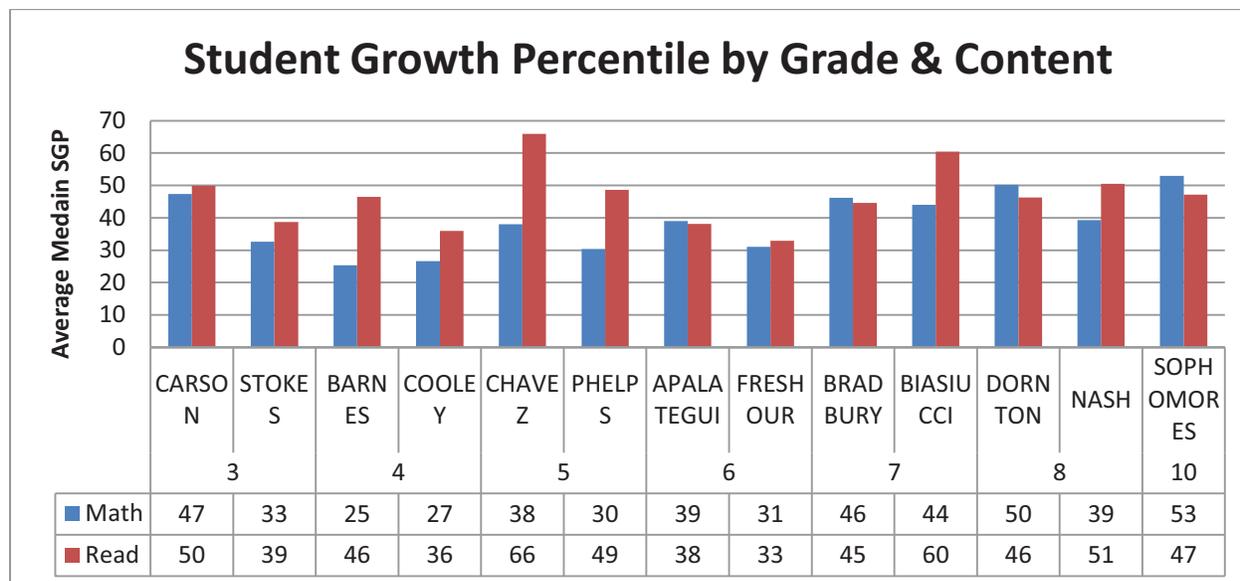
The first graph represents the SGP values for teachers in each content area. This is designed to assist in the evaluation of teachers' strengths to grow and improve students. Again, these growth data can be interpreted as low (1-33), typical (34-65) and high (66-99). These data indicate that the same teachers emerge as having higher median growth scores; however, unlike the analysis of the percentage of students achieving mastery (Graphs 2 and 5) there is less disparity between teachers in their ability to grow students in their classroom.

This particular analysis highlights the disparity within a teacher's classroom in terms of the growth students are making in reading as compared to math. For example, Mrs. Chavez is able to generate high student growth in reading as compare to typical growth in math.

Recommendation #9

1. These data should be used to evaluate the program of instruction, including supplemental support which should include extension and enrichment opportunities for students.
2. These data should be used to support classroom teachers in developing their content knowledge and pedagogy in the weaker content area through targeted professional development.

Graph 9.



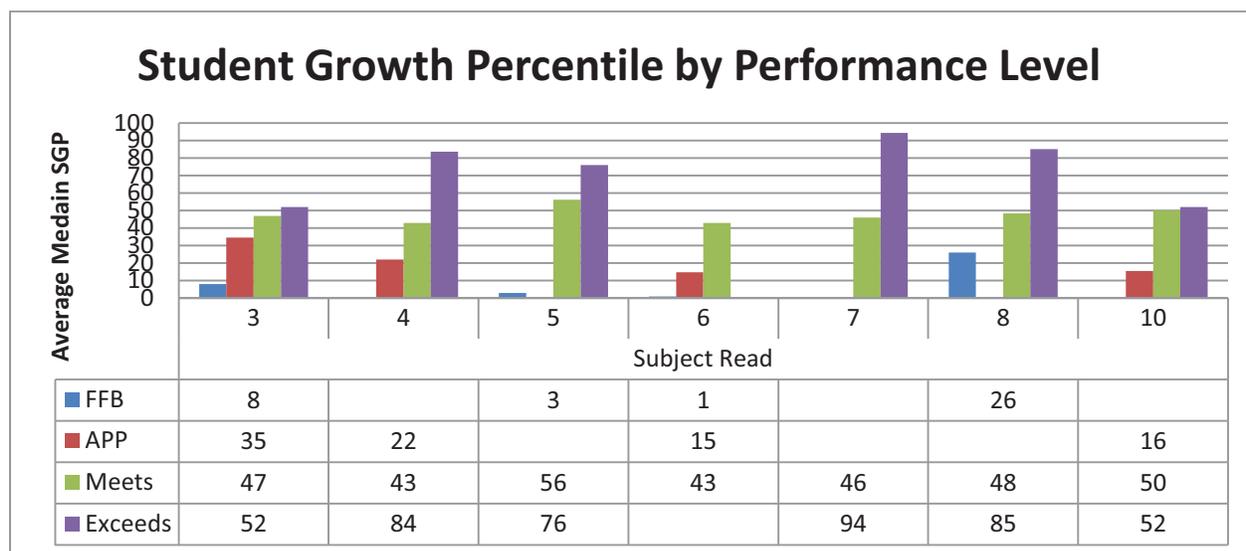
Reading

The following analyses present the SGP results for students in particular subgroups by performance level. The data is presented based on the students' AIMS proficiency (FFB, A, M or E) to determine the median growth for that performance level by grade and content area. These data allow teachers and administration to determine how much (low, typical or high) students are growing within a performance level. For example, third graders who are falling far below the standard have an average median SGP of 8- this is an extremely low value. If these students continue to grow at this low rate, they are unlikely to meet the standard on AIMS in the future. Missing values in these graphs indicate that there are no students in that grade/performance level and/or none that have SGP values to compute the statistic.

Recommendation #10

1. Teachers should be provided student level SGP data to support instructional planning and progress monitoring.
2. This group of students will require intensive intervention and support to move them into the approaches and meets levels.
3. Students in exceeds the standard performance levels in grades 4, 5, 7 and 8 are on average demonstrating high growth. These students need extension and enrichment opportunities to continue to show growth.

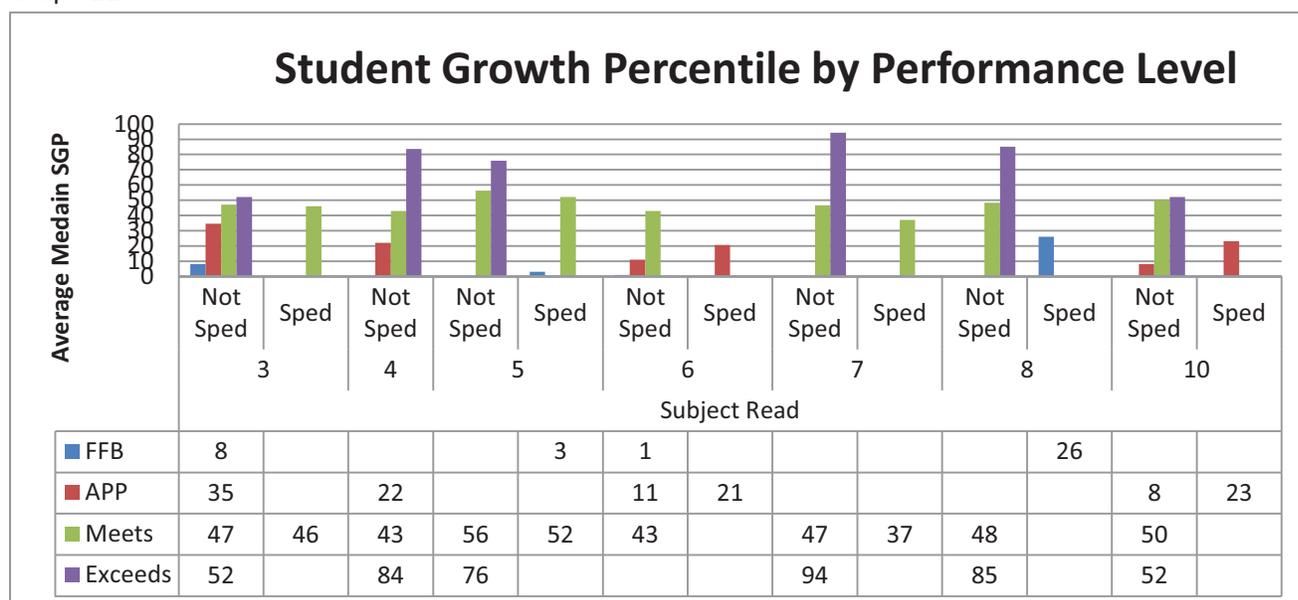
Graph 10.



The next analysis presents these data disaggregated by special education designation. Again, due to the small number of special education students in each grade these data should be interpreted with caution. However, these data still provide valuable data for teachers and administrators regarding the effectiveness of their program of instruction and support.

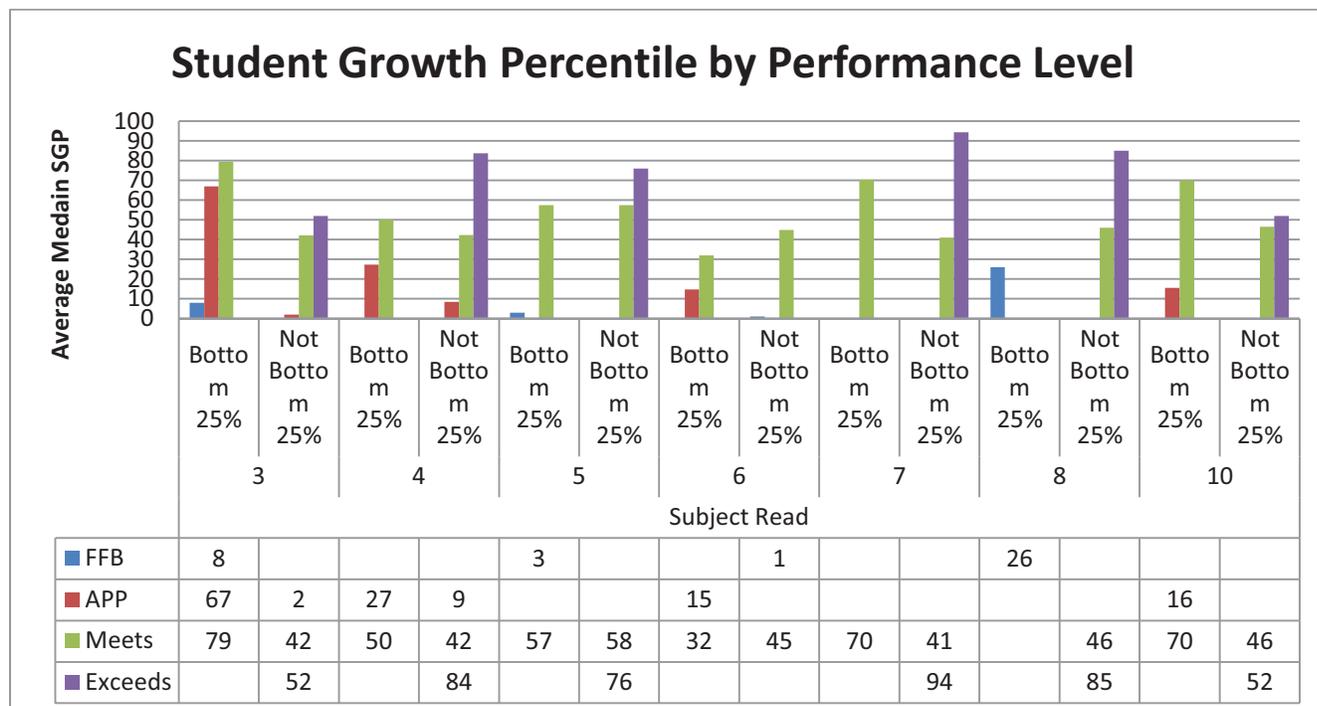
These data indicate that the majority of special education students who are not meeting the standards are demonstrating low growth. However, those students who are meeting standards are demonstrating typical growth. In order to support their learning it will be necessary for teachers and administrators to re-evaluate the special education services and/or accommodations that are being provided to students. This recommendation is consistent with previous recommendations provided throughout the analysis.

Graph 11.



Given the overall higher performance of students in reading, across all grade levels, the bottom 25% represents students in the FFB to meets categories. The analysis of student growth for the bottom 25% by performance level indicates that students in several grades levels are able to demonstrate high growth (66-99) across proficiency levels. For example, students in grade 3 who are in the Approaches level have an average SGP of 67. In the same grade, students in the Meets level have an average SGP of 79. In most grades, the students within a proficiency level who are in the bottom 25% are growing-on average- at a higher rate than their peers, i.e., grade 10, SGP 70 compared to 46.

Graph 12.

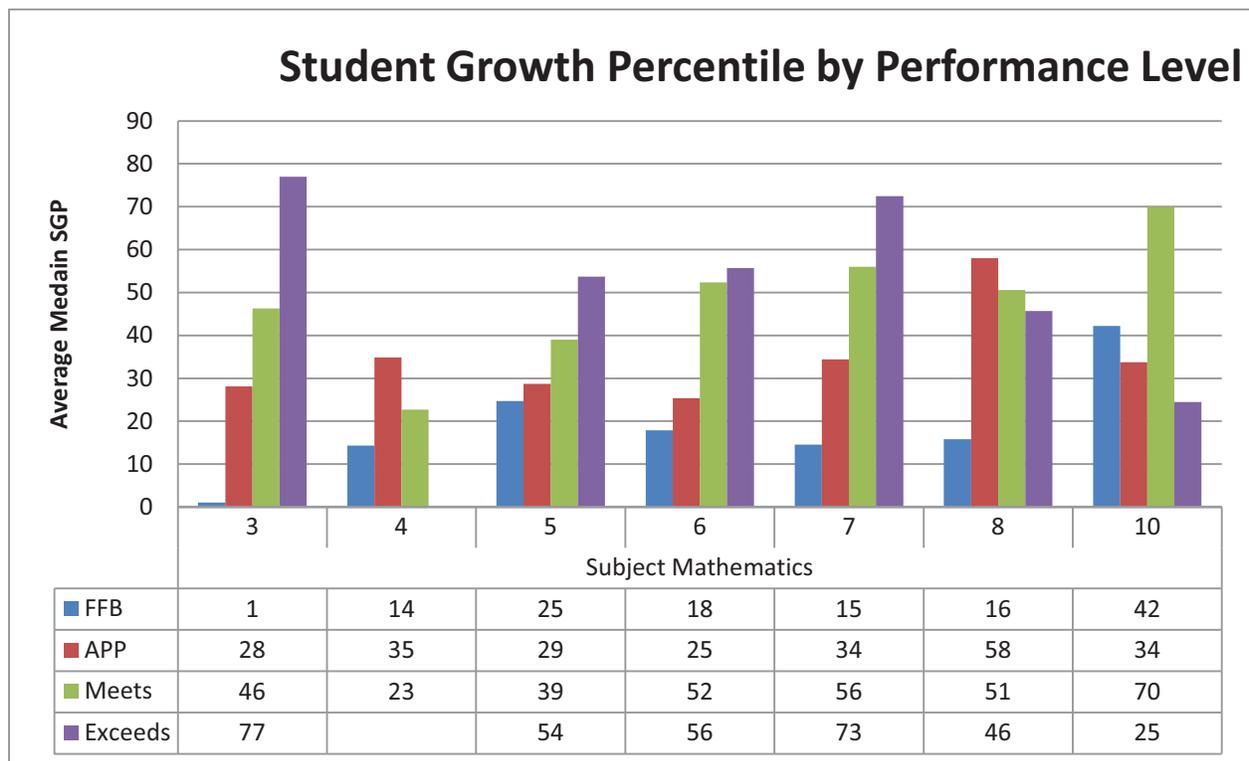


Math

The following analyses are interpreted in the same manner as the previous reading results. The math data indicates that students in 11 of the 27 evaluations are growing at a low rate (1-33). However, 16 of the 27 evaluations are growing at a typical (34-65) or high rate (66-99). Unfortunately, not enough students are growing at a high rate, only 3 of the 27 evaluations and all of those are students who have reached proficiency. Given the current AIMS results for students across all grade levels it is critical that students' growth increases significantly in order to move more students to proficiency and outpace their academic peers.

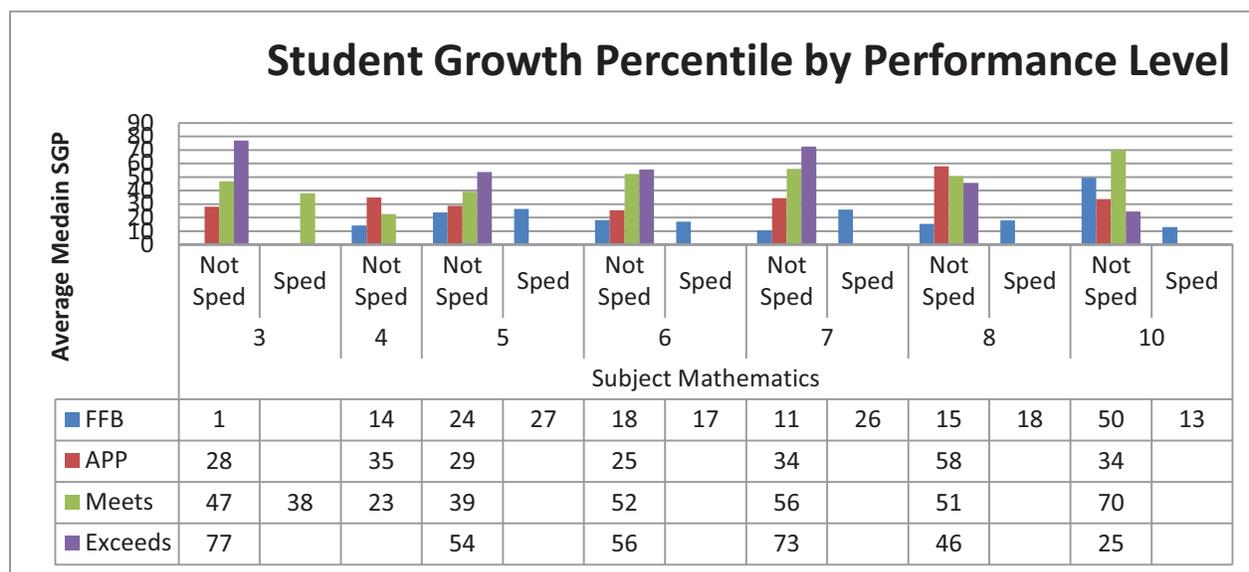
Teachers and administrators should further analyze the data for grades 3, 7 and 10 to determine the strategies being used to support those students and determine ways they can be applied at other grade levels to increase the growth of all students.

Graph 12.



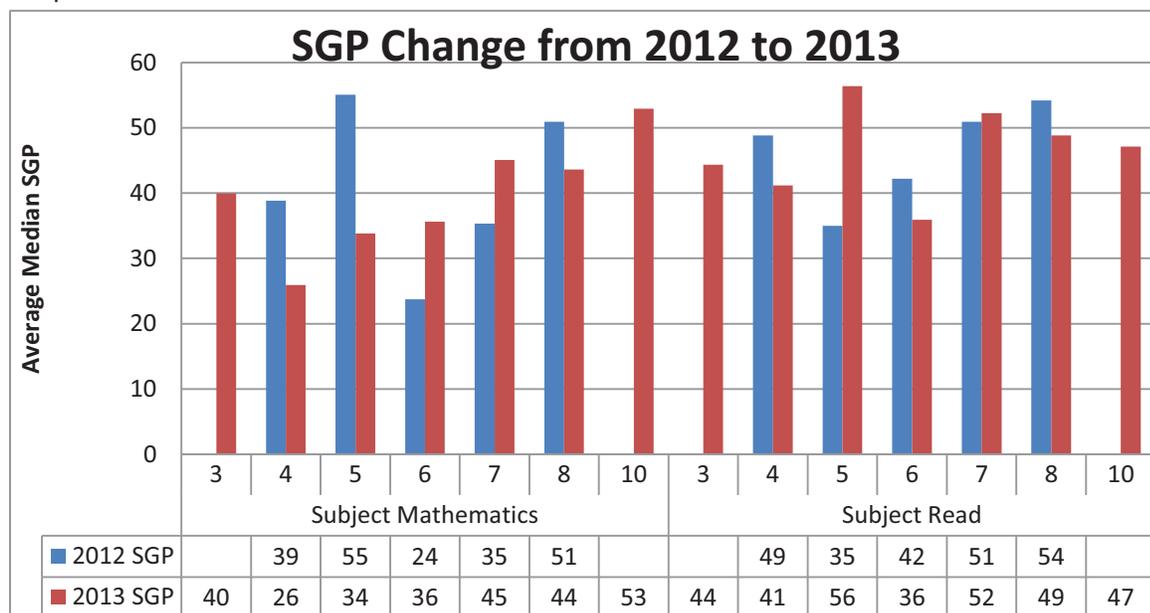
Unlike the performance of special education students in reading, where some students are meeting the standard and demonstrating typical growth, the math SGP data indicates that all by one student is performing at the FFB level and they are also growing at the lowest rate. These data suggest that the interventions and supports that are being provided to special education students in math are not meeting their needs and these students are not likely to reach proficiency if these continue to be implemented in the same manner. In order to support their learning it will be necessary for teachers and administrators to re-evaluate the special education services and/or accommodations that are being provided to students.

Graph 13.



The next analysis presents a comparison of SGP values for students that received SGP scores in 2012 and 2013 to determine possible significant changes in the growth of students. There are no 2012 scores for grade 3 and 10 in math and reading because students didn't receive SGP results in grades 2 and 9 in 2012. The data indicate that there is inconsistent growth between years for students. For example, students in grade 4 with SGPs in 2013 grew on average at the 26th percentile in comparison to their average growth in 2012 which was 39th percentile. In grade 6, students in 2013 grew on average at the 36th percentile compared to the 24th percentile in 2012. Nearly all students in both subject areas with two years of SGPs grew at the typical rate; the one exception is grade 4.

Graph 14.



SAT 10 Analysis

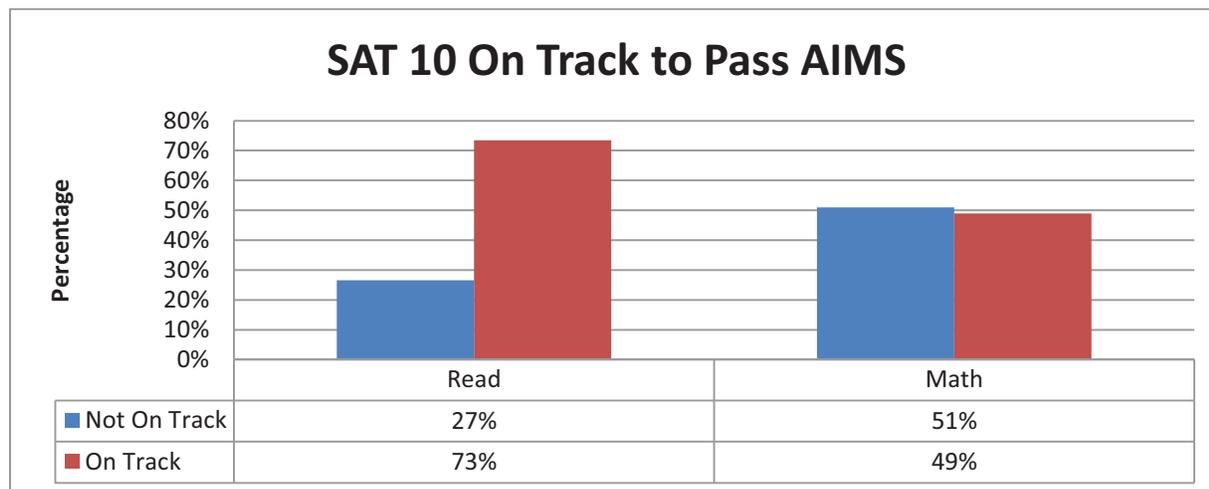
The last analysis presents data regarding the percentage of students who are “On Track” to pass AIMS based on their SAT 10 scores in reading and math. These data are calculated for the K-2 accountability model, but serve a valuable purpose for all elementary schools given the implementation of Move on When Reading this year. These data suggest that the majority of students who are in grade 3 today are likely to pass AIMS and will not be retained. However, 27% of students who are in grade 3 are not likely to pass AIMS and will require additional support and intervention to ensure they are not in the FFB performance level this spring.

While there is no equivalent retention requirement in math, these data are provided for teachers and administrators as an early warning tool.

Recommendation #11

1. Students who are not on track to pass either reading or math should be identified in grade 3 so that they can be targeted for additional instruction and support.
2. Begin implementing interventions and support to increase their mastery of standards.
3. Focus both on reading and math, despite the fact that only reading will result in retention at the end of grade 3.

Graph 15.



TELESIS CENTER FOR LEARNING, INC.
FINANCIAL STATEMENTS AND
INDEPENDENT AUDITOR'S REPORTS
FOR THE YEAR ENDED JUNE 30, 2012

**TELESIS CENTER FOR LEARNING, INC.
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JUNE 30, 2012**

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INTERNAL CONTROL AND COMPLIANCE

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Brett V.
Backlund
CPA, PC

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Independent Auditor's Report

Board of Directors
Telesis Center for Learning, Inc.

We have audited the accompanying statement of financial position of Telesis Center for Learning, Inc. (a nonprofit organization) as of June 30, 2012, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Telesis Center for Learning, Inc. as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Brett V. Backlund, CPA, PC

Brett V. Backlund, CPA, PC
Gilbert, Arizona
November 12, 2012

TELESIS CENTER FOR LEARNING, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2012

ASSETS	
Current Assets:	
Cash and cash equivalents	\$ 544,649
Due from governmental agencies	32,512
Total Current Assets	<u>577,161</u>
Property and equipment, net	2,982,048
Other Assets:	
Security deposits	2,218
Deferred financing costs, net	<u>23,854</u>
Total Assets	<u><u>\$ 3,585,281</u></u>
LIABILITIES AND NET ASSETS	
Current Liabilities:	
Accounts payable and accrued expenses	\$ 12,890
Accrued payroll and related expenses	431
Unearned revenue	31,576
Due to students	12,257
Current portion of capital leases payable	32,963
Current portion of notes payable	68,173
Total Current Liabilities	<u>158,290</u>
Capital leases payable, less current portion	65,812
Notes payable, less current portion	<u>2,708,508</u>
Total Liabilities	<u>2,932,610</u>
Net Assets	
Unrestricted:	
Undesignated	584,657
Designated for classroom site fund	<u>68,014</u>
Total Net Assets	<u>652,671</u>
Total Liabilities and Net Assets	<u><u>\$ 3,585,281</u></u>

See accompanying notes to financial statements.

TELESIS CENTER FOR LEARNING, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2012

UNRESTRICTED NET ASSETS	
Unrestricted revenues and gains:	
Revenues from local sources	\$ 169,465
Revenues from state sources	2,968,029
Revenues from federal sources	<u>366,863</u>
 Total Unrestricted Revenues and Gains	 <u>3,504,357</u>
 Total Unrestricted Revenues, Gains, and Other Support	 <u>3,504,357</u>
Expenses and losses:	
Personal services - salaries	1,796,542
Personal services - benefits	485,688
Purchased professional services	183,144
Purchased property services	157,282
Other purchased services	71,888
Supplies	389,080
Depreciation and amortization	134,310
Other expenses and losses	<u>179,444</u>
 Total Expenses and Losses	 <u>3,397,378</u>
 Increase in Unrestricted Net Assets	 <u>106,979</u>
 Increase in Net Assets	 106,979
 Net Assets at Beginning of Year	 <u>545,692</u>
 Net Assets at End of Year	 <u><u>\$ 652,671</u></u>

See accompanying notes to financial statements.

TELESIS CENTER FOR LEARNING, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2012

Cash flows from operating activities:	
Increase in net assets	\$ 106,979
Adjustments to reconcile changes in net assets to net cash provided/(used) by operating activities:	
Depreciation and amortization	134,310
(Increase) in amounts due from governmental agencies	(17,299)
Decrease in prepaid expenses	697
Decrease in security deposits	2,782
(Decrease) in accounts payable and accrued expenses	(142,568)
(Decrease) in accrued payroll and related expenses	(4,330)
Increase in unearned revenue	31,576
(Decrease) in amount due to related party	(324)
Increase in due to students	9,552
Net cash provided by operating activities	<u>121,375</u>
Cash flows from investing activities:	
Purchases of property and equipment	<u>(91,591)</u>
Net cash (used) by investing activities	(91,591)
Cash flows from financing activities:	
Repayments on notes payable to related parties	(17,150)
Proceeds from notes payable	267,735
Repayments on notes payable	(29,492)
Repayments on capital leases payable	(29,512)
Net cash provided by financing activities	<u>191,581</u>
Net increase in cash and cash equivalents	221,365
Cash and cash equivalents at beginning of year	<u>323,284</u>
Cash and cash equivalents at end of year	<u><u>\$ 544,649</u></u>
Supplementary information:	
Non-cash investing and financing activities:	
Acquisition of property and equipment through notes payable.	\$ 2,527,243
Acquisition of equipment through capital leases payable.	107,890
Interest paid	\$ 145,799

See accompanying notes to financial statements.

TELESIS CENTER FOR LEARNING, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Telesis Center for Learning, Inc. (School) is an Arizona not-for-profit organization established on March 3, 1992 to operate and maintain a school. In June 1999, the School entered into a fifteen year charter contract to operate a charter school which provides students with academic excellence through individualized instruction of a core curriculum supported by enrichment and acceleration. Effective June 30, 2003, the School entered into a new fifteen year charter contract with the Arizona State Board for Charter Schools (Sponsor). The Sponsor mandates policies and operational guidelines. The School provides educational services to approximately 350 students in kindergarten through twelfth grades in Lake Havasu City, Arizona, and is funded primarily through state equalization assistance.

The School prepares its financial statements in accordance with generally accepted accounting principles (GAAP) promulgated in the United States of America for not-for-profit organizations. The significant accounting and reporting policies used by the School are described below to enhance the usefulness and understandability of the financial statements.

Use of estimates – The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of revenues and expenses during the reporting period and the reported amounts of assets and liabilities at the date of the financial statements. On an ongoing basis, the School's management evaluates the estimates and assumptions based upon historical experience and various other factors and circumstances. The School's management believes that the estimates and assumptions are reasonable in their circumstances; however, actual results could differ from those estimates.

Accounting for contributions – Contributions are recognized when received. All contributions are reported as increases in unrestricted net assets unless use of the contributed asset is specifically restricted by the donor. Amounts received that are restricted by the donor to use in future periods or for specific purposes are reported as increases in either temporarily restricted or permanently restricted net assets, consistent with the nature of the restriction. However, if a restriction is fulfilled in the same time period in which the contribution is received, the School reports that support as unrestricted. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and are reported in the statement of activities as net assets released from restrictions.

Cash and cash equivalents – Cash and cash equivalents can be short term, interest bearing, highly liquid investments with original maturities of three months or less, unless the investments are held for meeting restrictions of a capital nature.

Property and equipment – Land, buildings, and improvements with a cost of \$3,000 or more and vehicles, furniture, and equipment with both a cost of \$1,000 or more and an estimated useful life of one year or more are capitalized. Assets are stated at cost. Assets donated are recorded at their estimated fair market value as of the date received. Repairs and maintenance that does not significantly increase the useful life of the asset are expensed as incurred. Amortization of buildings and improvements and depreciation of furniture and equipment are provided on a straight-line basis over the useful life of the respective assets. Property and equipment are reviewed for impairment when a significant change in the asset's use or another indicator of possible impairment is present. No impairment losses were recognized in the financial statements during the current period.

TELESIS CENTER FOR LEARNING, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Net assets – The financial statements can report net assets and changes in net assets in three classes that are based upon the existence or absence of restrictions on use that are placed by its donors, as follows:

- *Unrestricted net assets* – Unrestricted net assets are resources available to support operations. The only limits on the use of unrestricted net assets are the board limits resulting from the nature of the organization, the environment in which it operates, the purposes specified in its corporate documents and its application for tax-exempt status, and any limits resulting from contractual agreements with creditors and others that are entered into in the normal course of its operations.
- *Temporarily restricted net assets* – Temporarily restricted net assets are resources that are restricted by a donor for use for a particular purpose or in a particular future period. The School's unspent contributions are classified in this class if the donor limited their use, as are the unspent appreciation of its donor-restricted funds. When a donor's restriction is satisfied, either by using the resources in the manner specified by the donor or by the passage of time, the expiration of the restriction is reported in the financial statements by reclassifying the net assets from temporarily restricted to unrestricted net assets. Net assets restricted for acquisition of property or equipment (or less commonly, the contribution of those assets directly) are reported as temporarily restricted until the specified asset is placed in service by the School, unless the donor provides more specific directions about the period of its use.
- *Permanently restricted net assets* – Permanently restricted net assets are resources whose use by the School is limited by donor-imposed restrictions that neither expires by being used in accordance with a donor's restriction nor by the passage of time.

All revenues and net gains are reported as increases in unrestricted net assets in the statement of activities unless the use of the related resources is subject to temporarily or permanent donor restrictions. All expenses and net losses are reported as decreases in unrestricted net assets.

Gifts-in-kind contributions – The School periodically receives contributions in a form other than cash or investments. If the School receives a contribution of property and equipment, the contributed asset is recognized as an asset at its estimated fair value at the date of gift, provided that the value of the asset and its estimated useful life meets the School's capitalization policy. Donated use of facilities is reported as contributions and as expenses at the estimated fair value of similar conditions. If the use of the space is promised unconditionally for a period greater than one year, the contribution is reported as a contribution and an unconditional promise to give at the date of gift, and the expense is reported over the term of use. Donated supplies are recorded as contributions at the date of gift and as expenses when the donated items are placed into service or distributed.

The School may benefit from personal services provided by a substantial number of volunteers. Those volunteers have donated significant amounts of time and services in the School's program operations. However, the majority of the contributed services do not meet the criteria for recognition in the financial statements. GAAP allows recognition of contributed services only if (a) the services create or enhance non-financial assets, or (b) the services would have been purchased if not provided by contribution, require specialized skills, and are provided by individuals possessing those skills. No amounts have been reflected in the financial statements for donated services since they do not meet the criteria for recognition.

TELESIS CENTER FOR LEARNING, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Advertising expenses – Advertising expenses are expensed as incurred. Advertising expenses for the year ended June 30, 2012 totaled \$2,995.

Expense recognition and allocation – The cost of providing the School’s programs and other activities is summarized on a functional basis in Note 3. Expenses that can be identified with a specific program or support service are charged directly to that program or support service. Costs common to multiple functions have been allocated among the various functions benefited.

General and administrative expenses include those costs that are not directly identifiable with any specific program, but which provide for the overall support and direction of the School.

Fundraising costs are expensed as incurred, even though they may result in contributions received in future years. The School generally does not conduct its fundraising activities in conjunction with its other activities. In the few cases in which it does, joint costs have been allocated between fundraising and management and general expenses in accordance with standards for accounting for costs of activities that include fundraising.

Tax status – The School is incorporated exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code and state income taxation under Arizona Revised Statute (A.R.S.) §43-1201, though it would be subject to tax on income unrelated to its exempt purposes (unless that income is otherwise excluded by the Code or A.R.S.). Contributions to the School are tax deductible to donors under section 170 of the Code. The School is not classified as a private foundation. The School’s Form 990, *Return of Organization Exempt from Income Taxes*, is generally subject to examination by the Internal Revenue Service for three years after the date filed. The School has not taken any uncertain tax positions, and, therefore, has no policy for evaluating them.

NOTE 2 – CASH AND CASH EQUIVALENTS

The School maintains all of its cash with multiple financial institutions. The carrying amount of deposits was \$544,649 and the bank balance was \$548,979 at June 30, 2012. The entire bank balance was covered by federal depository insurance as of June 30, 2012.

NOTE 3 – FUNCTIONAL CLASSIFICATION OF EXPENSES

The following is a summary of the School’s expenses by function for the fiscal year ended June 30, 2012.

Program services	\$ 2,723,261
Support services:	
Management and general	674,117

Total	\$ 3,397,378

TELESIS CENTER FOR LEARNING, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 4 – PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2012 consisted of the following:

Land	\$ 145,922
Buildings and improvements	3,511,455
Furniture and equipment	394,790
Construction in progress	<u>8,315</u>
Total property and equipment	4,060,482
Accumulated depreciation	<u>1,078,434</u>
Property and equipment, net	<u><u>\$ 2,982,048</u></u>

Depreciation and amortization expense totaled \$132,972 for the year ended June 30, 2012.

NOTE 5 – OTHER ASSETS

Amortization of other assets is provided on a straight-line basis over the life of the underlying financial instrument. As of June 30, 2012, the costs of the other assets were as follows:

Deferred financing costs	\$ 25,000
Less: Accumulated amortization	<u>(1,338)</u>
Deferred financing costs, net	<u><u>\$ 23,662</u></u>

Amortization expense was \$1,338 for the year ended June 30, 2012.

NOTE 6 – COMMITMENTS AND CONTINGENT LIABILITIES

Compliance – The School’s compliance with certain laws and regulations is subject to review by their Sponsor and the State of Arizona, Office of the Auditor General and Department of Education. Such reviews could result in an adjustment of state equalization assistance.

Litigation – The School is contingently liable for claims, either asserted or unasserted, and judgments resulting from lawsuits incidental to the normal operation of a school. While the outcome of these claims cannot be predicted with certainty, management does not believe that the outcome of any of these matters will have a material adverse effect on the School’s financial position, results of operations, or liquidity. Accordingly, no provision for possible losses is reflected in the financial statements.

TELESIS CENTER FOR LEARNING, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 7 – CAPITAL LEASES PAYABLE

The School has acquired equipment under the provisions of long-term lease agreements classified as capital leases for accounting purposes due to the leases including a bargain purchase option at the end of leases terms. Accordingly, the original costs of the leased assets totaling \$141,996 has been capitalized as fixed assets. Accumulated amortization related to the leased equipment totaled \$56,610 as of June 30, 2012. Amortization expense related to the leased equipment totaled \$41,472 for the fiscal year ended June 30, 2012 and is included in depreciation and amortization expense on the statement of activities. The future minimum lease payments under the capital leases, together with the present value of the net minimum lease payments as of June 30, 2012, are as follows:

Maturities of the capital leases payable are as follows:

<u>Fiscal year ending June 30:</u>	
2013	\$ 39,451
2014	37,768
2015	17,023
2016	10,824
2017	<u>4,194</u>
Total minimum lease payments	109,260
(Less) amount representing interest	<u>(10,485)</u>
Present value of net minimum capital lease payments	98,775
(Less) current portion	<u>(32,963)</u>
Capital leases payable-less current portion	<u><u>\$ 65,812</u></u>

NOTE 8 – RETIREMENT PLAN

Plan Description – Permanent full-time and certain part-time employees of the School participate in a cost-sharing multiple-employer defined benefit pension plan administered by the Arizona State Retirement System. Benefits are established by state statute and generally provide retirement, death, long-term disability, survivor, and health insurance premium benefits. The System is governed by the Arizona State Retirement System Board according to the provisions of A.R.S. Title 38, Chapter 5, Article 2.

The System issues a comprehensive annual financial report that includes financial statements and required supplementary information. The most recent report may be obtained by writing the System, 3300 North Central Avenue, PO Box 33910, Phoenix, AZ 85067-3910 or by calling (602) 240-2001 or (800) 621-3778.

TELESIS CENTER FOR LEARNING, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 8 – RETIREMENT PLAN (CON'D)

Funding Policy – The Arizona State Legislature establishes and may amend active plan members' and the School's contribution rate. Active plan members and the School were each required by statute to contribute at the actuarially determined rate of 10.74% (10.5% retirement and 0.24% long-term disability) of the members' annual covered payroll for the year ended June 30, 2012. The School's contributions to the System for the year ended June 30, 2012 was \$161,793, which was equal to the required contributions for the year.

NOTE 9 – NOTES PAYABLE

The School had the following notes payable outstanding at June 30, 2012.

Note payable to a financial institution with an original amount of \$1,500,000 and an interest rate of 6.0% payable in monthly installments of \$7,580 through July 12, 2013 and a final balloon payment of \$998,829 on August 12, 2013.

The note is secured by a Deed of Trust on real property. \$ 1,026,681

Note payable to a financial institution with an original amount of \$1,750,000 and an interest rate of 6.1% payable in monthly installments of \$12,676 through August 12, 2032. The note is secured by a Deed of Trust on real property. 1,750,000

Total \$ 2,776,681

Maturities of the note payable are as follows:

<u>Fiscal year ending June 30:</u>		
2013	\$	68,173
2014		1,045,046
2015		51,460
2016		54,708
2017		58,162
Thereafter		<u>1,499,132</u>
Total	\$	<u><u>2,776,681</u></u>

TELESIS CENTER FOR LEARNING, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 10 – DESIGNATED UNRESTRICTED NET ASSETS

Classroom Site Project – In June of 2000, the Arizona Legislature created a Classroom Site Fund (CSF) to be administered by the Arizona Department of Education (ADE). The CSF was created to provide funding to school districts and charter schools for designated purposes. The measure (Proposition 301) was approved by the voters of Arizona and was implemented after May 31, 2001. Proposition 301 authorizes the State to levy and collect 0.60% sales tax for educational purposes. The ADE administers and allocates CSF funds to the School based on student count and other factors specified by statute. The School must allocate funding from CSF according to the following statutory parameters:

- 40% of the funds must be used for performance based teacher compensation increases and teacher employment related expenses;
- 40% of the funds must be used for maintenance and operations purposes including class-size reduction, teacher compensation increases, AIMS intervention programs, teacher development, dropout prevention programs, and teacher liability insurance premiums;
- 20% of the funds must be used for teacher base salary increases and employment related expenses.

The CSF funds are nonreverting, therefore unspent monies at fiscal year end may be used in future years. However, restrictions placed on the original allocation of revenues apply in future years. Therefore, the unexpended balance must be carried forward in each of the three categories. As of June 30, 2012, the School had accrual and cash carryovers balance of \$68,014 and \$56,636.

NOTE 11 – CONCENTRATIONS OF RISK

Amounts held in financial institutions occasionally are in excess of the Federal Deposit Insurance Corporation and Securities Investor Protection Corporation limits. The School deposits its cash with high quality financial institutions, and management believes the School is not exposed to significant credit risk on those amounts.

A significant portion of the School's annual funding comes from agencies of the federal and state governments, including primarily the Arizona Department of Education. As such, the School's ability to generate resources via contributions and grants is dependent upon the economic health of the federal government and the state of Arizona. An economic downturn could cause a decrease in contributions and grants that coincides with an increase in demand for the School's services. In addition, if the state of Arizona and its agencies significantly reduced the level of support provided to the School it would have a material effect on the School's operations. The School's management is aware of the concentration and its potential impact on its programs, and would take appropriate action if any reduction did occur.

NOTE 12 – SUBSEQUENT EVENTS

Subsequent events have been evaluated through the date of the audit report, which is the date the financial statements were available to be issued. Events occurring after that date have not been evaluated to determine whether a change in the financial statements would be required.



Brett V.
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**Report on Internal Control Over Financial Reporting And On
Compliance And Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards***

Board of Directors
Telesis Center for Learning, Inc.

We have audited the financial statements of Telesis Center for Learning, Inc. (a nonprofit organization) as of and for the year ended June 30, 2012, and have issued our report thereon dated November 12, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Attachment B.3.1.4, Financial performance of EMO/model

Board of Directors

Telesis Center for Learning, Inc.

Page Two

This report is intended solely for the information and use of the board of directors, management, others within the entity, the Arizona State Board for Charter Schools, and the State of Arizona, Department of Education and is not intended to be and should not be used by anyone other than these specified parties.

Brett V. Backlund, CPA, PC

Brett V. Backlund, CPA, PC

Gilbert, Arizona

November 12, 2012

**TELESIS CENTER FOR LEARNING, INC.
STATUS OF PRIOR YEAR FINDINGS
JUNE 30, 2012**

We have reviewed the School's prior year schedule of findings and responses contained in the prior year audit report dated November 10, 2011. The School did not have any deficiencies in internal control over financial reporting or instances of noncompliance or other matters, therefore, no corrective action was necessary.

Attachment B.3.1.5, Legal Relationship with EMO/model

Attachment B.3.1.6, Organizational Structure

Attachment B.3.1.7, Contract/management agreement

Attachment B.3.1.5, Legal Relationship with EMO/model

Per a phone conversation between Sandra Reece, Mario Biasuicci and a representative from the Nevada State Public Charter School Authority, the school could use committee members from the non-profit but the board had to be independent.

The Nevada school will file for its own incorporation and non-profit status with the Internal Revenue Service and State of Nevada. The Arizona charter school staff will be a guide and support system to help the Nevada school begin, however they will be separate entities that could possibly share resources.

If grants will not be given to the Nevada charter school, then the Arizona charter school will loan the school \$100,000 to begin operations until funding is received. This note will be at a 0% interest rate and will be paid back at the end of the second year.

Attachment B.3.1.6, Organizational Structure

The Superintendent will be a free position to help the school begin operations. This position will only be support for the Principal to guide the operations of the school and give support to follow the Telesis philosophy. This organization will be an independent organization with its own incorporation and non-profit status.

During startup, the Arizona charter school will job share its business staff with the Nevada charter school to allow funds to be used for the operations of the school. Once the school is able to provide its own staff members for business support, the school will hire its own employees and the job sharing agreement will terminate. Once the school is approved, the agreement will be determined and will be shared with the Nevada Charter Authority.

Attachment B.3.1.7, Contract/management agreement

There is no contract for management services.

Narrative B.4.1, Staffing Plan

Telesis Preparatory Academy in its first year of operations expects to have 30 staff members. Six of the 30 members will be in administration or support services and 24 staff members will be regular education teachers, special education teacher and an interventionist. The school will also be hiring two food service personnel to service the food program. The Superintendent will be a gratis status position at this time to help the school get established and is not counted in the staff number count. Below outlines the staffing plan for Telesis Preparatory Academy for Year One in Reno, Nevada.

Superintendent (Gratis status)

This position will be hired by the Governing Board. The Superintendent shall be the Chief Executive Officer (CEO) of the school. She/he is responsible for the effective operation of the school; general administration of all instructional, business or other operations of the School; and for advising and making recommendations to the Governing Board with respect to such activities. She/he shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as prescribed by the Education Laws of Nevada State.

Expectations of the Position:

- Keep the Board informed of the condition of the School's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to charter employees and receive from all school personnel any communications directed to the Board
- Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums
- Develop and recommend to the Board objectives of the educational system; see to the development of internal objectives which support those of the Board

B.4: Staffing and Human Resources Guidelines

- Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of school facilities, and see to the development of long-range plans which are consistent with Board objectives
- See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions
- See to the execution of all decisions of the Board
- See that sound plans of organization, educational programs and services are developed and maintained for the Board
- Be directly responsible for news releases and/or other items of public interest emanating from all school employees that pertain to education matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with school employees
- Provide for the optimum use of the staff of the school. See that the school is staffed with competent people who are delegated authority commensurate with their responsibilities. Define the duties of all personnel
- See that appropriate in-service training is conducted. Summon employees of the school to attend such regular and occasional meetings as are necessary to carry out the educational programs of the school
- Prior to action by the Board, recommend the appointment, discipline or termination of employment of the administrators of the school
- Prior to action by the Board, recommend the appointment, discipline or termination of employment of teaching and non-teaching personnel of the school
- See to the development throughout the school of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency
- See that effective relations with employee organizations are maintained, assume ultimate responsibility for collective negotiations with employees of the school

B.4: Staffing and Human Resources Guidelines

- See that all funds, physical assets, and other property of the District are appropriately safeguarded and administered
- Establish and maintain liaison with community groups which are interested or involved in the educational programs of the school

Principal (1)

This position will be hired by the Governing Board. The principal is the instructional leader and is responsible for all educational decisions and teacher observations and reviews. The Principal will share responsibility for daily operations and decision making process. This person shall be responsible for administering the budget determined by the Governing Board. The Principal shall be directly responsible and accountable to the Governing Board.

The Principal shall be responsible for interviewing candidates and hiring for staff positions after the schools initial hiring procedure. The Principal will have responsibility for the operation and success of the school. The Principal serves as an instructional leader and shall be responsible for recruiting new students, supervising staff members regarding curriculum and overseeing student progress.

Expectations of the Position:

- Oversee the faculty and staff, is accountable over all affairs of the school to include, staff, faculty, academic success, and is the community liaison and public relations person
- Demonstrates ability to allocate and manage a major budget for a complex organization
- Demonstrates ability to coordinate effective fundraising and professional networking
- Responsibility for evaluation of and presentation of growth plans for the school
- Administrative Certificate, M.A./M.S. or higher
- Demonstrates ability to plan, schedule and coordinate the efforts of numerous people and numerous projects simultaneously

B.4: Staffing and Human Resources Guidelines

- Demonstrates the ability to employ, supervise, evaluate, apply due process, dismiss and compensate personnel
- Demonstrates ability to facilitate groups of people from diverse backgrounds and interests
- Demonstrates ability to oversee a physical plant including its use, maintenance and new construction
- Demonstrates knowledge of and commitment to the mission statement, guiding principles, goals and delivery of instruction
- Demonstrates ability to empower others and delegate both responsibility and authority to others
- Demonstrates characteristics of honesty, integrity, and sense of humor
- A proven record of collaboration with staff, parents and community members
- Evidence of on-going professional growth
- Will work together collaboratively with other Administration

Teacher/Interventionist (23)

Teachers are an integral part of the school and shall be primarily responsible for the education of students in the classroom. The teachers shall have a firm belief in the instructional methods and curriculum set forth in this proposal. They shall understand and be committed to the philosophy of Telesis Preparatory Academy. They shall have a strong desire to help all students learn to their individual potential and accordingly shall set high expectations for their students. Teachers are expected to insure that all students meet the curriculum goals and provide a challenging yet supportive learning environment in the classroom.

The Teacher provides the leadership and knowledge needed to plan for each student's learning and the development and implementation of the curriculum. The Teacher will report directly to the principal.

Expectations of the Position:

B.4: Staffing and Human Resources Guidelines

- B.A./B.S. or higher, Nevada state teacher certification, or possessing the qualifications as required by 20 U.S.C. § 6319(a)
- All staff will be qualified and capable of doing the best job for the students
- Demonstrates competency to deliver and educational program
- Demonstrates history of providing effective, innovative instruction
- Demonstrates knowledge of and commitment to the mission statement, guiding principles, goals and delivery of instruction
- A proven record of collaboration with colleagues, parents and community
- Members as a volunteer in the community
- Demonstrates characteristics of honesty, integrity and a sense of humor
- Demonstrates ability to work well with children
- Open to intermittent evaluations and evidence improvement as a result of evaluations
- Demonstrates basic computer literacy/competency

Administrative Assistant (2)

The Administrative Assistant serves as the core for all communication in the school. The Administrative Assistant serves as the conduit for all information/data to and from the sponsor and the Nevada Department of Education. He/She will report directly to the Principal.

Expectations of the Position:

- Demonstrates knowledge of and commitment to the mission, guiding principles, goals and delivery of instruction
- Demonstrates competency in executive clerical and communication skills
- Demonstrates knowledge and skills in the use of computer applications and programs
- Demonstrates ability to supervise several people and projects simultaneously as the school office manager
- Demonstrates ability to relate well with student, staff, parents and the community

B.4: Staffing and Human Resources Guidelines

- Demonstrates characteristics of honesty, integrity and a sense of humor
- Demonstrates ability to work in a shared responsibility decision making model
- Demonstrates competency in executive clerical and communication skills in interacting with the sponsor, Nevada Department of Education, and business/financial agents
- Demonstrates ability to supervise on-going projects such as data management, entitlements and other grants, attendance reporting, grants management and state reporting compliance
- Demonstrates ability to effectively deal with confidentiality issues
- Supervise and facilitate Governing Board procedures and actions
- Evidence growth from intermittent evaluation
- Evidence of on-going professional development

Attendance Clerk (1)

The Attendance Clerk will be responsible for the attendance reporting for the school. It is the Attendance Clerks job to ensure accurate attendance accounting and handle all related attendance issues and compliance. He/She will report directly to the Administrative Assistant.

Expectations of the Position:

- Demonstrates knowledge of and commitment to the mission, guiding principles, goals and delivery of instruction
- Demonstrates competency in communication skills
- Demonstrates knowledge and skills in the use of computer applications and programs
- Demonstrates ability to relate well with student, staff, parents and the community
- Demonstrates characteristics of honesty, integrity and a sense of humor
- Demonstrates ability to effectively deal with confidentiality issues
- Ensure compliance with state reporting and documentation requirements

B.4: Staffing and Human Resources Guidelines

- Maintain a variety of attendance records, schedules and files (manual and computer) for the purpose of documenting activities and providing reliable information
- Prepares attendance-related reports and written materials for the purpose of conveying information regarding school policies
- Research discrepancies of attendance information and document for the purpose of ensuring accuracy of the attendance data before processing
- Prepare and provide reports to the auditor upon request
- Perform any other related duties as assigned

Upon authorization of the charter and finding a location, Telesis Preparatory Academy will hold a job fair to recruit teachers and staff members for the first year of operations. Advertising for this job fair will be posted on numerous employment sites, local radio and local newspapers for recruiting teachers and school personnel. Upon hiring and assuming performance criteria are met within the first year, Telesis will adopt a teacher evaluation and performance policy in which it rewards teachers for going above and beyond on the evaluation. Also for retention reasons, the school will try to fund 100% of medical and dental insurances as well as enroll in a 403(b) plan for individual retirement funding. The school will research the costs to be a member of the Public Employee's Retirement System to try to stay competitive with District schools.

Telesis Preparatory Academy is assuming that with 400 students they will have the need for 20 classroom teachers. With those teachers and 20 classrooms come the supplies needed for each classroom and outfitting those classrooms for maximum learning potential and a creative learning environment. Telesis would like to keep a 1:18 ratio; however as noted in Attachment B.3.7, Enrollment lottery, depending on the number of students that enroll the school will increase that ratio or hire more teachers to compliment the philosophy of the school. As outlined in C.1 Budget, the school intends to increase grade spans each year until it satisfies its goal of a K-12 school. The school is currently looking for a building that will grow with its enrollment plan.

B.4: Staffing and Human Resources Guidelines

The school will have a hiring committee made up of at least two to six people. On this hiring committee, all interviewers have a background in education and a deep knowledge for the philosophy of the school. At the job fair, each committee member will interview candidates in a quick five to ten minute interview, review qualifications, certifications and resumes. Upon the recommendation from that committee member the potential candidate would be called to fill out an application and attend a formal interview with the entire committee. After the interview and a discussion about the candidate, the hiring committee would make the recommendation to hire the candidate for a position at the school. If the committee is unsure about the skills of the candidate, they may request a 10 minute mini lesson plan presentation to gain further assurance of the candidate's skills. Once the recommendation is made by the hiring committee to the school Superintendent a final interview will be conducted between the candidate and the Superintendent for final approval of hiring.

Narrative B.4.2, Employment contract negotiation

Staff contracts are reviewed by the Governing Board and are offered to select staff members before the next school year. Contracts are based on staffing needs, State Budget requirements; State and Federal guidelines etc. Staff members are NOT guaranteed a returning contract each year either written or implied. Staff needs and budgetary requirements are reviewed each year along with Staff performance evaluations before determinations are made.

Narrative B.4.3, Instructor Qualifications

As outlined in Narrative B.4.1, Teachers are an integral part of the school and shall be primarily responsible for the education of students in the classroom. The teachers shall have a firm belief in the instructional methods and curriculum set forth in this proposal. They shall understand and be committed to the philosophy of Telesis Preparatory Academy. They shall have a strong desire to help all students learn to their individual potential and accordingly shall set high expectations for their students. Teachers are expected to insure that all students meet the curriculum goals and provide a challenging yet supportive learning environment in the classroom.

B.4: Staffing and Human Resources Guidelines

The Teacher provides the leadership and knowledge needed to plan for each student's learning and the development and implementation of the curriculum. The Teacher will report directly to the principal.

Expectations of the Position:

- B.A./B.S. or higher, Nevada state teacher certification, or possessing the qualifications as required by 20 U.S.C. § 6319(a)
- All staff will be qualified and capable of doing the best job possible for the students
- Demonstrates competency to deliver an educational program and a history of providing effective, innovative instruction
- Demonstrates knowledge of and commitment to the mission statement, guiding principles, goals and delivery of instruction
- A proven record of collaboration with colleagues, parents and community
- Members as a volunteer in the community
- Demonstrates characteristics of honesty, integrity and a sense of humor
- Demonstrates ability to work well with children
- Open to intermittent evaluations and evidence improvement as a result of evaluations
- Demonstrates basic computer literacy/competency

Narrative B.4.4, Teacher Evaluations

As proposed in NRS 391.3125 the school intends to use the policy guidance for teacher evaluations that was modified for use effective July 1, 2013.

Once the charter is authorized and faculty has been hired for employment a representative will meet with Administration and the Board of Directors to devise a teacher evaluation form that is in compliance with state statutes and regulations.

According to NRS 391.465, the school will adopt a performance scoring method pursuant to the regulation:

1. Highly effective

B.4: Staffing and Human Resources Guidelines

2. Effective
3. Minimally effective
4. Ineffective

Upon creation of this policy, the guidelines in NRS 391.125 and NRS 391.465 will be reviewed and be tailor made to fit Telesis Preparatory Academy's philosophy and teaching structure.

Narrative B.4.5, Administrator Information

At the time of the application, Telesis Preparatory Academy has not chosen an administrative head for the charter school pursuant to NAC 386.100.

Narrative B.4.6, Administrator Position Description

As stated in B.4.1, Staffing Plan, below is the description for the charter school administrator.

Principal

This position will be hired by the Governing Board. The principal is the instructional leader and is responsible for all educational decisions and teacher observations and reviews. The Principal will share responsibility for daily operations and decision making process. This person shall be responsible for administering the budget determined by the Governing Board. The Principal shall be directly responsible and accountable to the Governing Board.

The Principal shall be responsible for interviewing candidates and hiring for staff positions. The Principal will have responsibility for the operation and success of the school. The Principal serves as an instructional leader and shall be responsible for recruiting new students, supervising staff members regarding curriculum and overseeing student progress.

Expectations of the Position:

- Oversee the faculty and staff, is accountable over all affairs of the school to include, staff, faculty, academic success, and is the community liaison and public relations person
- Demonstrates ability to allocate and manage a major budget for a complex organization

B.4: Staffing and Human Resources Guidelines

- Demonstrates ability to coordinate effective fundraising and professional networking
- Responsibility for evaluation of and presentation of growth plans for the school
- Administrative Certificate, M.A./M.S. or higher
- Demonstrates ability to plan, schedule and coordinate the efforts of numerous people and numerous projects simultaneously
- Demonstrates the ability to employ, supervise, evaluate, apply due process, dismiss and compensate personnel
- Demonstrates ability to facilitate groups of people from diverse backgrounds and interests
- Demonstrates ability to oversee a physical plant including its use, maintenance and new construction
- Demonstrates knowledge of and commitment to the mission statement, guiding principles, goals and delivery of instruction
- Demonstrates ability to empower others and delegate both responsibility and authority to others
- Demonstrates characteristics of honesty, integrity, and sense of humor
- A proven record of collaboration with staff, parents and community members
- Evidence of on-going professional growth
- Will work together collaboratively with other Administration

Narrative B.4.7, Employing Administrator

Telesis Preparatory Academy's Committee to Form a Charter School and/or the Governing Board will be primarily responsible for hiring the charter school Administrator. The Governing Board will post employment advertisements on numerous employment sights seeking an Administrator/Principal for the charter school. The Secretary of the Board will be the designated contact for all resumes to be sent. There will be a deadline date for final submission of resumes to be accepted. Once the resumes have been collected, the Governing Board will meet and review all resumes and decide which candidates that they would like to interview for the position. After all

interviews and discussions have ceased, the Governing Board would need to make a decision on which candidate they have chosen to operate the school. The President of the Board would make the phone call to offer the position to the strongest candidate.

If there is a vacancy in this position at any time during the year, then the Governing Board would need to make a decision to promote within the organization or to begin the application process for a new Administrator. This decision would be at the sole discretion of the Governing Board.

Narrative B.4.8, Employing Instructors/others

As stated in Narrative B.4.1, staffing plan, upon authorization of the charter and finding a location, Telesis Preparatory Academy will hold a job fair to recruit teachers and staff members for the first year of operations. Advertising for this job fair will be posted on numerous employment sites for recruiting teachers and school personnel.

The school will have a hiring committee made up of at least two to six people. On this hiring committee, all interviewers have a background in education and a deep knowledge for the philosophy of the school. At the job fair, each committee member will interview candidates in a quick five to ten minute interview, review qualifications, certifications and resumes. Upon the recommendation from that committee member the potential candidate would be called to fill out an application and attend a formal interview with the entire committee. After the interview and a discussion about the candidate, the hiring committee would make the recommendation to hire the candidate for a position at the school. If the committee is unsure about the skills of the candidate, they may request a 10 minute mini lesson plan presentation to gain further assurance of the candidate's skills. Once the recommendation is made by the hiring committee to the school Superintendent a final interview will be conducted between the candidate and the Superintendent for final approval of hiring.

Narrative C.1.4, Chart of Accounts assurance

Telesis prep Telesis Preparatory Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the Nevada Chart of Accounts for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

Narrative C.1.6, Contingency plan for financial challenge

Telesis Preparatory Academy likes to budget with a contingency plan in mind especially when enrollment is unknown. Currently there is a \$45,346.15 ending fund balance projected in year one's budget. This amount is equivalent to having approximately eight students withdrawal from the school. The school has also budgeted without the expectation of the special education revenue add on and also grant funding for Title I, Title II, IDEA Basic and National School Lunch Program. If those funds will not help the deficit, then the school will begin cutting salaries or not hire to its full capacity depending on the enrollment numbers trying to maintain the 1:18/1:20 ratios in the classroom. This will also impact the employee benefits that will be offered and the amount of supplies that will be needed for startup. If expenses are reduced due to revenue cuts, the administrative fee for the Charter Authority will also be reduced. It is the idea that these items will have an impact on the overall reduction of expenses if enrollment is not as projected in year one and two.

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

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Deputy Superintendent
Instructional, Research and Evaluative
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DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

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

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

Charter School Budget

Telesis Preparatory Academy herewith submits the Tentative budget for the fiscal year ending June 30, 2015

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

Per NAC 387.730:

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

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

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/14	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> </u>
4. Secondary	<u> </u>	<u> </u>	<u> 400</u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> 0.0</u>	<u> 0.0</u>	<u> 400.0</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> 400.0</u>
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15		<u>5,676</u>	
Fill in information for each district:	2014-2015 School District Rate revised 5/24/2013	WEIGHTED 2014-2015 Enrollment	Subtotal
	Carson City \$ 6,537	0.0	\$0
	Churchill \$ 6,538	0.0	\$0
	Clark \$ 5,457	0.0	\$0
	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 \$ 5,676	400.0	\$2,270,400
	White Pine \$ 7,288	0.0	\$0
	Multidistrict	400.0	\$2,270,400
			<u>5,676</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u> </u>
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 <u>\$ 2,270,400.00</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>\$ 2,270,400.00</u>
			Hold Harmless <u>\$ -</u>

Fiscal Year 2014-2015 Charter School Telesis Preparatory Academy

Attachment C.1.1 Budget FY 2014-2015

Form 3 Telesis Preparatory Academy REVENUE	(1)	(2)	(3)		(4)
	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	
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 Program					
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)			2,270,400		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	2,270,400	0	0

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 3 Revenues

Page 1 of 2

3/11/2013

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					

Telesis Charter Application

August 2013

Attachment 3/21

Attachment C.1.1 Budget FY 2014-2015

4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300	Restricted Grants-in-Aid Direct - Fed					
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES		0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE		(1)	(2)	(3)	(4)	(4)
		ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		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	2,270,400	0	0

Telesis Preparatory Academy _____

Budget Fiscal Year 2014-2015

Attachment C.1.1 Budget FY 2014-2015

Telesis Preparatory Academy 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			756,000		
200 Benefits			162,540		
300/400/500 Purchased Services			20,000		
600 Supplies			225,000		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries			40,000		
200 Benefits			8,600		
300/400/500 Purchased Services					
600 Supplies			10,500		
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	1,222,640	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

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Telesis Preparatory Academy 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
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			40,000		
200 Benefits			8,600		
300/400/500 Purchased Services			15,000		
600 Supplies			3,000		
700 Property					
800 Other					

Telesis Charter Application

August 2013

Attachment 5/21

Attachment C.1.1 Budget FY 2014-2015

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	66,600	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

Telesis Preparatory Academy

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					

Telesis Charter Application

August 2013

Attachment 6/21

Attachment C.1.1 Budget FY 2014-2015

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

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

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	
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					

Attachment C.1.1 Budget FY 2014-2015

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

Telesis Preparatory Academy

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
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

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

Attachment C.1.1 Budget FY 2014-2015

PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		
			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

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		
			(3) TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries			30,000		
200 Benefits			6,450		
300/400/500 Purchased Services			7,500		
600 Supplies			10,500		
700 Property					
800 Other					
2100 SUBTOTAL	0	0	54,450	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					

Telesis Preparatory Academy

August 2013

Attachment 9/21

Attachment C.1.1 Budget FY 2014-2015

600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			2,000		
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	2,000	0	0
2400 Support Serv-School Admin					
100 Salaries			70,000		
200 Benefits			15,050		
300/400/500 Purchased Services			40,000		
600 Supplies			30,500		
700 Property					
800 Other					
2400 SUBTOTAL	0	0	155,550	0	0
2500 Central Services					
100 Salaries			80,000		
200 Benefits			17,200		
300/400/500 Purchased Services			80,000		
600 Supplies			35,500		
700 Property					
800 Other			47,408		
2500 SUBTOTAL	0	0	260,108	0	0

Telesis Preparatory Academy _____

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			310,075		
600 Supplies			4,800		
700 Property					
800 Other					
2600 SUBTOTAL	0	0	314,875	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	786,983	0	0
3100 Food Service					
100 Salaries			37,500		
200 Benefits			6,331		
300/400/500 Purchased Services			100,000		
600 Supplies			5,000		
700 Property					

Telesis Charter Application

August 2013

Attachment 10/21

Attachment C.1.1 Budget FY 2014-2015

800 Other					
3100 TOTAL FOOD SERVICES	0	0	148,831	0	0

Telesis Preparatory Academy

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	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	BUDGET YEAR ENDING 06/30/15 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

Telesis Preparatory Academy

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	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	BUDGET YEAR ENDING 06/30/15 AMENDED FINAL APPROVED
4700 Telesis Charter Application Building Improvement	August 2013			Attachment 11/21	

Attachment C.1.1 Budget FY 2014-2015

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	935,814	0	0
TOTAL ALL EXPENDITURES		0	0	2,225,054	0	0
6300	Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX				
		XXXXXXXXXXXX				
		XXXXXXXXXXXX				
8000	ENDING FUND BALANCE					
	Reserved Ending Balance					
	Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE		0	0	0	0	0
TOTAL APPLICATIONS		0	0	2,225,054	0	0
CHECKS:	Contingency cannot exceed:	XXXXXXX	0	66,752	0	0
	Calculated Total Ending Fund Balance:	0	0	45,346	0	0

Telesis Preparatory Academy _____

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	796,000	171,140	255,500	1,222,640	
200 Special	40,000	8,600	18,000	66,600	
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	836,000	179,740	273,500	1,289,240	
UNDISTRIBUTED EXPENDITURES					
000 Undistributed Expenditures					
2000 Support Services	180,000	38,700	568,283	786,983	
3100 Food Service	37,500	6,331	105,000	148,831	
4000 Facility Acquisition and Construction			0	0	
5000 Debt Service			0	0	
6300 Contingency				0	
8000 Ending Balance				0	
UNDISTRIBUTED TOTALS	217,500	45,031	673,283	935,814	
TOTAL ALL FUNDS TENTATIVE	1,053,500	224,771	946,783	2,225,054	
FINAL BUDGET 2014-2015					
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	0	0	0	0	
200 Special	0	0	0	0	
300 Vocational	0	0	0	0	
400 Other PK-12	0	0	0	0	
500 Nonpublic School	0	0	0	0	
600 Adult Education	0	0	0	0	
800 Community Services	0	0	0	0	
900 Co-Curricular/Extra Curricular	0	0	0	0	
PROGRAM TOTALS	0	0	0	0	
UNDISTRIBUTED EXPENDITURES					
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	
3100 Food Service	0	0	0	0	
4000 Facility Acquisition and Construction			0	0	
5000 Debt Service			0	0	
6300 Contingency				0	
8000 Ending Balance				0	

UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Telesis Preparatory Academy

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

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

Page 2 of 2

3/11/2013

PROPRIETARY OR ENTERPRISE FUND

Telesis Preparatory Academy

Fund: REVENUE	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1300 Tuition				
1400 Transportation Fees				
1500 Investment Income				
1600 Food Services				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 6 Proprietary/Enterprise FUNCTION / OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10	
			TENTATIVE APPROVED	FINAL APPROVED
EXPENSES Charter Application	August 2013		Attachment 15/21	

Attachment C.1.1 Budget FY 2014-2015

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

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 6 Proprietary/Enterprise

Page 2 of 2

3/11/2013

Attachment C.1.1 Budget FY 2014-2015

Telesis Preparatory Academy

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 7/1/2014	(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
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

Form 7 INDEBTEDNESS

3/11/2013

REPORT FOR ALL FUNDS	2014-2015	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD
Nevada Individuals	1310/1410				
Nevada School Districts	1321/1421				
Out-of-state Individuals	1310/1410				
Out-of-State School Districts	1331/1431				
		\$0	\$0	\$0	\$0

EXPENDITURES	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

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

FORM 9 FUND TRANSFERS

3/11/2013

Place:

Form 1
3/11/2013

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/15	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/16
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> </u>
4. Secondary	<u> </u>	<u> </u>	<u> 500</u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> 0.0</u>	<u> 0.0</u>	<u> 500.0</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> 500.0</u>
10. Hold Harmless			<u> </u>

Fill in information for each district:	2015-2016 Rate revised 5/24/2013	WEIGHTED 2015-2016 Enrollment	Subtotal	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	\$ 6,537	0.0	\$0		\$ 1,086
Churchill	\$ 6,538	0.0	\$0		\$ 1,069
Clark	\$ 5,457	0.0	\$0		\$ 997
Douglas	\$ 5,885	0.0	\$0		\$ 2,386
Elko	\$ 6,610	0.0	\$0		\$ 1,113
Esmeralda	\$ 15,916	0.0	\$0		\$ 8,308
Eureka	\$ 11	0.0	\$0		\$ 43,870
Humboldt	\$ 5,242	0.0	\$0		\$ 2,047
Lander	\$ 1,051	0.0	\$0		\$ 9,884
Lincoln	\$ 10,368	0.0	\$0		\$ 1,295
Lyon	\$ 7,082	0.0	\$0		\$ 922
Mineral	\$ 9,534	0.0	\$0		\$ 1,683
Nye	\$ 7,038	0.0	\$0		\$ 1,368
Pershing	\$ 8,675	0.0	\$0		\$ 2,272
Storey	\$ 8,345	0.0	\$0		\$ 6,494
Washoe	\$ 5,676	500.0	\$2,838,000		\$ 1,138
White Pine	\$ 7,288	0.0	\$0		\$ 1,902
Multidistrict		500.0	\$2,838,000	<u>5,676</u>	

12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.	<u> </u>				
13. Total basic support for enrollee including outside revenue			<u>\$ 2,838,000.00</u>	Total Weighted-#9	Hold Harmless-#10
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)			<u>\$ 2,838,000.00</u>	Total Weighted	Hold Harmless
				<u>\$</u>	<u>-</u>

Form 3 Telesis Preparatory Academy REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable 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)			2,838,000		
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					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	2,838,000	0	0

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Form 3 Revenues

Page 1 of 2

3/11/2013

	(1)	(2)	(3)	(4)	(4)
		ESTIMATED	BUDGET YEAR ENDING 01/00/00		

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/15	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
	(1)	(2)	(3) (4)		(4)
		ESTIMATED	BUDGET YEAR ENDING 01/00/00		
OTHER RESOURCES AND FUND BALANCE	ACTUAL PRIOR YEAR ENDING 06/30/15	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	2,838,000	0	0

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Telesis Preparatory Academy Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			982,800		
200 Benefits			211,302		
300/400/500 Purchased Services			25,000		
600 Supplies			200,000		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries			84,000		
200 Benefits			18,060		
300/400/500 Purchased Services					
600 Supplies			15,500		
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	1,536,662	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

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

Telesis Preparatory Academy PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					

Telesis Charter Application

August 2013

Attachment 7/23

1000	Instruction					
100	Salaries			42,000		
200	Benefits			9,030		
300/400/500	Purchased Services			20,000		
600	Supplies			3,000		
700	Property					
800	Other					
2100-2600, 2900	Other Support Services					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2700	Student Transportation					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
200 SPECIAL PROGRAMS		0	0	74,030	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

Telesis Preparatory Academy

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 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					

100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Telesis Preparatory Academy _____

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 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					

100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
340	Total Summer School for Voc & Tech	0	0	0	0	0
420	English for Speakers of Other Lang					
1000	Instruction					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2100-2600, 2900	Other Support Services					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
2700	Student Transportation					
100	Salaries					
200	Benefits					
300/400/500	Purchased Services					
600	Supplies					
700	Property					
800	Other					
420	Total Speakers of Other Lang	0	0	0	0	0

Telesis Preparatory Academy

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 06/30/14	(4) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Inst	0	0	0	0	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

Telesis Preparatory Academy

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 06/30/14	(3) BUDGET YEAR ENDING 06/30/16		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	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

Telesis Preparatory Academy

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 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/16 FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries			31,500		
200 Benefits			6,773		
300/400/500 Purchased Services			3,500		
600 Supplies			10,500		
700 Property					
800 Other					
2100 SUBTOTAL	0	0	52,273	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			2,000		
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	2,000	0	0
2400 Support Serv-School Admin					
100 Salaries			73,500		
200 Benefits			15,803		
300/400/500 Purchased Services			40,000		
600 Supplies			30,500		
700 Property					
800 Other					
2400 SUBTOTAL	0	0	159,803	0	0
2500 Central Services					
100 Salaries			84,000		
200 Benefits			18,060		
300/400/500 Purchased Services			85,000		
600 Supplies			35,500		
700 Property					

800 Other			56,760		
2500 SUBTOTAL	0	0	279,320	0	0

Telesis Preparatory Academy

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 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			464,760		
600 Supplies			6,000		
700 Property					
800 Other					
2600 SUBTOTAL	0	0	470,760	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	964,155	0	0
3100 Food Service					
100 Salaries			39,375		
200 Benefits			6,331		
300/400/500 Purchased Services			110,000		
600 Supplies			7,500		
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	163,206	0	0

Telesis Preparatory Academy

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 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					

700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Telesis Preparatory Academy _____

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 06/30/14	(3) BUDGET YEAR ENDING 06/30/16		(5) 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			25,000		
000	EXPENDITURES	0	0	1,152,361	0	0
TOTAL ALL EXPENDITURES		0	0	2,763,053	0	0
6300	Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX	XXXXXXXXXXXX			
8000	ENDING FUND BALANCE					
	Reserved Ending Balance					
	Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE		0	0	0	0	0
TOTAL APPLICATIONS		0	0	2,763,053	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	82,892	0	0
	Calculated Total Ending Fund Balance:	0	0	74,947	0	0

Telesis Preparatory Academy

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	1,066,800	229,362	240,500	1,536,662
200	Special	42,000	9,030	23,000	74,030
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		1,108,800	238,392	263,500	1,610,692
000	Undistributed Expenditures				
2000	Support Services	189,000	40,635	734,520	964,155
3100	Food Service	39,375	6,331	117,500	163,206
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			25,000	25,000
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		228,375	46,966	877,020	1,152,361
TOTAL ALL FUNDS TENTATIVE		1,337,175	285,358	1,140,520	2,763,053
FINAL BUDGET 2015-2016		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	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

Telesis Preparatory Academy

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

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Form 5 Exp Summary

Page 2 of 2

3/11/2013

Form 6

PROPRIETARY OR ENTERPRISE FUND

Telesis Preparatory Academy

Fund: REVENUE	(1)	(2)	(3)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1300 Tuition				
1400 Transportation Fees				
1500 Investment Income				
1600 Food Services				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
5200 Fund Transfers In				
5300 Proceeds from the Disposal of Real or Personal Property				
5400 Loan Proceeds				
5500 Capital Lease Proceeds				
5600 Other Long-Term Debt Proceeds				
6000 Other Items				
TOTAL OTHER SOURCES	0	0	0	0
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
TOTAL ALL RESOURCES	0	0	0	0

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Form 6 Proprietary/Enterprise

Page 1 of 2

3/11/2013

Form 6 Proprietary/Enterprise

(1)

(2)
ESTIMATED

(3)
BUDGET YEAR ENDING 06/30/10

(4)

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

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Form 6 Proprietary/Enterprise

Page 2 of 2

3/11/2013

Telesis Preparatory Academy

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 7/1/2015	(9) 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
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Form 7 INDEBTEDNESS

3/11/2013

Telesis Preparatory Academy

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

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

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

Telesis Preparatory Academy

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

Telesis Preparatory Academy

Budget Fiscal Year 2015-2016

FORM 9 FUND TRANSFERS

3/11/2013

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ Telesis Preparatory Academy _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 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	
	Superintendent (Gratis)	0.25	1	\$0.00	\$0.00	
	Principal	1	1	\$70,000.00	\$70,000.00	
	Administrative Assistant	1	2	\$40,000.00	\$80,000.00	
	Teacher-Regular Education	1	21	\$36,000.00	\$756,000.00	
	Attendance Clerk	1	1	\$30,000.00	\$30,000.00	
	Interventionist	1	1	\$40,000.00	\$40,000.00	
	Special Education Teacher	1	1	\$40,000.00	\$40,000.00	
	Food Service Staff	1	1.5	\$25,000.00	\$37,500.00	
	NARRATIVE					
	In the schools staffing plan, Narrative B.4.1 all positions and duties are outlined in detail.					
	The Superintendent position will be a free position to the Nevada school in order to begin the school with some guidance					
TOTAL					\$1,053,500.00	
200	BENEFITS				\$0.00	
	Superintendent (Gratis)				\$0.00	
	Principal				\$15,050.00	
	Administrative Assistant				\$17,200.00	
	Teacher-Regular Education				\$162,540.00	
	Attendance Clerk				\$6,450.00	
	Interventionist				\$8,600.00	
	Special Education Teacher				\$8,600.00	
	Food Service Staff				\$6,331.25	
	NARRATIVE					
	FICA 7.65% Umepolymnt 2.5% Health/Dental Insurance 10%					
	For the food service staff one employee will be full time and the other will be part time. No benefits will be provided for the part time employee.					
TOTAL					\$224,771.25	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00	
	Psychological Evaluations, Speech Thery, Occupational Thery, Guidance Services, Health Service				\$15,000.00	
	Instructional training, curriculum writing , instructional improvements				\$20,000.00	
	Legal Services				\$5,000.00	
	Board Training and Support				\$2,000.00	
	Accounting and Auditing Services				\$75,000.00	
	NARRATIVE					
	The services of Speech Therapy and Occupational Therapy will be provided to students with those needs. Gudiance Services will be provided to students to help prepare them for their future education in high school and college. Lastly, Psychological Evaluations will be provided to students with the need for correct placement.					
	Instructional training for teachers monthly, providing information on curriculum changes and common core standards.					
	Having a team of teachers to write out the schools curriculum for all subjects. Providing professional training on student population and needs.					
	Contract legal services					
	Highbar Membership for the Board of Directors for training and assessments					
Accounting and Auditing Services for third party companies and business office of AZ non profit						
TOTAL					\$117,000.00	
400	PURCHASED PROPERTY SERVICES				\$0.00	
	Leased Property				\$156,574.60	
	Utilities				\$92,000.00	
	NARRATIVE					
	24,580 square feet at \$6.37 a square foot.					
	Utilities include electric, water, garbage pickup and communications such as phone and internet					
	TOTAL					\$248,574.60
	500	OTHER PURCHASED SERVICES				\$0.00
		Building Maintenance & Contracted Services				\$48,000.00
		Insurance				\$13,500.00
		Purchase of Student Information System				\$7,500.00
		Travel				\$40,000.00
Food Service Catering Company					\$100,000.00	
Advertising and Marketing					\$15,000.00	
NARRATIVE						
Janitorial Services contracted through a third party						
Insurance for all insurance needs except workers comp - professional quote received						
Purchase of Student Information System						
Cost of labor to distribute flyers and purchase of ads and radio spots						

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ Telesis Preparatory Academy _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015 _____

Food Service Catering Company to provide food to students for breakfast and lunch program. Will apply for the National School Lunch Program, but it is not assumed as revenue in this years budget				TOTAL	\$224,000.00
600	SUPPLIES				\$0.00
	Instructional Supplies				\$225,000.00
	Student Support Service Supplies				\$10,500.00
	Instruction Support Services				\$10,500.00
	School Admin Support Services				\$15,500.00
	Business Services Supplies				\$35,500.00
	Special Education Supplies				\$3,000.00
	Operation and Plant Supplies				\$4,800.00
	Food Service Supplies				\$5,000.00
NARRATIVE					
Work center tables, student chairs, teacher chairs, student desks, teacher desks, bookcases, file cabinets, white boards, bulletin boards, books, curriculum instructional tools, copy machines, tv's, computers, telephones.					
Health service supplies such as bandaids, over the counter medicine and a locking cabinet. Fire safe locking file cabinets for student records.					
Professional development materials: white board, chart paper, markers.					
Supplies to run administration office: technology, copy machines, binders, paper, desks, chairs, file cabinets, white boards.					
Advertising and Marketing Materials for printing and recruiting and postage					
technology, paper, clerical supplies, two desks and chairs, cabinets, financial software and folders.					
Special education supplies such as paper, supplemental workbooks, binders and other instructional materials.					
Toilet paper and paper towels from janitorial company at \$12/student					
Food service Supplies such as napkins, plates and forks and snacks					
				TOTAL	\$309,800.00
800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
	Administrative Fee for year 1				\$0.00
					\$47,408.00
					\$0.00
					\$0.00
NARRATIVE					
Assumes 2% Administrative fee for year 1 (NRS 386.570 (3)(4).					
				TOTAL	\$47,408.00
				Subtotal Objects 100-600 & 800	\$2,225,053.85
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
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
				GRAND TOTAL	\$2,225,053.85

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ Telesis Preparatory Academy _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 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	
	Superintendent (Gratis)	0.25	1	\$25,000.00	\$0.00	
	Principal	1	1	\$73,500.00	\$73,500.00	
	Administrative Assistant	1	2	\$42,000.00	\$84,000.00	
	Teacher-Regular Education	1	26	\$37,800.00	\$982,800.00	
	Attendance Clerk	1	1	\$31,500.00	\$31,500.00	
	Interventionist	1	2	\$42,000.00	\$84,000.00	
	Special Education Teacher	1	1	\$42,000.00	\$42,000.00	
	Food Service Staff	1	1.5	\$26,250.00	\$39,375.00	
	NARRATIVE In the schools staffing plan, Narrative B.4.1 all positions and duties are outlined in detail. The Superintendent position will be a free position to the Nevada school in order to begin the school with some guidance 5% raise assumed in Year 2					
	TOTAL					\$1,337,175.00
200	BENEFITS				\$0.00	
	Superintendent (Gratis)				\$0.00	
	Principal				\$15,802.50	
	Administrative Assistant				\$18,060.00	
	Teacher-Regular Education				\$211,302.00	
	Attendance Clerk				\$6,772.50	
	Interventionist				\$18,060.00	
	Special Education Teacher				\$9,030.00	
	Food Service Staff				\$6,331.25	
	NARRATIVE FICA 7.65% Unemployment 2.5% Health/Dental Insurance 10% For the food service staff one employee will be full time and the other will be part time. No benefits will be provided for the part time employee.					
	TOTAL					\$285,358.25
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00	
	Psychological Evaluations, Speech Therapy, Occupational Therapy, Guidance Services, Health Service				\$20,000.00	
	Instructional training, curriculum writing, instructional improvements				\$25,000.00	
	Legal Services				\$5,000.00	
	Board Training and Support				\$2,000.00	
	Accounting and Auditing Services				\$80,000.00	
	NARRATIVE The services of Speech Therapy and Occupational Therapy will be provided to students with those needs. Guidance Services will be provided to students to help prepare them for their future education in high school and college. Lastly, Psychological Evaluations will be provided to students with the need for correct placement. Instructional training for teachers monthly, providing information on curriculum changes and common core standards. Having a team of teachers to write out the schools curriculum for all subjects. Providing professional training on student population and needs. Contract legal services Highbar Membership for the Board of Directors for training and assessments Accounting and Auditing Services for third party companies and business office of AZ non profit					
	TOTAL					\$132,000.00
	400	PURCHASED PROPERTY SERVICES				\$0.00
		Leased Property				\$277,760.00
		Utilities				\$122,000.00
NARRATIVE 34,720 square feet at \$8.00 a square foot. Utilities include electric, water, garbage pickup and communications such as phone and internet						
TOTAL					\$399,760.00	
500		OTHER PURCHASED SERVICES				\$0.00
		Building Maintenance & Contracted Services				\$50,000.00
	Insurance				\$15,000.00	
	Renewal of Student Information System				\$3,500.00	
	Travel				\$40,000.00	
	Food Service Catering Company				\$110,000.00	
	Advertising and Marketing				\$15,000.00	
	NARRATIVE Janitorial Services contracted through a third party Insurance for all insurance needs except workers comp - professional quote received Purchase of Student Information System Travel expense for Superintendent to fly back and forth from AZ to NV Cost of labor to distribute flyers and purchase of ads and radio spots Food Service Catering Company to provide food to students for breakfast and lunch program. Will apply for the National School Lunch Program, but it is not assumed as revenue in this years budget					
	TOTAL					\$233,500.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Telesis Preparatory Academy

PROGRAM OR FUNCTION: _____

FISCAL YEAR: 2016

600	SUPPLIES				\$0.00
	Instructional Supplies				\$200,000.00
	Student Support Service Supplies				\$10,500.00
	Instruction Support Services				\$15,500.00
	School Admin Support Services				\$15,500.00
	Business Services Supplies				\$35,500.00
	Special Education Supplies				\$3,000.00
	Operation and Plant Supplies				\$6,000.00
	Food Service Supplies				\$7,500.00
	NARRATIVE				
Work center tables, student chairs, teacher chairs, student desks, teacher desks, bookcases, file cabinets, white boards, bulletin boards, books, curriculum instructional tools, copy machines, tv's, computers, telephones.					
Health service supplies such as bandaids, over the counter medicine and a locking cabinet. Fire safe locking file cabinets for student records.					
Professional development materials: white board, chart paper, markers.					
Supplies to run administration office: technology, copy machines, binders, paper, desks, chairs, file cabinets, white boards.					
Adverstising and Marketing Materials for printing and recruiting and postage technology, paper, clerical supplies, two desks and chairs, cabinets, financial software and folders.					
Special education supplies such as paper, supplemental workbooks, binders and other instructional materials.					
Toilet paper and paper towels from janitorial company at \$12/student					
Food service Supplies such as napkins, plates and forks and snacks					
				TOTAL	\$293,500.00
800	DEBT SERVICE AND				\$0.00
	MISCELLANEOUS				\$0.00
	Administrative Fee for year 2				\$56,760.00
	Building Reserve				\$25,000.00
					\$0.00
NARRATIVE					
Assumes 2% Administrative fee for year 2 (NRS 386.570 (3)(4).					
To Build a Building Reserve to begin the preparation of buying a building					
				TOTAL	\$81,760.00
				Subtotal Objects 100-600 & 800	\$2,763,053.25
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
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
				GRAND TOTAL	\$2,763,053.25

Posted 8/26/2009

CASH FLOW STATEMENT

Telesis Preparatory Academy

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Distributive School Acct	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 2,838,000.00	\$ -	\$ 2,838,000.00
Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Grant A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 236,500.00	\$ 2,838,000.00	\$ -	\$ -
Total Revenues Y-T-D	\$ 236,500.00	\$ 473,000.00	\$ 709,500.00	\$ 945,000.00	\$ 1,182,500.00	\$ 1,419,000.00	\$ 1,655,500.00	\$ 1,892,000.00	\$ 2,128,500.00	\$ 2,365,000.00	\$ 2,601,500.00	\$ 2,838,000.00	\$ -	\$ -	\$ -
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 51,429.81	\$ 102,859.62	\$ 154,289.42	\$ 102,859.62	\$ 102,859.62	\$ 102,859.62	\$ 102,859.62	\$ 102,859.62	\$ 154,289.42	\$ 102,859.62	\$ 102,859.62	\$ 154,289.42	\$ 1,337,175.00	\$ -	\$ (1,337,175.00)
Benefits	\$ 10,975.32	\$ 21,950.63	\$ 32,925.95	\$ 21,950.63	\$ 21,950.63	\$ 21,950.63	\$ 21,950.63	\$ 21,950.63	\$ 32,925.95	\$ 21,950.63	\$ 21,950.63	\$ 32,925.95	\$ 285,358.25	\$ -	\$ (285,358.25)
Total Salaries & Ben	\$ 62,405.13	\$ 124,810.25	\$ 187,215.38	\$ 124,810.25	\$ 124,810.25	\$ 124,810.25	\$ 124,810.25	\$ 124,810.25	\$ 187,215.38	\$ 124,810.25	\$ 124,810.25	\$ 187,215.38	\$ 1,622,533.25	\$ -	\$ (1,622,533.25)
Operating															
Supplies	\$ 100,000.00	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 13,045.45	\$ 243,500.00	\$ -	\$ (243,500.00)
Rent	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 23,146.67	\$ 277,760.00	\$ -	\$ (277,760.00)
Utilities	\$ 13,000.00	\$ 13,000.00	\$ 8,142.86	\$ 8,142.86	\$ 8,142.86	\$ 8,142.86	\$ 8,142.86	\$ 8,142.86	\$ 8,142.86	\$ 13,000.00	\$ 13,000.00	\$ 13,000.00	\$ 122,000.00	\$ -	\$ (122,000.00)
Contracts	\$ 28,500.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00	\$ 325,500.00	\$ -	\$ (325,500.00)
Textbooks	\$ 50,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000.00	\$ -	\$ (50,000.00)
Equipment	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 4,730.00	\$ 56,760.00	\$ -	\$ (56,760.00)
Admin Fee CA	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 40,000.00	\$ -	\$ (40,000.00)
Travel	\$ 3,333.33	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 2,272.73	\$ 25,000.00	\$ -	\$ (25,000.00)
Building Reserves	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 285,115.13	\$ 211,338.43	\$ 268,886.41	\$ 206,481.29	\$ 206,481.29	\$ 206,481.29	\$ 206,481.29	\$ 206,481.29	\$ 268,886.41	\$ 211,338.43	\$ 211,338.43	\$ 273,743.56	\$ 2,763,053.25	\$ -	\$ (2,763,053.25)
Total Expenses Y-T-D	\$ 285,115.13	\$ 496,453.56	\$ 765,339.97	\$ 971,821.26	\$ 1,178,502.55	\$ 1,384,783.84	\$ 1,591,265.13	\$ 1,797,746.42	\$ 2,065,632.83	\$ 2,277,971.26	\$ 2,489,309.69	\$ 2,763,053.25	\$ -	\$ -	\$ 74,946.75
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	\$ 2,763,053.25	\$ -	\$ 74,946.75

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ (48,615.12)	\$ 25,161.57	\$ (32,386.41)	\$ 30,018.71	\$ 30,018.71	\$ 30,018.71	\$ 30,018.71	\$ 1,797,746.42	\$ (32,386.41)	\$ 25,161.57	\$ 25,161.57	\$ (37,243.56)	\$ 74,946.75	\$ -	\$ 74,946.75
Begin Cash Balance(F/B)	\$ 145,346.15	\$ 96,731.03	\$ 121,892.59	\$ 89,506.18	\$ 119,524.89	\$ 149,543.60	\$ 179,562.31	\$ 209,581.02	\$ 239,599.73	\$ 207,213.32	\$ 232,374.89	\$ 257,536.46	\$ -	\$ -	\$ -
End Cash Balance (F/B)	\$ 96,731.03	\$ 121,892.59	\$ 89,506.18	\$ 119,524.89	\$ 149,543.60	\$ 179,562.31	\$ 209,581.02	\$ 239,599.73	\$ 207,213.32	\$ 232,374.89	\$ 257,536.46	\$ 220,292.90	\$ 74,946.75	\$ -	\$ 74,946.75

Telesis Preparatory Academy

FORM 11 CASH FLOW

Budget Fiscal Year 2015-2016

Telesis Preparatory Academy will apply for the CSP grant from the U.S. Department of Education. If this is not awarded to the Nevada charter school, then the Arizona charter school will loan the charter the funds to begin start up until the state revenues are distributed. The loan will be at a 0% interest rate and will be payable at the end of FY16. In order to allow the payback happen, the school has included the expenses it needs to complete the loan payments in budget year one and used the \$100,000 as the beginning cash balance.

Loan from AZ Charter School	\$100,000.00
Advertising and Marketing for Recruitment of Students	\$(5,000.00)
Supplies & textbooks needed that can't be purchased on credit or delayed payment	\$(50,000.00)
Salary & Benefits for Principal and 2 Admin Assistants from May & June 2014	\$(28,038.44)
Travel Costs for Superintendent to help start school	\$(16,961.56)
Total	\$ -

Narrative C.2.1, Financial Responsibility

Telesis Preparatory Academy in Reno, Nevada will utilize the business office at the Telesis Preparatory Academy in Lake Havasu, Arizona, a non-profit charter school, to help them get started while building their school and enrollment. A small fee to offset the AZ charter school costs of time will be charged to the school, allowing the majority of the funds to be used for academic programs. Once the school is self-sufficient and booming with enrollments, then personnel for the business office will be hired to manage the accounting in Nevada. The idea behind this method is to allow as much funding to go into the instructional programs as possible to build the program in Nevada. The administrative assistant will collect all incoming deposits from students and by mail and make those deposits at a local Nevada bank and send details to the AZ charter school. Telesis Preparatory Academy will also utilize the services of Aspire Business Consultants, Inc. for compliance, financial reporting and audit liaison services. Information on Aspire Business Consultants, Inc. can be found at www.aspirebc.co or in Narrative B.3.8.

Sandra K. Breece, Ed.D. Committee Liaison, will be responsible for ensuring that any remaining money is returned to the appropriate funding sources such as state and local authorities.

Narrative C.2.2, Closing Procedure

Telesis Preparatory Academy intends to follow statutes NAC 386.335, 386.536 and 386.540 if the school closes voluntarily or its charter is revoked by its Sponsor.

At least 30 days before the school closes:

- A written notice of the closure will be given to the Department of Education, the Nevada State Public

Charter School Authority and the employees of the school stating:

1. The reason for the closure
2. The date of the closure
3. The date of the meeting of the governing body on which the determination was made to close the charter school, if applicable
4. The name of the administrator or other qualified person appointed pursuant to [NRS 386.536](#) to act as a trustee and information on how that person may be contacted

C.2: Financial Management Guidelines

- A written notice of closure must be sent to the parents, legal guardians or students whom are 18 year of age or older for each pupil enrolled which will include information on how the pupil may transfer to another public school and the manner in which the records of the pupil will be transferred
- A written notice of closure to the board of trustees of each school district in which a pupil enrolled in the charter school resides which includes notification of the closure of the charter school and notification that the school district may receive pupils for enrollment upon the closure
- Submit to the Nevada State Public Charter School Authority all records that are pertinent to the indebtedness of the charter school, if any and any property of the charter school that is encumbered.

Telesis Preparatory Academy will also ensure that:

- all information required by [NRS 386.650](#) for inclusion in the automated system of accountability information for Nevada is current to the date of the closure
- return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical fund
- Create a current and projected payroll and payroll benefits commitment, listing each employee, each employment position and the amount of money required to satisfy existing contracts
- Submit to the Nevada State Public Charter School Authority a report of the income tax documentation for the employees of the charter school
- Ensure that the outstanding obligations of the charter school are settled after closure of the charter school, including, without limitation, unemployment compensation, employee benefits, resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs

Telesis Preparatory Academy will provide to the Department of Education and the Nevada State Public Charter School Authority:

1. Not later than 6 months after closure of the charter school, the results of an independent audit, including, without limitation, the net assets and net liabilities of the charter school
2. The annual report of budget required by [NRS 386.600](#)

3. The opportunity to perform a physical inspection of supplies, textbooks and inventory that was purchased with public funds

Narrative C.2.3, Audit Firm

Telesis Preparatory Academy would like time to interview an audit firm that could perform the annual audits for the school. It is really important to the organization, that the auditor selected is well versed and has experience auditing Nevada Charter Schools. The firm must also have a good reputation and positive recommendations from clients. The school has identified two organizations that they would like to interview upon authorization of the charter.

Audit Firm Candidates for Telesis Preparatory Academy
Coulson & Associates, Ltd. 6170 Ridgeview Ct, Suite D Reno, NV, 89519 Phone: (775) 825-4444
Casey, Neilon & Associates, LLC 9408 Double R. Blvd, Suite B Reno, NV, 89521 Phone: (775) 324-1787

Narrative C.2.4, Nevada Bank

Telesis Preparatory will utilize the banking services of Chase Bank.

Chase Bank
1550 E Lincoln Way Sparks NV 89434

Hours (Opening & Closing Times):
Monday 09:00 am - 06:00 pm
Tuesday 09:00 am - 06:00 pm
Wednesday 09:00 am - 06:00 pm
Thursday 09:00 am - 06:00 pm
Friday 09:00 am - 06:00 pm
Saturday 09:00 am - 01:00 pm
Sunday CLOSED

Narrative C.2.5, Fees, Charges

Telesis Preparatory Academy does not intent to charge the students any fees for course materials or equipment.

Narrative C.2.6, Person To Draw Orders For Payment of School’s Money

Pursuant to NRS 386.573, the person named below will be the person designated to draw all orders for the payment of money belonging to the charter school.

Sandra K Breece, Ed.D
Committee Liaison
2598 Starlite Lane
Lake Havasu, Arizona 86403
sbreece@telesis-academy.org
P:928-855-8661
F:928-855-9302

At the time of this application, Sandra K Breece, Ed. D. will be the acting liaison for all business conducted with the State of Nevada. She currently runs an Arizona charter school in Lake Havasu, Arizona and has run a successful operation since its inception in 2000.

Qualifications are outlined in her resume in Attachment B.2.1 Committee member names and resumes.

Narrative C.2.7, Minimum Number of Enrolled Pupils Required

Telesis Preparatory Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the designated agent pursuant to NRS 386.573, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings. All purchase requisitions shall be approved with proper signatures prior to purchases and matched against the budget to enable financial stability.

Telesis Preparatory Academy shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Telesis Preparatory Academy understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

BREAK EVEN CASH FLOW STATEMENT AT 392 STUDENTS

Telesis Preparatory Academy

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Distributive School Acct	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 2,224,992.00	\$ -	\$ 2,224,992.00
Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Grant A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 185,416.00	\$ 2,224,992.00	\$ -	\$ 2,224,992.00
EXPENDITURES															
Salaries & Benefits	\$ 40,519.23	\$ 81,038.46	\$ 121,557.69	\$ 81,038.46	\$ 81,038.46	\$ 81,038.46	\$ 81,038.46	\$ 81,038.46	\$ 121,557.69	\$ 81,038.46	\$ 81,038.46	\$ 121,557.69	\$ 1,053,500.00	\$ -	\$ (1,053,500.00)
Benefits	\$ 8,645.05	\$ 17,290.10	\$ 25,935.14	\$ 17,290.10	\$ 17,290.10	\$ 17,290.10	\$ 17,290.10	\$ 17,290.10	\$ 25,935.14	\$ 17,290.10	\$ 17,290.10	\$ 25,935.14	\$ 224,771.25	\$ -	\$ (224,771.25)
Total Salaries & Ben	\$ 49,164.28	\$ 98,328.56	\$ 147,492.84	\$ 98,328.56	\$ 98,328.56	\$ 98,328.56	\$ 98,328.56	\$ 98,328.56	\$ 147,492.84	\$ 98,328.56	\$ 98,328.56	\$ 147,492.84	\$ 1,278,271.25	\$ -	\$ (1,278,271.25)
Operating	\$ 100,000.00	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 14,527.27	\$ 259,800.00	\$ -	\$ (259,800.00)
Supplies	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 16,386.67	\$ 186,640.00	\$ -	\$ (186,640.00)
Rent	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 92,000.00	\$ -	\$ (92,000.00)
Utilities	\$ 31,000.00	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 24,545.45	\$ 301,000.00	\$ -	\$ (301,000.00)
Contracts	\$ 50,000.00	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 50,000.00	\$ -	\$ (50,000.00)
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Admin Fee CA	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 3,950.67	\$ 47,408.00	\$ -	\$ (47,408.00)
Total Expenses	\$ 260,501.61	\$ 167,738.62	\$ 212,902.90	\$ 163,738.62	\$ 163,738.62	\$ 163,738.62	\$ 163,738.62	\$ 163,738.62	\$ 212,902.90	\$ 167,738.62	\$ 167,738.62	\$ 216,902.90	\$ 2,225,119.25	\$ -	\$ (2,225,119.25)
Percent of Budget	\$ 260,501.61	\$ 428,240.23	\$ 641,143.13	\$ 804,881.75	\$ 968,620.36	\$ 1,132,358.98	\$ 1,296,097.00	\$ 1,459,836.22	\$ 1,672,739.12	\$ 1,840,477.75	\$ 2,008,216.35	\$ 2,225,119.25	\$ 2,225,119.25	\$ -	\$ (127.25)
	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
Net change in Cash (F/B)	\$ (75,085.61)	\$ 17,677.38	\$ (27,486.90)	\$ 21,677.38	\$ 21,677.38	\$ 21,677.38	\$ 21,677.38	\$ 21,677.38	\$ (27,486.90)	\$ 17,677.38	\$ 17,677.38	\$ (31,486.90)	\$ (127.25)	\$ -	\$ (127.25)
Begin Cash Balance(F/B)	\$ 100,000.00	\$ 24,914.39	\$ 42,591.77	\$ 15,104.87	\$ 36,782.25	\$ 58,459.64	\$ 80,137.02	\$ 101,814.40	\$ 123,491.78	\$ 96,004.88	\$ 113,682.27	\$ 131,359.65	\$ -	\$ -	\$ -
End Cash Balance (F/B)	\$ 24,914.39	\$ 42,591.77	\$ 15,104.87	\$ 36,782.25	\$ 58,459.64	\$ 80,137.02	\$ 101,814.40	\$ 123,491.78	\$ 96,004.88	\$ 113,682.27	\$ 131,359.65	\$ 99,872.75	\$ (127.25)	\$ -	\$ (127.25)

Projected Cash Balance Statement

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
Net change in Cash (F/B)	\$ (75,085.61)	\$ 17,677.38	\$ (27,486.90)	\$ 21,677.38	\$ 21,677.38	\$ 21,677.38	\$ 21,677.38	\$ 21,677.38	\$ (27,486.90)	\$ 17,677.38	\$ 17,677.38	\$ (31,486.90)	\$ (127.25)	\$ -	\$ (127.25)
Begin Cash Balance(F/B)	\$ 100,000.00	\$ 24,914.39	\$ 42,591.77	\$ 15,104.87	\$ 36,782.25	\$ 58,459.64	\$ 80,137.02	\$ 101,814.40	\$ 123,491.78	\$ 96,004.88	\$ 113,682.27	\$ 131,359.65	\$ -	\$ -	\$ -
End Cash Balance (F/B)	\$ 24,914.39	\$ 42,591.77	\$ 15,104.87	\$ 36,782.25	\$ 58,459.64	\$ 80,137.02	\$ 101,814.40	\$ 123,491.78	\$ 96,004.88	\$ 113,682.27	\$ 131,359.65	\$ 99,872.75	\$ (127.25)	\$ -	\$ (127.25)

Telesis Preparatory Academy

Budget Fiscal Year 2014-2015

FORM 11 CASH FLOW

C.3: Facilities Guidelines

Narrative C.3.1, NAC 386.140(4)(a-f)

As outlined in Narrative A.7.1, School location, Telesis Preparatory Academy has not yet found a location for the school in Washoe County, Nevada.

Telesis Academy – Nevada

The Mahoney Group
 1835 S. Extension Rd, Mesa, AZ 85210
 Ryan Edwards – 480-214-2773

Insurance Estimate 8/16/13
Pursuant to NAC 386.215

Property

Coverage's	Limits
Contents Limit – 90% Coinsurance rating	\$500,000.
Tenants Improvements & Betterments	\$500,000.
Business Income & Extra Expense	\$500,000.
Special Causes of Loss Form	\$1,000 Deductible
Agreed Value / Replacement Cost	
Equipment Breakdown = sum of BLDG and BPP limits	\$1,000 Deductible Applies

» Educational Institution Property Special Broadening Endorsement

Coverage	Limits	Coverage	Limits
Automated External Defibrillators	\$5,000	Newly Acquire/Constructed Buildings BPP	\$1,000,000 \$1,000,000
Broadened Building Coverage	Included	Ordinance or Law	\$500,000
Broadened Business Personal Property	Included	Outdoor Property	\$100,000
Building Limit – Inflation Guard	Included	Paved Surfaces	\$100,000
Debris Removal	\$25,000	Personal Effects of Students – per student aggregate	\$2,500 \$100,000
Denial of Access to Premises	Included	Pollution Clean-Up and Removal	\$100,000
E-commerce	\$5,000	Preservation of Property – Expense	\$25,000
Employee Theft including ERISA compliance	\$100,000	Property in Transit	\$50,000
Expediting Expense	\$25,000	Property Off Premises	\$100,000
Extended Coverage on Property – within 1000 feet	Included	Prototypes	Included
Extra Expense	\$300,000	Real Property of Others Required by Contract	\$5,000
Forgery or Alteration	\$10,000	Rewards – Arson, Theft, Vandalism	\$25,000
Foundations and Underground Pipes	\$250,000	Sewer backup	\$100,000
Fundraiser Business Income	\$50,000	Spoilage	\$25,000
Glass Showcases	\$2,500	Utility Services – Direct Damage Business Income	\$100,000 \$100,000
Inventory and Loss Appraisal	\$25,000	Windblown Debris	\$2,500
Key Replacement & Lock Repair	\$5,000	Worldwide Property Off Premises	\$50,000
Money and Securities	\$25,000	Waiver of Coinsurance on losses < \$25,000	Included
Money Orders and Counterfeit Money	\$10,000	Replacement Cost – Leased Personal Property	Included

Telesis Academy – Nevada

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Insurance Estimate 8/16/13
Pursuant to NAC 386.215

Emergency Event Management Coverage

Coverage	Limits
Emergency Event Communication Expense	\$100,000.
Emergency Event Business Income (and Extra Expense) *BI limits must be in place	\$100,000.
Post Emergency	\$100,000.

» Data Breach Coverage Form

Coverage	Limits
This coverage endorsement provides a number of valuable services and first-party expense coverage's.	

These services and expense coverage's are provided if the loss, theft, accidental release or accidental publication of this data might result in the fraudulent use of such information.

Data Breach Coverage Annual Aggregate Limit of Insurance	\$10,000.
Additional Expense Coverage's Annual Aggregate Limit of Insurance	\$10,000.
Data Breach Coverage Deductible	\$1,000.

» General Liability

Coverage	Limits
General Aggregate Limit	\$3,000,000
Products/Completed Operations Aggregate Limit	Included
Personal & Advertising Injury Limit	\$1,000,000
Each Occurrence Limit	\$1,000,000
Fire Damage Legal Liability Limit – any one fire	\$100,000
Medical Expense Limit (Excluding Students)	\$15,000
EBL (\$1,000 Deductible) – Retro Date:	\$1,000,000 / \$3,000,000
Abuse & Molestation Liability	\$1,000,000 / \$1,000,000
• Including Innocent Party Defense	\$300,000
Employment Practices Liability	\$1,000,000 / \$1,000,000
• \$5000 Deductible	
• Retro Date:	
School Educators Legal Liability	\$1,000,000 / \$1,000,000
• Non-Monetary Relief Defense	\$100,000
• \$5,000 Deductible	
• Retro Date:	

Telesis Academy – Nevada

The Mahoney Group
 1835 S. Extension Rd, Mesa, AZ 85210
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Insurance Estimate 8/16/13
Pursuant to NAC 386.215

» **Education Institution Amendatory General Liability Endorsement**

Coverage	Limits
"Who is an Insured" Extended to Include	Employees, Board Members, Volunteer Workers, Parent Support Groups, Student Groups, Student Teachers, Alumni Groups
Bodily Injury Extended to Include	Failure to Provide Professional Services Mental Anguish & Other Mental Injury
Medical Payments	Volunteer Workers Included
School Broadcasting & Publications	Includes Personal & Advertising Injury, including Libel & Slander
Additional Insured – Blanket Coverage	Automatic Coverage when required by written contract
Fellow Employee Coverage	Included
Corporal Punishment	Included
Supplementary Payments - Bail Bonds	\$2,500
- Loss of Earnings	\$300 per Day
Non-Owned Watercraft	Included when boat < 51 feet

» **Broadened BI & PD**

Coverage	Limits
Expected or intended injury exclusion does not apply to BI/PD resulting from use of reasonable force to protect person or property.	included

» **Incidental Professional Liability**

Coverage	Limits
Provides coverage for 'covered incidental professional services' provided by employees of the school. Nursing, psychological, psychometric, guidance counseling, athletic training, speech, hearing, occupational or physical therapy services, treatment, advice or instruction.	included

Does not provide coverage for health care services provided in an insured owned or operated infirmary with facilities for lodging and treatment, public clinic or hospital.

» **Sexual Misconduct or Molestation Liability**

Coverage	Limits
Limits of Liability – Each Occurrence	\$1,000,000.
Limits of Liability – Aggregate	\$1,000,000.
Innocent Party Defense	\$300,000
Coverage Basis: Occurrence	

» **School and Educators Legal Liability**

Coverage	Limits
Limits of Liability – Each Occurrence	\$1,000,000.
Limits of Liability – Aggregate	\$1,000,000.
Deductible	\$5,000.
Claims Made Coverage	

Telesis Academy – Nevada

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Insurance Estimate 8/16/13
Pursuant to NAC 386.215

» **Employment Practices Liability**

Coverage	Limits
Limits of Liability – Each Occurrence	\$1,000,000.
Limits of Liability – Aggregate	\$1,000,000.
Deductible	\$5,000.
Claims Made Coverage	

» **Automobile**

Coverage	Symbol	Limit
Hired & Non-Owned	8, 9	\$1,000,000

Coverage	Symbol	Deductible

» **School Auto Broadening Endorsement**

Coverage	Limits
"Who is an Insured" Extended to Include	Employees, Volunteer Workers, and Corporate Entities more than 50% owned
Supplementary Payments - Bail Bonds	\$2,500
- Loss of Earnings	\$500 per day
Fellow Employee Coverage	Included
Hired Physical Damage	\$50,000
Loss of use	\$1,000
Towing & Labor - Cars/Light Trucks	\$50/disablement
- Medium/Heavy Trucks & Buses	\$150/disablement
Additional Transportation Expense	\$50 per day (\$1,500 Maximum)
Rental Reimbursement	\$3,000 per loss
Broadened Extra Expense	Covers expense of returning stolen covered vehicle
Personal Effects	\$600 limit (if stolen w/ vehicle)
Airbag Coverage	Included
GPS Equipment (permanently installed)	\$500
Broadened Sound Receiving/Reproducing Coverage	Exclusion waived for Permanently Installed Equipment
Loan/Lease Gap Coverage	Included
Glass Repair Deductible – Waived if Repair-only (vs. Replacement)	Included
Bodily Injury Extended to Include	Mental Anguish or Other Mental Injury

Telesis Academy – Nevada

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 Ryan Edwards – 480-214-2773

Insurance Estimate 8/16/13
Pursuant to NAC 386.215

» **Employees and Volunteer Workers as Insured's**

Coverage	Limits
'Who is an Insured'" extended to include volunteer workers but only while performing duties related to the conduct of your business.	included

» **Umbrella**

Coverage	Limits
Limits of Liability – Each Occurrence	\$3,000,000
Limits of Liability – Aggregate	\$3,000,000
Retained Limit	\$0
Excess Employee Benefits Liability Coverage	Included
Excess Abuse and Molestation Liability Coverage	Included
Excess School and Educators Legal Liability Coverage	Included
Excess Employer Liability Coverage (with approved carrier)	Included

» **Premium Summary**

Coverage	Premium
Property	\$2,800
School and Educators Legal Liability	\$950
Employment Practices Liability	\$1,050.
Employee Benefits Liability	\$400
General Liability	\$4,200.
Sexual Misconduct or Molestation Liability	\$500.
Auto – Hired & Non-Owned	\$300
Workers' Compensation	N/A
Umbrella – 2M , 0 SIR	\$ 3,300
TOTAL ACCOUNT PREMIUM	\$13,500

» **Notes and Conditions**

-
- This is an estimate only of the exposures contemplated.
-
-

**POLICY HOLDER DISCLOSURE
NOTICE OF TERRORISM INSURANCE COVERAGE**

You are hereby notified that under the Terrorism Risk Insurance Act, as amended, that you have a right to purchase insurance coverage for losses resulting from acts of terrorism, *as defined in Section 102(1) of the Act*: You are hereby notified that under the Act, as amended in 2007, the definition of act of terrorism has changed.

The term “act of terrorism” means any act that is certified by the Secretary of the Treasury—in concurrence with the Secretary of State, and the Attorney General of the United States—to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

DISCLOSURE OF FEDERAL PARTICIPATION IN PAYMENT OF TERRORISM LOSSES

Under your coverage, any losses resulting from certified acts of terrorism may be partially reimbursed by the United States Government under a formula established by the Act, as amended. Your policy, however, may contain other exclusions which might affect your coverage, such as an exclusion for nuclear events. Under the formula, the United States Government generally reimburses 85% of covered terrorism losses exceeding the statutorily established deductible paid by the insurance company providing the coverage.

DISCLOSURE OF \$100 BILLION CAP

The Terrorism Risk Insurance Act, as amended, contains a \$100 billion cap that limits U.S. Government reimbursement as well as insurers’ liability for losses resulting from certified acts of terrorism when the amount of such losses exceeds \$100 billion in any one calendar year. If the aggregate insured losses for all insurers exceed \$100 billion, your coverage may be reduced.

DISCLOSURE OF PREMIUM

See disclosure of premium in the preceding pages in the quote letter.

Narrative C.4.1, Transportation

Telesis Preparatory Academy will not provide transportation services.

Narrative C.4.2, Health Services

A student should immediately notify a school authority if he or she is involved in a minor accident involving small cuts or scratches. An authorized person will then direct or give first aid procedures. If it is necessary for a student to be sent home because of a serious accident or illness, and if the parent cannot be reached, then the person designated as the first or second emergency contact will be notified. IN AN EMERGENCY, EVERY EFFORT will be made to reach and notify the parent of the student. Ordinarily, parents will be contacted and asked to arrange for homebound transportation for such students. The school must know any resident or emergency phone number changes in the event of an emergency. Any medications sent to school without proper identification will not be given. All medications to be taken by students must be given to office personnel to administer. No medications are given to students by school personnel without parental consent.

Narrative C.4.3, Immunization

An immunization history is required of EVERY student at the time of registration. In order to be in compliance with NRS 392.435 and NAC 386.170(2)(b)) regarding the immunization requirements for school enrollment, it is imperative that students be immunized on a regular schedule in order to protect him/her from serious communicable diseases. In the event a child has or has been exposed to a communicable disease, parents are required to notify the school immediately. Respectively, Telesis will advise all parents of any contagion.

Attachment C.4.4, Emergency Drills
Attachment C.4.5, Emergency Management Plan

Telesis Preparatory Academy has attached the Emergency Response Plan that pertains to the Arizona charter school. This plan also goes over the emergency drills that will happen in the event of an emergency. Upon authorization and identity of a location, the school will devise a plan similar to this plan for the Nevada charter school.

TELESIS

EMERGENCY RESPONSE PLAN

In a continuing effort to maintain a safe and secure campus in any emergency or crisis situation, Telesis will implement a **LOCK-DOWN**. A **LOCK-DOWN** may occur if there is a threatening environment on, around, or near our campus.

A **PRACTICE DRILL** will help prepare staff and students for situations such as Fire, Severe Weather Conditions, Bomb/Suspicious Device Threat, Hostage Situations, Gunman in the School, or surrounding neighborhood, Earthquake, Bio Hazard, or Chemical Threat, or any situation that may threaten, or endanger the lives of those on campus.

**During a practice drill or a real life situation,
a LOCK-DOWN PROCEDURE will be initiated.**

When this occurs,

- 1) **ALL MOVEMENT WITHIN THE SCHOOL WILL STOP.**
- 2) **ALL PERIMETER DOORS WILL BE LOCKED.**
- 3) **NO ONE WILL BE ALLOWED TO ENTER CAMPUS (no parents, visitors, deliveries, etc.).**
- 4) **ANYONE ON CAMPUS MUST REMAIN THERE UNTIL THE PRACTICE DRILL OR CRISIS IS OVER.**

If it's possible, we'll have a school representative, or designee stationed outside campus in an advisory capacity while the school campus is in **LOCK-DOWN** mode. This practice drill, along with our monthly fire drills, will help ensure that staff and students are familiar with Telesis Safety Procedures and are prepared in the event of a real crisis on, or near campus.

*****PARENTS.....any changes....PLEASE UPDATE*****

With these issues in mind, a further reminder TO PARENTS' BE SURE WE HAVE YOUR CURRENT TELEPHONE, ADDRESS, CELL PHONE, OR COMMUNICATION CONTACT INFORMATION.

If you have any questions, or concerns, please contact our Safety and Security Office at (928) 855-8661 Ext. 112

EMERGENCY RESPONSE PLAN

7/21/08

Section 11 Emergency Management Plans Lock-Down – RESPONSE

A verbal command that activates the
School Emergency Response Team

Please Note: *The five ICS functions are required at all NIMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/ICS protocols must be activated when responding to any emergency.*



Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration.
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.

7/21/08

Assault/Fights

General Procedures

1. Ensure the safety of students and staff first.
2. Call 911, if necessary.
3. Notify First Aid Coordinator and provide medical assistance, when necessary.
4. Notify IC.
5. Seal off area where assault took place.
6. Defuse situation, if possible.
7. IC notifies school police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
8. IC notifies district office and parents of students involved in assault.
9. Document all activities. Ask victim(s)/witness(es) for their account of incident.
10. Assess counseling needs of victim(s) or witness(es).

Scenario 1: Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building.
2. Notify Main Office/Administration
3. Turn off all fans in the area of the release, close the windows and doors, shut down the building's air handling system.

IC Responsibilities

1. Signal for the building to be evacuated.
2. Call 911.
3. Contact the Charter Board
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist.
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area, specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

Scenario 3: Substance Released in Surrounding Community

IC Responsibilities

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
2. Direct all students and staff who are outside when the Lock Down Response is declared to return to their classrooms or other designated space.
3. Call 911 and advise them of the school's response to the event.
4. Contact the Charter Board
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
7. Turn on a radio or television station to monitor information concerning the incident.
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

7/21/08

include bacteria, viruses and toxins among others. Anthrax, Small Pox, Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of sabotage

Detection of BT-related Outbreaks

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

Chemical Agents

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agent and cyanide among others. Biological effects such as eye or skin injury, and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

Bomb Threats

General Procedures

1. Evacuation route should be posted in every classroom.
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace).
4. If school has caller ID, note the number from which call was made.
5. Notify Main Office/Building Administration.
6. If threat is written, place it in an envelope or plastic bag.
7. Prepare media statement and flyer to inform parents.

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary.
2. If threat is deemed valid:
 - Call 911 – advise building is being evacuated because of a bomb threat.
 - Activate SERT.
 - Turn off school bell system.
 - Don't use PA system.
 - Turn off all two-way radios.

NOTE: Do not utilize the fire alarm system to evacuate the building.

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

7/21/08

Letter/Package Bomb or Mailed Hazardous Substance

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words
Excessive postage	Odd noises
Handwritten messages	Oily stains/discoloration/odor
Special delivery	Poorly typed addresses
Restrictive markings	Lopsided or uneven envelope
Incorrect titles	Protruding wires or tinfoil
No return address	Excessive weight
Excessive securing material (i.e.: tape)	Powder leaking

1. If any of the items listed above are identified on a package, do not open the package. Secure the area around the item and contact the principal.
2. Persons who touch the letter should wash their hands if powder or liquid is leaking.
3. The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal giving as much detail about the situation as possible.

Active Measures (continued)

3. In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
4. It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
5. Matters pertaining to individual students should be discussed with the student and his/her parent or guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.
6. Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

Preventative Measures

1. Be aware of the morale of the student body.
2. Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
3. Have a close working relationship with the student council.
4. Maintain an awareness of any tense community situations that could 'spill over' into the school and set the stage for a school disturbance.
5. Have the following sign posted on all exterior doors:

"VISITORS, PLEASE REPORT TO THE OFFICE"

Pickets and boycotts

1. Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
2. Pickets should be kept under discreet surveillance.
3. In non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practiced so that students will know what to do.

Teacher/Staff Responsibilities

1. In concert with receiving teachers, develop the "Clear the Room" plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

Explosion or Risk of Explosion

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1: Explosion on school property
- Scenario 2: Risk of explosion on school property
- Scenario 3: Explosion or risk of explosion in a surrounding area
- Scenario 4: Nuclear blast or explosion involving radioactive materials
(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats" refer to Pages 95 -97.

Scenario 1: Explosion on School Property

General Procedures

1. Call 911.
2. Initiate Duck, Cover and Hold procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -
- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.

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Scenario 2: Risk of Explosion on School Property

General Procedures

1. Call 911.
2. Determine the appropriate response signal: Lock Down Response or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures in Section 8.
4. If an explosion occurs follow the procedures outlined in pages 103-104.

Fallen Aircraft

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to Pages 88 - 94: Biological or Chemical Release.

After a crash event, the IC will direct the staff and students to do one of the following:

1. Remain indoors and await instructions.
2. Evacuate the facilities and form up in the assembly area, or other designated spot.
3. Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency backpack, and escort your students to the designated area. Check your buddy teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency cards, and staff rosters to the assembly area.

Report to the assembly area, take roll, display the appropriate alert card (red card signals missing students and/or need medical assistance, green card signals all students are accounted for) from the emergency backpack and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC

All staff will remain on duty until notified by the IC.

If the facility is hit

The IC will direct the following:

1. Call 911 and provide exact location and nature of the emergency.
2. Direct SERT members (Search Teams) to secure the crash area to prevent unauthorized access.
3. Direct SERT members to organize fire suppression activities until the Fire Department arrives.
4. Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). The assembly team and student release team will be activated.

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Hazardous Material Spill

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

General Procedures

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
4. Notify the custodial staff of the spill.
5. Evacuate and close off the area of the spill. (follow standardized evacuation procedures – See Section 8).
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Record the names and personal information of any persons exposed to the spill.
8. Notify the Charter Board.
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

Hazardous Material Spill (continued)

Evacuation Procedures

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers and Staff will be evacuated by school buses, other transportation, or by foot.
3. If it is decided that the building should be evacuated:
 - a. Sound the fire alarm
 - b. Notify the following:
 - i. 911 (alerts police and fire departments)
 - ii. Teachers and Staff
4. The location of the evacuation site will be posted by the Parent Coordinator outside the school for parent information.
5. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
6. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
7. The IC will provide a report to the Charter Board President office by phone or messenger as soon as possible after the evacuation. The report will include: (a) the location of the evacuation site, (b) the status of students and staff, and (c) the immediate needs of students, teachers and staff.
8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

Teacher/Staff Responsibilities

Abduction

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

Missing Student

1. Immediately notify the office when advised that a student is missing.
2. Assist IC with questioning of friends and fellow classmates as to why student is missing.
3. Maintain control of remaining students.

Riot, Racial Conflict or Gang Altercation

General Procedures

- Notify the IC.
- Call School Police.
- Make verbal contact in a calm, low-toned voice.
- Never grab or touch a violent student, unless they are causing harm to themselves or others.
- Violence is time-lined – if you can delay long enough, it may subside.

IC Responsibilities

- Evaluate the severity of the situation.
- Call School Police.
- Call district office.
- Activate the SERT.
- Be prepared to declare a lock-down response.
- Make contact in a calm, low-toned voice.
- If behavior does not cease, shout "STOP", and then lower your voice and encourage students to talk about the issued someplace else.
- Separate opposing factions and try to get them to a more isolated area so they can calm themselves down without losing face.
- Assist school police, as necessary.
- Identify participating students and any gang affiliations.
- Notify parents or guardians.
- Recommend for counseling.
- File an incident report.

7/21/08

Bloodborne Pathogen Cleanup Kit

Kits are provided for the protection of all staff and students of our school. The following is a list of supplies and procedures for the use of our Bloodborne Pathogen Cleanup Kits:

Supply Items:

- Instruction sheet for body fluid spill cleanup
- 1 quart Rubbermaid bowl and lid
- 2 pairs latex rubber gloves
- 2 large disposable towels
- 1 ½ gallon zip lock bag
- 1 8 oz. package of Sani-sorb bits
- 1 4 oz. Bottle of Virahol Disinfectant cleaner
- 1 large bandage

Cleanup Procedures:

1. Open Rubbermaid bowl and put on latex gloves.
2. Open up package of Sani-sorb bits and sprinkle the drying material over contaminated area.
3. Using the zip lock bag and using the disposable towels, pick up the dried material and put it in the zip lock bag.
4. Open the 4 oz. bottle of disinfectant and pour over the contaminated spot. Allow up to ten (10) minutes for disinfectant to work on sanitizing the area; then blot up the residue with the other disposable cloth and put the fluids and cleanup materials into the zip lock bag.
5. Dispose of zip lock bag in our large outside trash container, not in room wastebaskets.
6. Replenish the kit.
7. Leave work orders for custodial staff to shampoo area of contamination.

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Procedures for Dealing with Intelligence Regarding Weapons

Student has a Weapon, not on their Person, such as a locker or an empty classroom.

1. Isolate the area.
 - a. Remove all students and non-essential adults from the area to be searched.
 - b. Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted.
 - c. Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.
2. Identify two individuals to conduct the search: one to perform the search and the other as a witness. One of these individuals should be an administrator when possible.
3. If a hand-held scanner is available, run the scanner over the student's possessions.
 - a. If the scanner is activated, carefully conduct a pat down search of the belongings.
 - b. Safely secure all weapons and contraband found.
 - c. Contact the Police and/or School Resource Officer and turn over ALL weapons.
4. If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c.

Student has a Weapon on their person (intelligence – weapon has not been confirmed).

IC Responsibilities

1. Call 911.
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
3. Wait for police officer(s) to conduct search.
4. Turn all weapons over to the police.

Teacher/Staff Responsibilities

Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

Rumors

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

Section 10

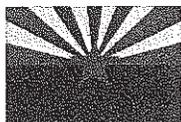
Emergency Management Plans Lock-Down – NO RESPONSE

A verbal command – no one moves in the school until the police arrive on the scene

This situation involves one of the three conditions:

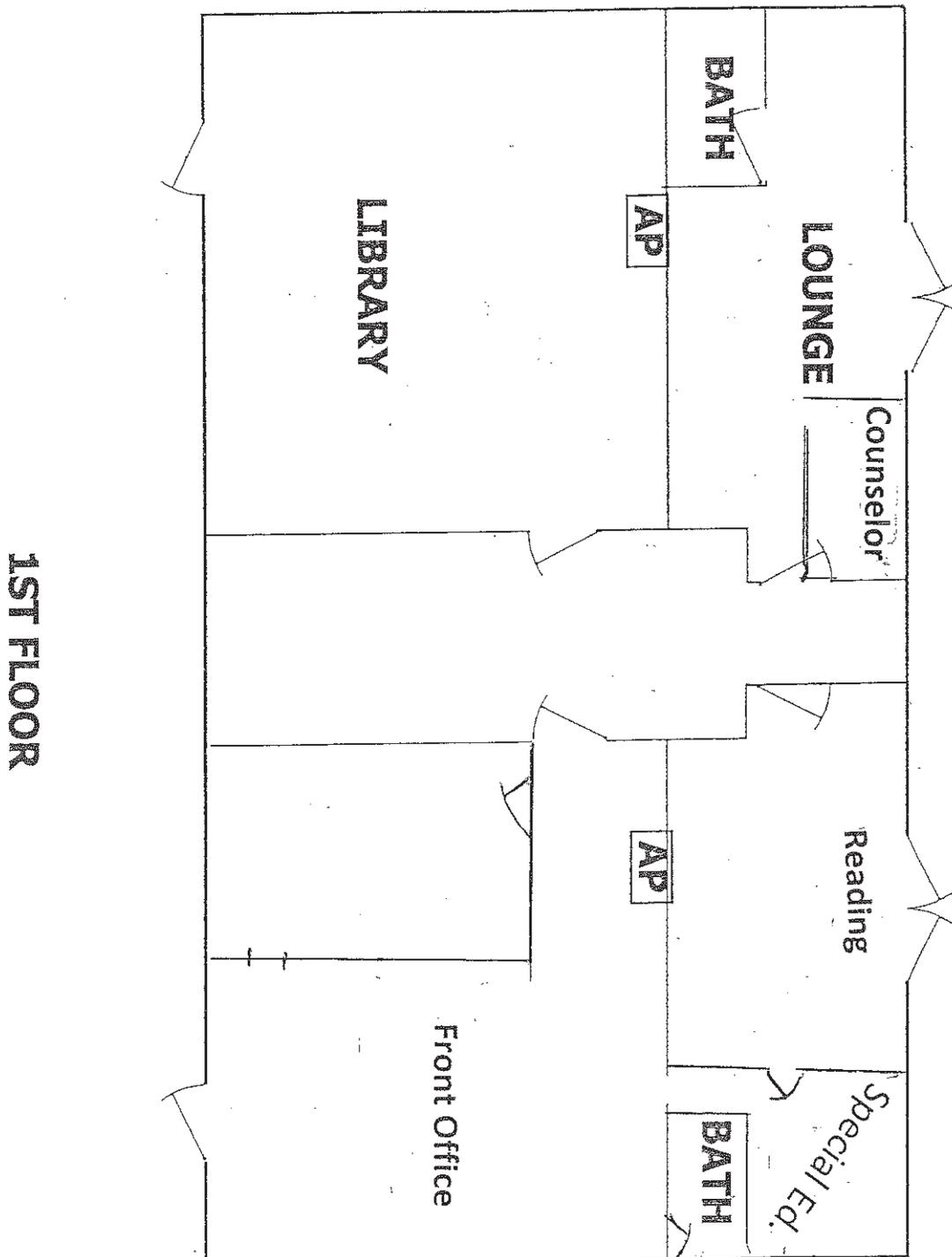
1. Armed Intruder
2. shots being fired
3. a hostage situation

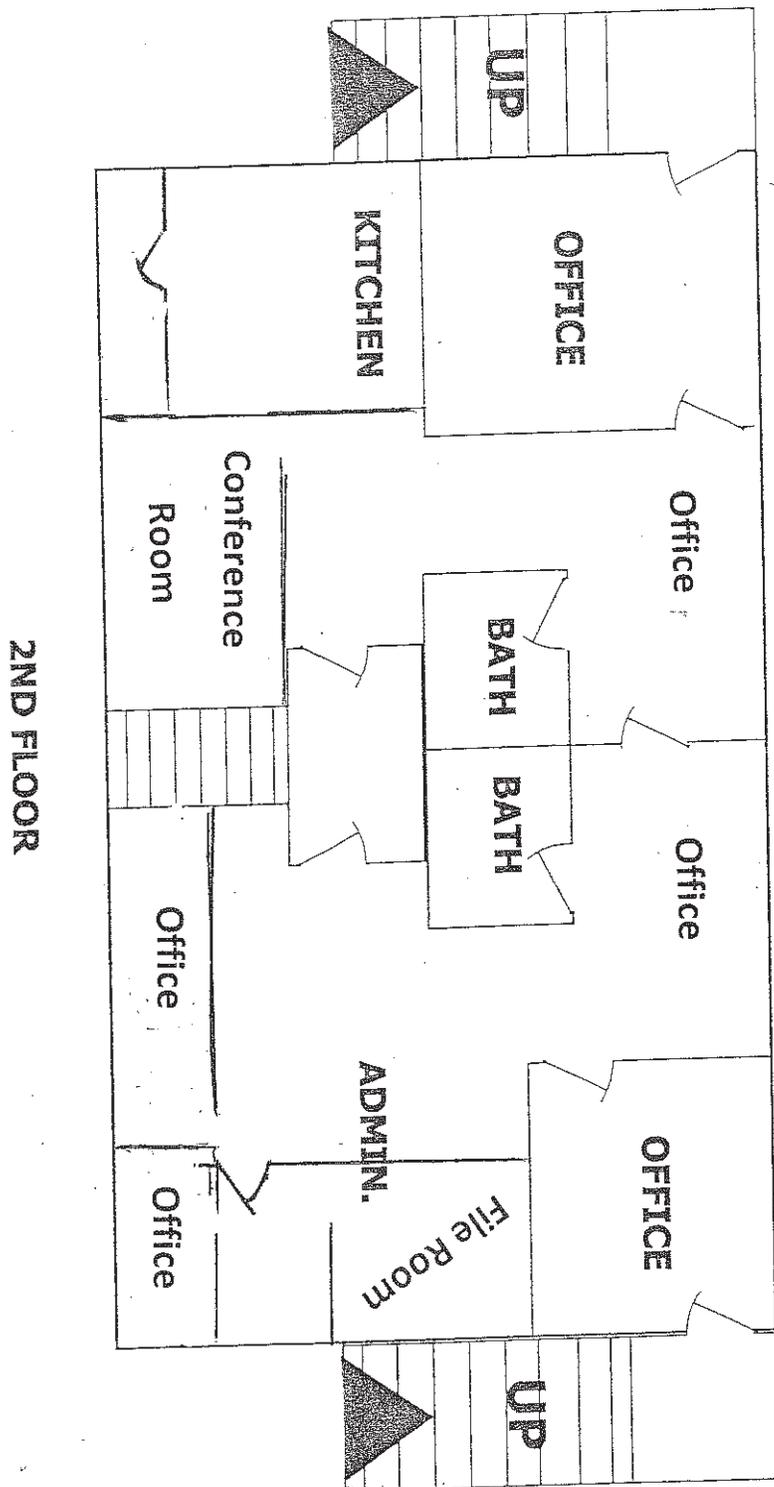
Please Note: *The five ICS functions are required at all NIMS/ levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/ICS protocols must be activated when responding to any emergency.*

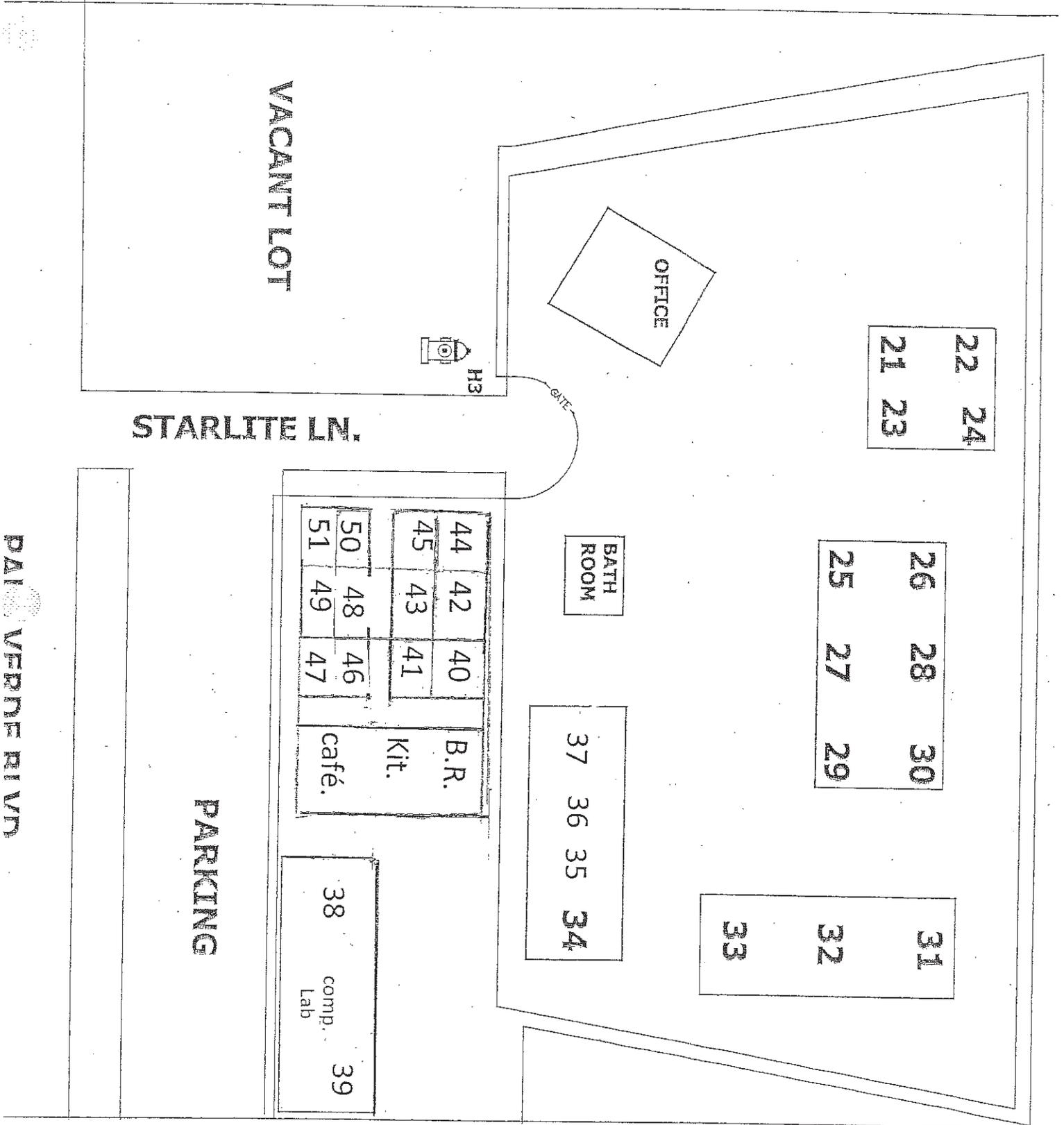


Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Lock-Down – NO RESPONSE, follow established procedures.
 - a. Lock Doors
Door are not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - b. Direct students to Duck, Cover and Hold in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.







Telesis Preparatory Academy Emergency Response and Lockdown Procedures

Crisis Response Team Services

- 1.) Meet with building key staff for action plan.
- 2.) Assist in handling media coverage.
- 3.) Facilitate meeting to provide information
- 4.) Support school staff.
- 5.) Help teachers process information with students.
- 6.) Be available for contact with parents.
- 7.) Provide helpful, factual information to parents.

Crisis Team

- 1.) Decides who contacts the families
- 2.) Writes a statement of facts for staff, students, and parents
- 3.) Determines necessary faculty for briefing
- 4.) Writes a statement of facts for media

Bomb Threat Procedures

UPON RECEIPT OF A BOMB THREAT, THE PERSON RECEIVING THE CALL WILL MAKE EVERY ATTEMPT TO:

- 1.) Prolong the conversation. DO NOT HANG UP THE PHONE. Use another phone to call authorities.
- 2.) Identify background noises and any distinguishing voice characteristics. Ask the caller for a description of the bomb, where it is, and when it is due to explode.
- 3.) The person receiving the threat will notify the Safety Officer and the Administration ASAP.
- 4.) The Safety Officer will call the police and fire departments.
- 5.) Check absentee list and on each absentee from class at the time the threat was received. Account for all students. Check all restrooms and the campus.
- 6.) Inform staff and students of the bomb threat and any immediate directions.
- 7.) Ask staff to make a visual observation of their classroom/ work area and inform them not to open cabinets, doors, or to move objects. If anything suspicious is found, DO NOT TOUCH IT!!! The bomb can be almost anything from a bundle of dynamite to concealed or ordinary objects (briefcase, toolbox, pieces of pipe, etc.). You will be searching for something that does not belong in the classroom/ work area. Safety Officer and administration will conduct preliminary search of exterior of buildings.
- 8.) Administration and Safety Officer will meet with Police and Fire Department to decide on the procedure for checking the building.
- 9.) Ask for volunteers to participate in the search with the Police/ Fire Department.

- 10.) If, at any time, the threat is determined to be valid, use fire drill procedures with any necessary modifications to evacuate the buildings. Evacuate at least 300 feet from any building.
- 11.) If a written threat is received, copy the contents and protect the original message to preserve fingerprints and other identifying marks.
- 12.) When the school is safe, administration will determine the class schedule for the rest of the day.
- 13.) The administration and the Safety Officer will debrief the staff and students.

Intruder on Campus

- 1.) Notify School Safety Officer ASAP.
- 2.) Lock classroom doors. Do not allow students to leave the classroom.
- 3.) Teachers take an accurate count of students.
- 4.) Notify office of any missing students.
- 5.) Staff will communicate to Office any information regarding intruder.
- 6.) School Administration and Safety Officer will determine the need to notify police of any emergency situation.

Chemical Spill/ Toxic Fumes

If spill/ fumes occur outside the school buildings:

- 1.) Keep students inside.
- 2.) Close all doors and windows.
- 3.) Don't step in spilled material.
- 4.) Establish contact with School Safety Officer and Administration.
- 5.) Be prepared to evacuate the building.
- 6.) If students are outside, move upwind.

Chemical Spill/ Toxic Fumes

If spill/ fumes occur inside the school buildings:

- 1.) Notify Safety Officer/ Administration.
- 2.) Evacuate immediate area.
- 3.) In case of a mercury spill, identify those who came in direct contact.
- 4.) For those with skin exposure only, wash the area at least 3 times with strong hand soap.
- 5.) Locate and decontaminate site.
- 6.) Dispose of Mercury containing materials appropriately.
- 7.) Obtain appropriate MSDS sheets to identify chemical.

Bus Accident

Non injury and Injury

- 1.) Call police.
- 2.) Notify Transportation Office.
- 3.) Call crisis team if needed.
- 4.) Plan for phone coverage in office.
- 5.) Notify Safety Officer and Administration.
- 6.) Provide list of students, bus driver, and teachers.

Hostage Situation

- 1.) Call 911.
- 2.) Notify Safety Officer and Administration
- 3.) Don't do anything to escalate the situation before the police arrive.
- 4.) Designate personnel to monitor campus.
- 5.) Monitor other areas of campus and to direct students not in class to a safe area.
- 6.) Make a list of those being held hostage.
- 7.) Contact Crisis Team to assist students and staff in dealing with the aftermath.
- 8.) Keep the media informed of the situation so that parents will have accurate information.
- 9.) Initiate lock down procedures.
- 10.) Inform office staff as to appropriate information to give to callers.
- 11.) Teachers should not allow students to leave classrooms. Teachers should direct students to be seated on the floor next to an interior wall away from windows and doors. Students will leave the classroom only after the ALL CLEAR announcement is given or when directed to move to another location by the police, safety officer, or administration.

Flooding

Major Flooding and School Closing:

- 1.) Notify parents of school closing via media.
- 2.) Shut off utilities.

Minor Flooding:

- 1.) When acting as a public emergency shelter, control of the school is relinquished to the civil emergency personnel.
- 2.) Follow procedures and any orders from the administration and civil emergency personnel.

Telesis Preparatory Academy

LOCK DOWN PROCEDURES

Lock down procedures maybe issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school buildings and or on school campus.

- 1.) First person to notice intruder (person with weapon or person who is upset or acting out of control) will notify the School Safety Officer ASAP.
- 2.) School Safety Officer will initiate lock down procedures by announcing warning over PA system or sending a messenger to each classroom.
- 3.) Safety Officer will determine the need to notify the Police of any emergency situation.
- 4.) Direct all students, staff, and visitors into classrooms.
- 5.) **LOCK CLASSROOM DOORS.**
- 6.) Cover all windows of classrooms.
- 7.) Move all persons away from windows and doors. Direct them to be seated on the floor next to an interior wall.
- 8.) Account for all students. Inform command center *immediately* if student(s) is/are missing.
- 9.) Allow no one to enter or exit the classroom until all clear signal is given by the Safety Officer.