



IMAGINE CENTENNIAL

Submitted by:
The Committee to Form

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August 21, 2012

Nevada Charter School Application Cover Sheet Page 1 of 3

Part 1: Basic Information

Name of Proposed Charter School

Imagine Centennial

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

Hadassa Lefkowitz

Mailing Address of Liaison (Primary)

1705 Plato Pico Drive, Las Vegas, NV. 89128

Telephone for Liaison (Primary)

(702) 280-7078

Email Address for Liaison

wldsrvd@gmail.com

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

Imagine Schools

Physical Address of School (If Known)

6610 Grand Montecito Parkway, Las Vegas, NV 8914

Geographic Region or Neighborhood Where Proposed School Will be Located

Centennial Hills

School District in Which the School Will Be Located

Clark County School District

Enrollment Projections

	Grade Levels Served	
School year 1	K-5
School year 2	K-6

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

375
450

Ultimately, the school expects to serve a total of 525 pupils in grades K to 8.

Title/Relationship to Committee to Form

Chairperson

Telephone for Liaison (Secondary)

Fax for Liaison

(702) 382-9452

Intended Opening Date School year: e.g. fall

Fall of 2013

Proposed Sponsor:

X State Public Charter School

School District

5

Which One? ____

Public College or University

Which One? ____

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

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

Yes
 No

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

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

Yes
 No

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

Vocational education status (NAC 386.415):

Is this an application for the vocational education charter school?

Yes
 No

If yes, respond to A.10

Distance education status:

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

Yes
 No

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

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

Yes
 No

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

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

Yes
 No

If yes, what is that number or ratio?

26:1

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

Part 3: School Description (150-word maximum)

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.

Imagine Centennial was organized in late 2011 to serve children in grades K-8. Located in northwest Clark County, the Mission of the school is to "provide a 21st Century learning environment rich in rigorous academic offerings in support of Imagine Schools' six measures of excellence, designed to challenge, educate, and nurture the whole child in a safe supportive atmosphere and close personal attention, with parents and the community, as we believe all children are capable of success, no exceptions." The Committee to Form envisions "an academic community where all children experience success and are encouraged to become creative thinkers, innovative problem solvers, effective communicators and emerging leaders, undergirded by strong character and high moral values, able to effectively influence our local and global communities for the greater good.

Application Certification

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

Signature of Liaison:

Hadasa Lefkowitz

Date:

August 15, 2012

Printed Name:

Hadasa Lefkowitz

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A. EDUCATION PLAN

A.1 MISSION, VISION AND EDUCATIONAL PHILOSOPHY

A Committee to Form was organized in early 2012 to establish Imagine Centennial to serve children in grades K-8 residing in northwest Clark County. Imagine Centennial will be comprised of a committed Governing Board, an outstanding principal, and highly qualified and caring teachers along with a dedicated support staff. Our educational program will be based upon the Imagine Curriculum, the Six Measures of Excellence, and the use of technologically advanced teaching tools. Imagine Centennial will start with kindergarten through fifth grades and will add grades sixth through eighth; one grade each year.

REQUIRED ELEMENTS:

A.1.1 STATED PURPOSES (NRS 386.520(4) (b))

To create a school of choice for northwest Clark County families, two stated purposes (#1 & #5 in application) are listed below. These purposes lie within our mission and vision.

PURPOSE # 1) Improving academic achievement of pupils. – At Imagine Centennial, all students will be provided with tools for academic learning and with tools to foster personal growth and development. Our nationally recognized curriculum will immerse students in a solid understanding of reading, writing, and mathematics. Students will learn to organize and explain their thinking and produce original and creative work. Real-world situations will be applied to enrich the classroom experience.

The reading program will strengthen comprehension and analysis. Reading and writing skills will be developed across disciplines. In math, students will learn key skills, emphasizing high-level problem solving and critical thinking. Science, history, and geography will encourage interest in the world and how it functions. Technology supports ambitious, engaging lessons. Imagine Centennial will produce mastery of skills, laying a strong foundation for future studies.

PURPOSE # 5) Providing a method for public schools to measure achievement based upon the performance of the schools - At Imagine Centennial, we will measure academic achievement based on the measurement of same-student learning gains, measuring how much students learn from the beginning

of the school year to the end. By testing students at the start of the year, our teachers learn what students know and in what areas they need to improve. Testing students at year-end then shows how far each student advances during the school year. We will use the norm referenced Stanford 10.

A learning gain of 1.0 represents a student that has participated in one year of education and stayed at the same relative position as students in the national norming sample participating in the same year of education. A student with a learning gain greater than 1.0 has made more progress than expected; a gain of less than 1.0 represents less progress than expected.

To illustrate, John Jones, enters the 4th grade in the fall. Since he has not experienced much, if any, of the 4th grade, he is tested as a 3rd grade student. On the fall test, he receives an NCE score of 40. In the spring, John has completed the 4th grade and is tested as a 4th grade student. On the spring test, he receives an NCE score of 50. His learning gain is 10 (50 – 40), reported as the transformed score of 1.10, showing that John has made more progress in academic achievement during his 4th grade year than is expected.

In 2010-2011, students in 93% of Imagine schools achieved average learning gains of more than one year (vs. 50% students nationwide based on Stanford 10 norms). More than two-thirds of students transferring into Imagine Schools from other schools experienced learning gains much less than a full year; meaning they have been gaining less than a year's proficiency for each year they have been in school. Hence, Imagine students have dramatically improved their annual learning gains, giving many of them a chance to catch up and ultimately perform at grade level. The Mission and Vision statements reflect our philosophy of strong student achievement.

A.1.2 – MISSION STATEMENT: *“The mission of Imagine Centennial is to provide a 21st Century learning environment rich in rigorous academic offerings, designed to challenge, educate, and nurture the whole child in a safe supportive atmosphere, with strong parent and community involvement, as we believe all children are capable of success, no exceptions.”*

A.1.3 –VISION STATEMENT: *“We envision an academic community where all children experience success. Our students are encouraged to become creative thinkers, innovative problem solvers, effective*

communicators and emerging leaders, undergirded by strong character and high moral values. These attributes enable our students to effectively influence local and global communities for the greater good.”

A.1.4 –EDUCATIONAL PHILOSOPHY

Our educational philosophy, anchored in the staunch belief that all children are capable of learning and achieving, is grounded in our Six Measures of Excellence referenced in our mission statement:

- ❖ **Parent Choice** – Imagine Centennial founders believe that, given a choice, parents will seek out the best school for their children. On a daily basis, they see the academic, character, behavioral, and social growth of their children, making parents the most reliable measure of accountability and quality.
- ❖ **Academic Growth** – We will evaluate academic growth through same student learning gains. By testing students at the start of the year our teachers learn what students know and in what areas improvement is needed. Testing students at year-end shows student advances during the school year.
- ❖ **Character Development** - Positive character development is not a nice add-on to the curriculum – it is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community.
- ❖ **Shared Values of Integrity, Justice and Fun** - Integrity means wholeness, or how things fit together. It means that we must balance teaching and modeling of character development and academic achievement. Justice means to each person what he or she deserves and to each person what is appropriate. Fun (or decision-making) means those closest to the situation will make the decisions about the situation. We strive for an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the outcomes.
- ❖ **Economic Sustainability**- Economic sustainability at Imagine Centennial means balancing expenditures and revenues to live within our means. Careful stewardship of limited financial resources is essential to eliminate waste and use funds where they most benefit teaching, learning, and school growth.

❖ **School Development** - A sixth measure is focused on school development with a continuing commitment to provide opportunity for school choice in Nevada and elsewhere in the nation.

At Imagine Centennial, our educational philosophy emphasizes academic excellence and positive character development as essential elements of life-long success. Our school will encourage innovative teaching practices that personalize learning based each student's needs. We will also provide, through our Six Measures of Excellence, a system of accountability for results in public education. Finally, we will support our principal, teachers, and school staff as the front-line leaders and decision-makers, who will best know the needs, challenges and opportunities of our school community.

A.2 SCHOOL SPECIFIC GOALS AND OBJECTIVES

Educational performance and organization management goals, developed as per NRS 386.520 (4)(b), are anchored in the Measures of Excellence cited in our Mission, Vision and Educational Philosophy.

REQUIRED ELEMENTS:

A.2.1 – TO PROMOTE STRONG ACADEMIC/EDUCATIONAL PERFORMANCE, IMAGINE CENTENNIAL WILL:

1 Improve academic achievement of pupils.

(a) In grades 1-8, 75% of students at Imagine Centennial will average more than one year of academic growth in ELA and Math as annually measured by the Stanford 10 fall pre-test and spring post-test.

(b) Seventy-five percent (75%) of students enrolled in grades 3-8 for three consecutive years will achieve Proficient or Advanced status on the state's annual assessment.

A.2.2 – TO PROMOTE STRONG ORGANIZATION/MANAGEMENT PERFORMANCE, IMAGINE CENTENNIAL WILL:

5 Provide a method for public schools to measure achievement based on the performance of the school.

(a) Eighty percent (80%) of eligible students will subsequently re-enroll, showing positive parent choice.

(b) One hundred percent (100%) of staff members will complete the Imagine Schools Shared Values Survey, as a positive indicator of shared values.

(c) In response to questions posed in the Imagine Schools Student Character Education Survey, regarding caring for others and respecting school property, eighty percent (80%) of students will respond with “Always” or “Often” as an indicator of positive character.

(d) The school will demonstrate economic sustainability by operating within a balanced budget; all staff will be knowledgeable about the budget as an indicator of economic sustainability.

A.2.3 – ASSESSMENT TOOLS, DATA AND ARTIFACTS USED TO MEASURE PROGRESS OR ATTAINMENT OF GOALS AND OBJECTIVES

In accordance with NRS 386.520(4) (b), Imagine Centennial will:

#1 Improve the academic achievement of pupils:

a) In grades 1-8, Imagine Centennial students will average more than one year of academic growth in ELA and Mathematics **measured annually by the Stanford 10 fall pre-test and spring post test**

b) Seventy-Five percent (75%) of students enrolled in grades 3-8 for three consecutive years will achieve Proficient or Advanced status on **the state’s annual assessment**.

#5 Provide a method for public schools to measure achievement based on the performance of the school.

Imagine Centennial will utilize the Imagine Schools Performance Measures:

(a) Eighty percent (80%) of eligible students will re-enroll for the subsequent school year as a positive indicator of parent choice; **measured by re-enrollment data**.

(b) In grades 1-8, students will average more than one year of academic growth in ELA and Mathematics as annually **measured by the Stanford 10 fall pre-test and spring post-test;**

(c) One hundred percent (100%) of staff members will complete the Imagine Schools Shared Values Survey; **measured by the return rate of Values Survey**.

(d) In response to questions posed in the Imagine Schools’ Student Character Education Survey regarding caring for others and respecting school property, eighty percent (80%) of students will respond with “Always” or “Often”, **measured by Student Character Education Surveys**.

(e) The school will demonstrate economic sustainability by operating within a balanced budget; all staff will be knowledgeable about the budget as **measured by monthly trend reports and responses to the**

economic question on the Shared Values Survey.

A.2.4 REASONABLENESS OF GOALS GIVEN THE SCHOOL'S MISSION, EDUCATIONAL PROGRAM AND TARGET POPULATION.

Goals are derived from the mission, vision, and educational philosophy of the school. The Committee to Form developed an approach to education to meet the needs of students and satisfy parents over the long term, fostering the important goal of sustainability. Strong academic growth and positive character development are essential components of Imagine Centennial's mission and vision. Parents seeking schools of choice are often looking for programs that challenge and support their children academically and socially. The target population includes families who want a choice for various reasons, but often, they are seeking a safe environment, academic rigor and a focus on positive character development. Each element is essential to Imagine Centennial's mission, vision, and educational program.

A.3 CURRICULUM AND INSTRUCTION

Our curriculum reflects our mission and educational philosophy, centers on Common Core Standards in Math/English Language Arts, and aligns with Nevada State Standards in science/social studies.

REQUIRED ELEMENTS:

A.3.1 CURRICULUM AND INSTRUCTION

Imagine Centennial will follow the Imagine School's Standards Based Curriculum developed by our National Education Team, with input from the best education and business leaders, regarding expectations for students in an increasingly global society. Imagine Schools' proprietary curriculum guides teachers and students toward today's expected advanced level of learning. Our Curriculum Guide (K-8) promotes challenging academic standards that lead to high achievement for all students. We believe that engaging students in a rigorous standards-based curriculum is essential to successful achievement. The National Common Core Standards Initiative has afforded Imagine Schools an opportunity to collaborate nationally to implement these new standards and assessments. This Standards Based Curriculum is based upon the national Common Core Standards. Until Nevada adopts the Common Core Standards in all subjects, we will continue to use the alignment to current state standards for Science and Social Studies.

The Imagine Schools' English Language Arts Curriculum embraces the content and philosophy of the Common Core Standards. To meet the charge to define college and career readiness, the Standards also define a vision of what it means to be a literate person in the twenty-first century. Imagine uses the ten Common Core anchor standards for Reading for both literary and informational text and includes texts in history/social studies, science and technical subjects. Our Writing Standards emphasize Common Core anchor standards covering numerous text types and subject areas to integrate reading and writing across the curriculum. Students encounter texts of appropriate complexity at each grade level and develop the mature language skills and conceptual knowledge needed for success in school and life. Grades 6 - 8 focus on content literacy in science and social studies, as per the Common Core Standards. Coupling this solid, standards-based curriculum with a socially interactive classroom environment fosters the love of language, encouraging students to listen, question, discuss, debate, and share all that they learn.

The Imagine Curriculum includes the Common Core Standards for Mathematical Practices focusing on the eight practices consistent across all grade levels. These practices are defined in Common Core language as: (1) making sense of problems and persevere in solving them, (2) abstract and quantitative reasoning, (3) constructing viable arguments and critique the reasoning of others, (4) modeling with mathematics, (5) using appropriate tools strategically, (6) attending to precision, (7) looking for and using structure, and (8) looking for and expressing regularity in repeated reasoning. Educators connect these practices to mathematical content to assist students in exploring math concepts to develop critical thinking skills.

Effective science education begins in early childhood, when parents and teachers respond to a child's natural curiosity about the world around him/her. Imagine Centennial offers a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. They will inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Physical Science, Life Science, Earth and Space Science, Science as Universal Inquiry, and

Science and Society. Unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines.

A combination of literature, science, technology, and the arts enrich our Social Studies curriculum, adding interest and integration to this fascinating subject. A personal and a global perspective are essential elements for students facing a world of rapid change, so both elements are present in the four social studies strands of History, Geography, Civics, and Economics. These strands contain themes ranging from cultures to environments, providing for the integration, extension and application of knowledge to active participation in a global society. In addition to History, Geography and Civics, Economic Literacy is also taught through the Imagine Schools Curriculum.

The school's organization model to support teaching and learning is comprised of Primary Academy (Grades K-2), Intermediate Academy (Grades 3-5), and Middle School/Preparatory Academy (Grades 6-8), as is followed in our Curriculum Guides. Each of these grade level units is considered an Academy within Imagine Schools. This organizational structure enhances our ability to individualize our program and to address individual and developmental needs of our students. In addition, this structure serves to coordinate curriculum mastery with student developmental traits and needs. The standards-based curriculum is delivered at each grade level, with standards spiraled from one year to the next as students and teachers work together over a three-year period. Teachers plan horizontally and vertically to ensure student progress and mastery of the Nevada State Standards.

In staying true to Imagine Centennial's mission and vision, our focus will be on 21st Century skills to develop students that will effectively influence local and global communities for the greater good. Our model to implement these "work place competencies" will be MicroSociety. MicroSociety provides avenues to create real life business ventures and government agency activities that are authentic and interconnected. Children find meaning and purpose in their learning and are on their way to becoming productive, contributing citizens and skilled innovators in a global economy. Guiding Principles include:

- **Student Voice and Choice** - Students, who have voice and choice as citizens, construct their own learning and shape their school culture.
- **Learning by Doing** - People learn best when engaged in work that is meaningful to them.

- **Entrepreneurial Spirit** - Motivates dynamic learning and pursuit of new ideas and opportunities.
- **Real World Experiences** -Increasingly sophisticated, intellectual, economic, social, and political experiences and a balance of intrinsic and extrinsic rewards continually engage and challenge students.
- **Teachers as Facilitators** –Teachers facilitate integrated learning with multiple opportunities for success.
- **Shared Responsibility and Authority** - Opportunities for leadership, meaningful decision-making, and responsibility are vested, aligned, and accounted for at every level.

MicroSociety arranges programs and activities by the strands of Economy, Citizenship/ Government, Humanities/Arts, and Technology. Each strand (e.g. Economy) and its sub-strands (e.g. banking) consist of core subjects (e.g. math), connecting the real world and the basics.

Physical education is also a part of the regular school day schedule. Special area classes such as art, music, languages, etc. may be added to the curriculum as school enrollment builds. These additional classes help fulfill the school’s mission of developing and nurturing the whole child.

Imagine educators work diligently to teach students the importance of becoming a person of good character at school, home, and in all of life. We care as much about the kind of person our students become—the kind of brother, sister, and friend, as well as future spouse, parent, and citizen—as we do about their academic gains. Positive character development is not a nice add-on to the curriculum, but is a crucial aspect of a quality school. We believe that schools must cultivate a culture of character to be a successful learning community. Character Counts® curriculum’s six pillars of character are integrated into all subject areas: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

As Imagine Centennial believes that all children are capable of success - no exceptions, we will adopt Kids at Hope school-wide. “Kids at Hope” is foremost a belief system, supported by a cultural strategy, enhanced by programs. “Kids at Hope” will guide staff in keeping children at the focus of all decisions. Each day, students will begin their day with the following words:

Kids at Hope Pledge

I am a Kid at Hope. I am talented, smart and capable of success. I have dreams for the future and I will climb to reach those goals and dreams every day. All Children are Capable of Success, No Exceptions!

Through a strong standards-based curriculum aligned to the Common Core and the Nevada State Standards, special area classes to develop the whole child, MicroSociety, Character Education, and Kids at Hope, Imagine Centennial will provide a learning environment highly conducive to student success.

A.3.2 Attachment – *Schedule of Courses for Each Grade Level*

A.3.3 Attachment – *Course Descriptions/Core Content Areas*

A.3.4 Attachment – *Nevada Standards Alignment Chart (See statement included in attachment.)*

A.3.5 Attachment - *Courses to be completed for Promotion to Each Grade Level*

A.3.6 Attachment – *Typical Daily Schedule*

A.3.7 Attachment – *Not Applicable*

A.3.9. Attachment – *Copy of Proposed School Transcript*

A. 3.10. TRANSFER OF CREDIT POLICY

Based on NRS 386.582, a student who successfully completes equivalent courses at a charter school must be allowed to transfer the credit toward advancement to the next grade at any other public school or toward graduation from any other public school. As seen in NAC 386.150(8) information regarding credit for courses successfully completed will be provided on a report card and other appropriate documentation to the receiving school.

A.3.11 Attachment – *Listing of Textbooks by Content/Grade Level*

A.3.12 INSTRUCTIONAL STRATEGIES

Educational reform calls for educators to redesign their instructional programs so that every student achieves high academic standards. Teacher instructional methods, the learning environment, and presentation of complex ideas and materials can stimulate curiosity and creativity, foster critical thinking, and call for higher-order thinking in children. At Imagine Centennial, learning will be a process of discovery and mastery of knowledge, information and experience in an interactive learning environment. Instructional methodologies include a repertoire of research-based teaching and learning practices carefully matched to our philosophy. Instructional strategies encompass these learning principles:

- The **selection of appropriate instructional methods must be data-driven** and based on timely student achievement data gathered at the school site.
- **Learning must be an active** rather than a passive experience throughout the normal daily routine with a focus on student engagement and current brain research on how students learn best.
- **Teachers’ knowledge of content** and their ability to communicate and transfer this knowledge to students is critical to help students’ master concepts and skills. Depth of content knowledge allows teachers to be flexible in explanations for learners to help them master the essential understandings.
- The **quality of the instruction is the key variable in student mastery** of the standards. Instructional, evidence-based and research-based strategies will be used to deliver content and transfer knowledge.
- **Parents are a critical resource**, with a leadership role in this process. Parent communication about the teaching and learning process is a priority, and “parents as partners” is the Imagine message.

The following are just some of the instructional strategies to be used by Imagine Centennial teachers:

- *Project Based Learning*: Projects allow students to apply skills mastered in class to the real world.
- *Cooperative Team Learning*: Students discuss and evaluate ideas expressed by their teammates and share their own insights with, and react to, feedback. Cooperative learning is emphasized in science/social studies and highlighted as students’ progress through grade levels.
- *Socratic Seminar*: Socratic seminars reflect the embodiment of Socrates’ belief in the power of asking questions, and prize inquiry over information and discussion over debate. The seminar is a formal, text-based discussion where students respond to a leader’s open-ended questions, learning to work cooperatively and question intelligently, in support of Common Core Speaking and Listening standards.
- *Learning Stations*: A learning station is a collection of activities or materials designed to teach, reinforce, or extend a particular skill/concept. Stations motivate students to explore topics, focus on learning concepts, promote growth toward goals, and they address specific learning levels or styles.
- *Active Learning*: This is a feature of our teaming approach, implemented through hands-on, active learning opportunities to help students discover and construct knowledge for themselves and create novel solutions to problems. Active learning helps students meet learning, social, and emotional needs.
- *Flexible Use of Time and Variable Grouping Strategies*: Students work in small learning groups with different tasks based on individual needs of the student and/or group; e.g. one small group may work with a teacher in a directed learning activity, while other groups work on personal learning projects.
- *Teaming*: Interdisciplinary instructional teams in middle grades include two or more teachers who share

a common group of students and a common planning time. Teachers meet regularly to plan curriculum, discuss students' needs/progress, and design interdisciplinary activities to connect content areas and increase curriculum relevance. This structure fosters interdisciplinary planning and communication about students across a grade level.

- *Personal Learning Goals*: A core educational purpose at Imagine Centennial is to enable students to take responsibility for their own education and become lifelong learners. Every student has personal learning goals identified in an individualized learning plan. Portfolios periodically shared with parents/teachers, track progress on goals.
- *Technology Literacy*: Students will engage in the use of technology as a learning tool. Technology supports active learning, independent inquiry, and differentiated skill and strategy practice. Grade appropriate activities accompany each major strand of technology literacy:
 - Basic operations and concepts
 - Technology productivity tools
 - Technology research tools
 - Social, ethical, and human issues
 - Technology communications tools
 - Technology problem-solving and decision-making tools.
- *Essential Nine Instructional Strategies*: Researchers at Mid-continent Research for Education and Learning (2000) identified nine instructional strategies likely to improve student achievement across all content areas and grade levels. Toolbox strategies help differentiate instruction to match learner's needs:
 - Identifying similarities and differences
 - Reinforcing effort and providing recognition
 - Nonlinguistic representations
 - Setting objectives and providing feedback
 - Cues, questions, and advance organizers
 - Summarizing and note taking
 - Homework and practice
 - Cooperative learning
 - Generating and testing hypotheses

Using current data about student progress in mastering essential learning, teachers discuss progress and use information about student success and challenges to design the next unit of instruction. The Professional Learning Community approach in the Primary (K-2), Intermediate (3-5), and Preparatory (6-8) Academy drives a constant focus of finding the best instructional approach to help each student master the standards.

A.3.13 PROFESSIONAL DEVELOPMENT PLAN

Professional development is an ongoing process derived from needs assessments, teacher observation, teacher self-reflection, and student assessments. A professional development plan is constantly revised to ensure that needs of teaching and support staff are being met to maximize student achievement. Four full-day professional development days, in addition to the two-week fall institute, are built into the school calendar.

Professional Development begins with the fall institute, introducing teachers to the Imagine philosophy, research-based instructional strategies, Nevada State Standards, Imagine Curriculum Guides, MicroSociety, Kids at Hope, and Character Education. This front-loading approach allows teachers to clearly understand the standards and curriculum, and other expected programs and initiatives.

A meeting rotation schedule has built in time for professional development. This includes time for grade level, academy and task force meetings to review student data, work on vertical alignment, share data, work on instructional strategies, and support other school activities. Professional development is provided by in-house staff or by professional consultants. Professional development will also come from the State Public Charter School Authority and the Nevada Department of Education.

Individual teacher observations create a need for differentiated professional development. Teachers are expected to follow-through on assignments, video and other professional resources. Time is allotted for teachers to visit classrooms to see other teachers in action as a learning opportunity.

A. 4 ASSESSMENT AND ACCOUNTABILITY

Formative and external summative assessments communicate academic growth. Data is used to evaluate progress and communicate with stakeholders and parents/guardians.

REQUIRED ELEMENTS:

A.4.1 Attachment – School Assessment Plan

A.4.2 LIST OF ASSESSMENT INSTRUMENTS

The assessment tools listed below will monitor Imagine Centennial student achievement and growth. A detailed explanation of each tool is provided in Attachment A.4.1 – Assessment Plan.

Imagine Centennial Assessments/Measures			
Stanford Achievement Test (SAT 10)	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Curriculum Based Measures	Imagine Schools Parent Survey (Spring)
Nevada Criterion Referenced Test	Imagine Schools Benchmarks	Classroom Assessments (required at all grade levels)	Imagine Schools Staff Survey (Spring)
STAR Enterprise,(STAR Reading, Math, and Early Literacy)	DIBELS Math	Imagine Schools Student Survey (Spring)	

A.4.3 APPROACH TO ASSESSMENTS

At Imagine Centennial, we understand that assessment data is only effective if it is utilized on a regular basis to make decisions about what is being taught in the classroom. Our comprehensive assessment program balances formative and summative student learning/achievement data, recognizing that fine balance between instruction and assessment. School faculty will use and monitor data collected from ongoing student assessments. Analyses of assessment data provide critical information regarding student strengths and weaknesses. It provides targeted areas of focus for staff and parents to facilitate and increase students' academic achievement. Information discussed during cluster/academy meetings (K-8), at weekly grade level planning meetings/data chats, and staff meetings provides a clear picture of where a student is relative to learning targets and standards. Through student-led parent-teacher conferences, students are able to articulate and share information about their own learning. This data is also used to make decisions during the RTI process.

At Imagine Centennial, we also implement a framework for effectively using data to make instructional decisions. This framework incorporates data from various sources, uses a school data team to encourage the use and interpretation of data, holds collaborative discussion sessions among teachers about data use and student achievement, and instructs students how to use their own achievement data to set and monitor educational goals. Research shows that effective data practices are interdependent among the classroom, school, and region levels; thus we understand that data use has to be connected across the board. Assessment for learning plays a critical role in Imagine Schools' plan to meet the needs of all students. Assessments (screening, benchmarks, progress monitoring and diagnostic) provide information

to teachers that guide instructional planning throughout the year. Through these assessments, teachers will know which students are at risk and need intervention in a particular academic area, which students are in need of minor additions to their instructional program, and which students have mastered skills in line with their grade level and are likely to continue on this path with high quality classroom instruction. An Individual Student Learning Success Plan ensures that instruction is aligned with individual needs. Assessment data also help teachers create their own professional development plans in specific areas of instruction.

To collect, evaluate and use data to effectively enhance student learning, support is provided by a Regional Student Achievement Coach and a school site Data Coach (classroom teacher). These coaches facilitate data analysis and action planning. Working with grade level teams, coaches build learning communities and support long term improvement. Distributing work across team members lightens the burden of any one person, ensuring that if a member is absent, the team continues to function.

Another necessary support for effective data-driven decision making is access to the right tools— data collection/analysis software, access to the Internet/email, and access to practical guides and references. A technology infrastructure, with professional development for users and equipment maintenance, supports sustainability of improvements and aids long term data use.

Time is one of the most critical supports staff members need to use data for decision making. Some activities, such as sharing data collectively by grade level, are embedded in staff meetings. Other activities, such as identifying improvement strategies, require more time and often occur during scheduled in-service days. All teachers will have common planning time for instructional planning and data chats.

A.4.4 LONGITUDINAL DATA ANALYSIS AS A MEASURE OF SUCCESS

Imagine Centennial will use the Stanford Achievement Test 10th Edition fall and spring to measure learning gains. The SAT-10 was chosen because of its high correlation to the Common Core State Standards and the Imagine Schools' Curriculum. We require administration of the total reading and total math sections and the science section for all grades (1-8) as well. The SAT-10 categorizes data into the strands, standards, and benchmarks allowing teachers to analyze, evaluate, and track individual student

progress in each of these areas. At the end of each school year, the assessment team takes fall and spring data and

measures the same student learning gain for each individual student. SAT 10 assessments provide:

- Learning Gain Report
- Instructional Grouping Report
- Multi-Test Class Report
- Class Clusters Summary Report
- Item Analysis – containing the description of the Benchmark Content Cluster

Baseline achievement levels for all students are determined by the fall administration of the SAT-10. Each student's rate of academic gain is determined at the end of the year through the comparison of fall test and spring test results in the Learning Gain Report and Multi-Test Class Report. SAT 10 results are compared to the performance of a representative national sample of students just completing the same grade level. The most useful scores are the Percentile Rank (PR) and the Normal Curve Equivalent (NCE), which allows us to compare our students to what is expected based on the national sample at the beginning and end of the year. This also allows us to compare these learning gains to the performance of the national sample for the previous grade level and their current grade level. A learning gain measures the relative amount of growth that a student made over a typical school year. That is: End of Period NCE – Beginning of Period NCE. A difference of 0 indicates that the student advanced the same amount as similar students in the norming sample.

At Imagine Centennial, a variety of data reports are prepared by our statistician to look at student learning gains over time. These reports follow students from year to year and are provided to all Imagine Schools. Other statistical reports track trends that a certain grade level or school has shown in reading or math. Learning gain reports also track teacher data over time and students' demographic status.

The SAT 10 measures student success longitudinally, but we also use the Nevada CRT results to look at status over time. Measuring a learning gain is different than measuring proficiency. We look at both growth and status each year and across the years to truly assess school-wide academic achievement.

Purposeful analysis uses data to evaluate programs and student progress. To make decisions about programs, data is analyzed over time. Data is disaggregated and analyzed across students, classes and teachers, by using multiple sources. Going beyond simple analysis (examining one year's results on a

single test) to in-depth analysis (examining multiple types of data from varied sources over multiple years), educators determine the effects of their practices and make modifications to improve performance. Attachment A.4.1 shows how academic growth is measured using the SAT 10.

A.4.5 STRATEGIES TO ENSURE DATA USE

The data use plan provided by <http://datause.cse.ucla.edu/>, and shown in Attachment A.4.1, guides our school-wide data use process. Factors include: providing targeted data collection, prioritizing needs and options, using a task force or team to make decisions and to develop a plan, implementing the plan, collecting data, and communicating with stakeholders. Next, analyzing and reworking the plan as necessary is an important part of the process.

Strategies to ensure that data are used to improve student achievement and close achievement gaps include:

- 1) Establishing an annual progress monitoring plan and calendar by scheduling assessments, baseline SAT10, benchmarks, mid-year assessment, and weekly focus tests:
 - Ensuring that lesson plans include formative and summative assessments;
 - Observing formative assessments during walk-throughs and formal evaluations;
 - Observing in classrooms no less than twice yearly for well qualified teachers and once per grading period for new teachers or for those needing assistance. Frequent observation by the Instructional/Data Coach should occur.
- 2) Creating Individual Learning Plans for each student:
 - Students will know their objectives and goals and monitor their progress
 - Parents will receive feedback regularly during each grading period;
 - Students will be involved in parent-teacher conferences (i.e. student-led data presentation)
- 3) Utilizing the Instructional/Data Coach to facilitate data use.
 - The Data Coach will understand his/her role and work collaboratively with all teachers.
 - The Data Coach will be part of the Leadership Team.
- 4) Conducting weekly progress monitoring data chats with grade level teams using reporting tools.
- 5) Collecting data and analyzing assessment results and learning gains:
 - Schedule Professional Development days shortly after major assessments;
 - Create data walls and/or data room to share progress and solicit advice;
 - Provide visual displays of data tracking student progress present in all classrooms and in school hallways (no student names will be displayed).

A. 4. 6 DATA MANAGEMENT PLAN

At Imagine Centennial, teachers and school leadership will be engaged in the data process and be ready to adjust the response to data at all times. Constant reflection and a willingness to change course are essential in addressing student academic achievement. To attain this, a comprehensive plan for understanding and using data will be developed. However, we realize that support must come with this plan. Collaboration across and within grade levels and subject areas is essential. Imagine Schools will be instrumental in teaching and monitoring the process to ensure that faculty members understand their roles in using data. Support will include a data coach, data teams, professional development, and time set aside for structured collaboration. Additionally, Imagine provides a system and technological structures to organize the data. A student data card will be created to organize all the data for one student on one sheet of paper. Data cards are tools for sorting students into instructional and tracking groups.

A binder is provided to teachers to organize class reports, class and school goals, and class outcome assessments. Data compiled for teachers and individual students is used to inform instruction, group students, monitor progress, plan/implement meaningful instruction, and adjust teaching strategies. Data is also used to make decisions for the RTI process, providing early identification for students with learning and behavior needs.

Weekly data chats will be held, sometimes at grade level and sometimes in a staff meeting. During these chats, teachers will share and analyze data as well as brainstorm practical ideas to adjust instruction.

The school's focus on data is evident from classroom and grade score boards displayed in hallways and individual student scores displayed on graphs in teacher work areas. The culture will evolve into one where teachers and students alike will easily and regularly talk about data and about the actions they are taking as the result of data analysis. Following the first year of operation, student involvement with data will become evident as students compile their own portfolios to include data from classroom and standardized tests. They will share their portfolios and information during student-led parent-teacher conferences.

A school-wide vision and comprehensive support plan enables teachers to use varied data sources to

make instructional decisions and help students understand the data and their progress towards learning goals. This laser-like focus on data management will foster steady progress towards academic goals.

A.4.7 PROMOTION OF STUDENTS

Requirements for promotion are established by the Imagine Centennial Governing Board with input from Imagine Schools. The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies as needed. Consideration will be given to academic progress and to factors such as general progress, attendance, and work habits. Student promotion will be based in part, on proficiency in reading, writing, math, science and social studies, reflecting teacher judgment based on: progress tests, classroom assignments, daily observation, standardized tests, and other objective data. Primary responsibility for determining a student's level of performance and ability to function effectively at the next proficiency level rests with the classroom teacher.

There are instances when student retention may be necessary to provide students with additional time to master objectives, competencies, and standards to succeed in the next higher grade. Teachers and the principal will weigh carefully the negative consequences of retention and provide timely intervention to prevent retention of students who potentially may overcome deficits in selected areas without repeating an entire year of study. Imagine follows promotion/retention as stated below:

Kindergarten: Students normally spend one year in kindergarten and are then promoted to first grade. In some cases, individual students may profit by a second year in kindergarten. The principal and teachers may recommend this to parents/guardians.

Grades 1 through 8. The general practice is that students are promoted to the next grade at the end of the school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school. Double promotions may be made in exceptional circumstances considering such factors as the child's age, achievement scores, measured ability, effort and attitude, physical and emotional maturity, and

parents'/guardians' attitude and support. The principal will make the final decision as to double promotions, but parental/guardian consent must be obtained and teachers must be consulted prior to the decision. If the promotion affects another school, the receiving school's principal must be consulted.

A.5 TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

This section presents our tentative school calendar and a daily class schedule as an attachment.

REQUIRED ELEMENTS:

A.5.1 Attachment - *Daily School Calendar*

A.5.2: SCHOOL CALENDAR

In accordance with NAC 386.135, receipt of enrollment applications will begin April 22, 2013; 120 days prior to the first day of school on August 19, 2013.

A.5.3 Attachment - N/A

A.5.4 Attachment - N/A

A.6 SCHOOL CLIMATE AND DISCIPLINE

Here are Imagine Centennial strategies to develop and sustain a safe and orderly school climate.

REQUIRED ELEMENTS:

A.6.1: POLICIES SUPPORTING EDUCATIONAL GOALS

Our educational goals will serve as the driving force behind policies developed to sustain a safe and orderly school climate. As per NRS 386.585, our educational goals are supported by fostering and maintaining a school climate in which instructional time is maximized and protected to create a culture of achievement and excellence. To succeed, students will demand a safe/orderly environment, balancing encouragement/accountability and innovation/creative thinking.

A.6.2 PHILOSOPHY REGARDING STUDENT BEHAVIOR

Imagine Centennial aims to provide an environment that inspires pride, fosters academic preparation, and develops student leaders. Positive student conduct is essential to maintaining a proper learning atmosphere. Conformity to commonly accepted norms of behavior is basic to preserving this atmosphere.

Imagine Centennial places a great deal of emphasis on the character development of each student. Character development is seen, not as an add-on, but as an essential component of each student's educational experience. All students are expected to contribute to a productive and engaging learning climate. Students shall comply with the school's written rules, pursue the prescribed courses of study, submit to the lawful authority of staff members, and conduct themselves in an orderly manner during the school day and during all school-sponsored activities.

A.6.3 Attachment – *Discipline Policy/Code of Conduct*

A.6.4 Attachment – *Truancy and Compulsory Attendance*

A.6.5 Attachment – *Absence Policy*

A.6.6 PLAN FOR INVOLVING STUDENTS' FAMILIES

At Imagine Centennial, we will strongly encourage our parents to volunteer in classrooms, on field trips, and during school events. We will provide a parent volunteer training program that outlines expectations for responsibilities and behaviors while on campus. Partnering with our parents is essential. We will offer conferences at times convenient for parents. Each spring, parents will be invited to complete a parent survey. Once surveys are completed and results disclosed, the school and the Board has the information necessary to review and adjust.

A.7 TARGET POPULATION

Here we provide an overall explanation of Imagine Centennials' proposed target population.

REQUIRED ELEMENTS:

A.7.1 PROPOSED TARGET POPULATION

Imagine Centennial intends to provide a high quality school of choice for all families within a five mile radius of the Centennial Hills community. Although the school will not serve primarily at-risk students, the school will be open to all students, including those who qualify for services addressing economic and academic disadvantages. The twelve public schools closest to our proposed site have a combined Limited English Proficient population of 8.1%; students qualifying for free and reduced

lunches are 32.8% (Table 1 Attachment A.7.2). Based on experience and a recruitment plan with broad based community outreach, the Committee to Form anticipates the student population to closely resemble the local community, including at-risk youth. Students will not be enrolled in any particular at-risk category ahead of other eligible students; all students will have equal opportunity for enrollment.

Based on the number of students in and around Centennial Hills, our target population, the performance of neighboring schools, and the lack of school choice for parents, we believe the current demand for additional quality charter schools is underserved. Imagine Centennial aims to serve 375 students in grades K-5 during its first year of operation. There are just over 21,000 students in the school's target population (students ages 5-10 residing within a five mile radius of the school). This means we would only need to enroll 1.8% of those students to reach enrollment goals for the first year.

In year two, the school intends to serve 475 students in grades K-6. As the enrollment goal increases, so does the number of students in the target age range (24,000+) because of the additional grade being served. In year two the school will need to attain a market share of 1.9% to meet its enrollment goal. In year three, the school will serve students in grades K-7, needing to enroll 1.8% of students within five miles. When the school reaches capacity serving grades K-8, it will only need to enroll 1.6% of the students residing within five miles. Table 2, Attachment A.7.2)

Analyzing the performance of the district public schools provides more evidence that demand for an additional school option is important in this community. Of the 12 closest traditional public schools, only 4 made AYP in the 2010/11 school year (Attachment A.7.2).

Additionally, the demand is further evidenced by the very few charter schools in this community. Currently, only one charter school, Quest Academy, is within the target area of Imagine Centennial, and has approximately 527 students enrolled, representing a 1.7% market share (not including waitlisted students). Combining Quest's enrollment with that projected for Imagine Centennial means just 3.3% of eligible students residing in a five mile radius would be enrolled in charter schools.

In Clark County there are almost 8,000 students attending charter schools representing approximately 2.5% of Clark County students. Only 1.7% of students in the target area currently attend

a charter school. (Source: Nevada Department of Education).

A.7.2 Attachment – Evidence to Support Enrollment Projections

A.7.3 Alignment to Educational Needs of the School’s Proposed Target Population

Imagine Centennial will enroll all students, including those requiring specific services. The education of the whole child is important to the Committee to Form; addressing social/emotional needs and educational needs. Students will learn and be challenged based on individual potential and capability. Students will be entrenched in an environment reflecting strong character development and high moral values. We will meet the specific needs/interests of individual students and the local community we serve through instruction that is varied and differentiated. High expectations are held for all students and adults.

A.7.4 Attachment – Plan for Recruitment of Students

A.7.5 and A.7.6 Narratives – N/A

A.8 SPECIAL STUDENT POPULATIONS

Information below discusses Imagine Centennial’s plan for educating children with special needs, including those with disabilities, with limited English proficiency, and/or those who are gifted/talented.

REQUIRED ELEMENTS:

A.8.1 PLAN FOR SPECIAL STUDENT POPULATIONS

At Imagine Centennial, services for special student populations extends from our community Child Find program to our enrolled students through screening and identification, instructional environments and strategies, assessment plans and processes for English Language Learners (ELL), Special Education, Gifted and Talented (GT) and other special needs programs. Our school is open to any student, and our staff is committed to providing an appropriate education for each and every student. As a charter school with the philosophy, “All students are capable of success; no exceptions,” we intend to serve all students to enable them to reach their full academic and social potential.

Identification. Imagine Centennial shall have in effect policies and procedures for the identification, location, and evaluation of students with disabilities who are in need of special education and related services. Imagine Centennial will plan and implement **Child Find** activities to include:

- a. placing posters/notices in the school office and in community venues that describe the school's policy to provide special education and related services to children ages three (3) to twenty-one (21).
- b. providing written notification to parents/guardians of students enrolled in Imagine Centennial describing the school's responsibility for special education and related services.

Every student enrolled in Imagine Centennial will receive a 45 day screening upon enrollment in the school and every year thereafter. Depending upon the results of the 45 day screening, some students will go through the RTI process prior to consideration for special education services while others, once **identified** as possibly needing special education services will be evaluated immediately to determine if he or she meets eligibility requirements under IDEA. At the same time, these students will continue through the RTI process until an IEP is developed.

Referrals for identification of children with suspected disabilities may come from parents, doctors, care-givers, teachers, school administrator(s), guidance counselors, social workers or other community workers. Anyone who suspects that a child needs to be screened should notify either the school principal or the principal's designee. When a referral to special education is made by a school employee, it should only be done after the student has been through the RTI process and is still unable to succeed in the general education classroom. The employee will submit the Imagine Centennial 45 Day Screening Form and RTI documentation to the Child Study Team. Receipt of the written request launches the evaluation process.

Imagine Centennial will disseminate information to its staff about identifying students who may be experiencing behavioral or academic problems, or who may be eligible for special education with guidelines including general characteristics of emotional disabilities, cognitive disabilities, specific learning disabilities, occupational therapy, and/or speech/language impairment.

Evaluation. Imagine Centennial shall ensure that evaluation procedures are established and implemented that meet requirements of state and federal laws. A student who is suspected of having a disability is referred to the Child Study Team (CST). The CST must meet within ten (10) school days after the principal receives the referral to review existing data, such as information from parents, instructional interventions and strategies, current classroom-based assessments, and observations by teachers and related service providers. Based on this data, the CST team will present documentation to the principal within five (5) school days following the suspected disability determination. Documentation is sent by the principal to the Multi-Disciplinary Team to determine the need for assessment. This is an evaluation team made up of professionals such as therapists, a psychologist, the special education teacher and so forth.

After a child is referred for a comprehensive evaluation/assessment by the CST or other appropriate sources, parent(s), guardian(s), surrogate(s) will be notified in writing, as to the recommendation. The notice (Prior Written Notice or (PWN)) will be in the family's primary language or method of communication and include the following: (1) the parent's procedural rights, (2) a description and an explanation of the action proposed, (3) the other options considered and reasons why those options were rejected, and (4) a general description of tests and other procedures used during the evaluation.

The initial evaluation for special education and related services must be conducted within 45 school days after the parent has signed informed consent or the school has received a written request for a special education evaluation. Parental consent for evaluation is not construed as consent for receipt of special education and related services.

Criteria. Imagine Centennial will conduct a full and individual evaluation of students suspected of having any of the 13 disabilities identified in NRS 388.520 before the initial provision of special education and related services. The evaluation will be conducted by a Multi-Disciplinary Team (MDT) of individuals appropriately licensed to complete educational, medical, social/family history, psychological, and any additional testing pursuant to NAC 388.387-430.

After assessments are completed, the Multi-Disciplinary Team will review the assessment results and complete an Evaluation Report using a team approach, inclusive of parents/guardians and persons familiar with the student, to determine eligibility for special education and related services. If appropriate, the MDT will verify the existence of a disability and identify staff who shall participate in developing an Individualized Education Program (IEP). Imagine Centennial will endeavor to involve the parent throughout this process. Copies of reports and recommendations will be provided to the parent.

The Multi-Disciplinary Team will develop the IEP, identify services needed to implement the IEP, and consider options for the provision of services in the least restrictive environment. The IEP will be developed within 30 calendar days, after initial eligibility is determined.

Assessments. For a student with a suspected disability, existing data including evaluations and information provided by the student's parents, current classroom-based assessments, interventions, teacher and related services providers' observations, are reviewed. Based on this review, with input from the student's parents, and any additional data and /or evaluations, a determination is made regarding the following: (1) whether the student has a disability; (2) the present levels of performance and educational needs of the student; (3) whether the student needs special education and related services; and (4) whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate, as appropriate, in the general curriculum.

No single test or assessment tool will be used to determine eligibility of a student with a disability. Rather, information from a variety of sources and assessments pursuant to NAC 388.345-430 will be reviewed. Tests, and other evaluation materials, will be selected and administered by qualified staff, so as not to discriminate on a racial or cultural basis. Any standardized tests that are given to a student must have been validated for the specific purpose for which they are used.

Upon completion of the assessments, the Multi-Disciplinary team, including the parents, has the right to review the information collected, examine all reports, and have the information explained to

them. If the parent(s), guardian(s), surrogate(s) do not agree with the results, Imagine Centennial will provide, upon request, information about where an independent educational evaluation may be obtained, and consider the results of such evaluation in any decision regarding the student.

STUDENTS WITH 504s. Students who do not qualify for Special Education, but struggle academically, behaviorally, and/or socially will be identified, and a plan of action will be developed. This may initially be done by the Child Study Team who may forward a recommendation to the Multi-Disciplinary Team. Generally the most important consideration for school children is whether the child's impairment substantially limits the ability to learn. Section 504 protects all students with identified impairments that require educational accommodations, and those not meeting eligibility criteria under the IDEA and state law.

Identification. Any student who has or is suspected of having a physical or mental impairment and who needs, or is believed to need, educational and related aids and services in order to receive a free appropriate public education, should be referred for consideration under Section 504. Referrals may be initiated by anyone, including parents or legal guardians, teachers, or other licensed school employees.

The Child Study Team or the Multi-Disciplinary Team will have collective knowledge about the student, the known or suspected disability, and the concerns that prompted the referral. The Team is typically composed of the student's general education teacher(s) and, as appropriate, specialists on staff (e.g. a counselor or chapter program teacher). The Teams may also include special education personnel, such as a school nurse or psychologist, speech pathologist, or special education teacher, as appropriate for the individual student. At the discretion of the Principal, the Teams may also include the parents.

Within a reasonable time after the Principal's/designee's receipt of the referral (i.e., within 30 calendar days), relevant information will be gathered (such as educational, health/medical, and behavioral records) and the Multi-Disciplinary Team will make a decision as to whether a Section 504 evaluation is determined to be necessary the nature and scope of the evaluation.

If the Team determines that an evaluation is recommended, parents must be notified, in their native language, of the outcome of the Team's decision, within a reasonable amount of time (i.e. within seven (7) calendar days after the Team has made the determination). A copy of the Section 504 procedural safeguards and rights must be provided with this parental notification.

Assessment. Once a student is identified as needing an evaluation and parental consent is obtained, if necessary, an evaluation will be conducted by the Team within a reasonable period of time (i.e. within forty-five (45) school days of the parental notice when written consent is not needed or within forty-five school days of securing written consent, if required). The evaluation is conducted to determine whether or not the student qualifies as a disabled student entitled to FAPE under Section 504.

Evaluations under Section 504 must be provided at no cost to the parents and may include individual educational or medical assessments when impairments with possible educational impact are suspected and information obtained during the initial review process is not sufficient. The Multi-Disciplinary Team may ask parents to provide information about previously conducted assessments and may obtain written permission to request medical, health, psychological, and other records. The school may use funds from other public or private agencies to conduct assessments, at no cost to the parents.

The "Section 504 Accommodation Plan" will consider the disabled student's needs during the entire school day, in both academic and nonacademic settings. When developing the Plan, the Team will keep in mind that each disabled student should be educated with non-disabled students in academic and nonacademic settings to the maximum extent appropriate to the needs of the individual student. Consideration should be given to placement in the regular educational environment using supplementary aids and services, unless it is determined that a disabled student's education cannot be achieved satisfactorily in the regular education environment.

ENGLISH LANGUAGE LEARNERS We will plan for the enrollment of students with limited English proficiency.

Identification. Imagine Centennial shall identify the primary language of each pupil enrolled in the school. A student is considered an English Language Learner if the student's: (a) primary language is

not English; (b) English is below the average proficiency of students at the same age or grade level whose primary language is English; and, (c). If probability of success in a classroom in which courses of study are taught only in English is impaired because of limited proficiency in English.

Assessment of student's proficiency in English. Imagine Centennial shall administer an oral examination, approved by the Nevada Department of Education, to a student whose primary language is not English and who is enrolled in kindergarten and first grade. This oral exam will assess the proficiency of the student to speak and comprehend English. Students in second through eighth grade will be given an English Language Proficiency Assessment to determine listening, speaking reading and writing comprehension. A student must be classified as an English language learner if his/her score on the examination is below the score for a person competent in reading and writing English, as established by the publisher of the examination.

An assessment administered pursuant to this section must be completed within 60 days after the date on which the student first enrolls in a school. An assessment of a student's proficiency to comprehend, speak, read and write English must be administered by a person proficient in English, who has successfully completed training in administration and scoring of the exam required for the assessment.

Learning Environment – Imagine Centennial shall make available to each student classified as an English language learner a program that follows the Sheltered Instruction Observation Protocol (SIOP) Model. This program is research-based and is a validated instructional model proven effective in addressing the academic needs of English learners. The program is (a) established on sound educational theory for acquiring English; (b) uses procedures and allocates resources to effectively carry out that educational theory; and (c) produces results which indicate that the student is progressing.

At least one teacher in the school (initially) will be TESL certified. He or she will work directly with ESL students and with classroom teachers to effectively implement sheltered instruction. This will be a school-wide program. Additionally, the school will have a strong and effective parent outreach program that teaches parents how to motivate their children and how to help them academically.

Imagine Centennial may, at any time, but shall, at least every 2 years, reassess a student who is classified as an English language learner to determine if the student's proficiency in English is fluent. A student may be reclassified only if: (a) The student's academic performance and his/her proficiency to comprehend, speak, read and write English is assessed by the student's teacher and the student is determined proficient; (b) The student's parents/legal guardian are: (1) notified, in the primary language of the parents/ legal guardian, that the student is being considered for reclassification; (2) are given an opportunity to review performance data of the student; and (3) are allowed to participate in determining reclassification.

GIFTED AND TALENTED. "Gifted and talented pupil" means a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services." (NRS 388.440)

Identification - Imagine Centennial will offer Gifted and Talented Education (GATE) programming to eligible students who score at or above the 98th percentile on qualifying tests.

Assessment - Imagine Centennial will make every effort to assess any student who fits the stated definition of "gifted and talented". We will increase the rigor and level of academics presented to students to sufficiently challenge their cognitive abilities. The school's program shall be designed to provide articulated learning experiences across subjects and grade levels and shall be aligned with and extend the state academic content standards and curriculum frameworks.

A.8.2 RESPONSE TO INTERVENTION (RTI)

RTI at Imagine Centennial is a school-wide model that provides scientifically research-based instruction and includes school-wide screening and continuous progress monitoring. Presently, the school uses the three-tiered model with levels of intervention increasing according to the needs of each student. Response to Intervention is the practice of identifying the needs of struggling students and providing them the focused instruction they need through varying levels of assistance in the regular classroom or in a special education classroom. It has been determined that often students with continued learning problems

do not qualify for special education services as they do not meet the state's criteria for eligibility for special education under the Individuals with Disabilities Education ACT (IDEA). RTI is an alternate means of supporting student learning whether a child has a learning disability and needs special education services or not.

Tier 1 refers to classroom instruction for **ALL** students that uses a scientifically-based research curriculum to teach the Nevada Academic Standards. Assessment data is used to monitor and maintain academic and behavioral success. Ongoing professional development provides teachers with the necessary tools to ensure every student receives quality instruction. Screening assessments are administered initially to **ALL** Tier 1 students to identify those at risk for having difficulty. Benchmark assessments are given at least three times during the year to determine if students are making progress or need extra support, and to plan instruction. Differentiated instruction occurs in flexible small groups. Outcome assessments administered to **ALL** Tier 1 students determine student growth/gain over time.

Tier 1 instruction is designed to address the needs of the majority of the school's students. By using flexible grouping, ongoing assessment and targeting specific skills, classroom teachers are able to meet instructional goals.

Tier 2 refers to the 20–30 percent of students who need focused supplemental instruction aimed at remediating the specific skill deficits of students who fail to meet Tier 1 benchmarks in one or more areas. These students require *supplemental instruction in addition to* standard classroom instruction. Tier 2 instruction is systematic, explicit and aligned with Tier 1 instruction. Instructional interventions are differentiated, scaffolded, and targeted, according to individual student needs, based on assessment data. For example, Tier 2 instruction might be provided to a small group of students (1:3, 1:5, 1:7) for 30-40 minutes each school day. With fewer students in a group, individual students have more opportunities to respond, and teachers have more opportunities to give immediate and appropriate feedback to students.

Tier 2 also includes careful monitoring and charting of each student's progress. For example, each student will be given a progress monitoring (one minute) probe at least every other week. The teacher

records the score and charts it on a graph. After several weeks the teacher and student will be able to see if the student is progressing by connecting the dots with a line. If the student is making progress and growth, the line will go up. If the student is making little or no progress then the line would be straight across or going down. If the student succeeds in Tier 2, this more intense instruction may no longer be necessary. The classroom teacher however, will need to pay close attention to the student's progress if Tier 2 instruction is discontinued to make sure that the gains are maintained.

When a student is not successful in Tier 2 instruction, the teacher meets with the parent and other school staff to decide what is best for the student and to plan for the next step. Sometimes, it is best for the student to continue with Tier 2 instruction with changing one of the instructional variables; time of day, group size, additional time, changing focus/instruction, and/or materials/curriculum. At other times, it is best to have the student receive increasingly intense Tier 3 instruction with a reading, math or behavioral specialist or a special educator working in a smaller group or individually.

A small percentage of students receiving Tier 2 supplemental instruction will continue to have difficulty mastering necessary skills. These students require more explicit and intensive instruction specifically designed to meet their individual needs. Diagnostic assessments are used extensively with this group to inform instruction and to provide appropriate, targeted intervention using scientifically researched materials and strategies.

Tier 3 is designed for students with low content area and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Progress is again monitored and charted frequently in Tier 3 to make sure the student is doing well and to help the teacher decide if changes in the instruction are needed. The teacher may learn from the student's progress charts that the student needs more instructional time or should be taught using multisensory or different materials. As in Tier 2, school staff, parents and the student benefit from charting progress. When the student is successful in Tier 3, school staff and parents decide the best way to maintain success. Is it to continue the intense instruction or has the student receive instruction at a lower tier? Information about a student's instruction and progress

during tiered instruction also can be helpful in determining if the student has a learning disability. A student may have more success receiving special education services.

The RTI referral packet and flow chart to be used by Imagine Centennial are found in Attachment A.8.6. At Imagine Centennial, interventions and support are provided for all students at risk for academic failure, including students with suspected or identified disabilities. These students are identified through a RTI Team which regularly reviews documentation from teachers, and develops plans for students needing intervention and support.

A.8.3 SPECIAL EDUCATION REVENUES AND EXPENDITURES

Our budget reflects a conservative number of special education staff members, consultants, and resources that aligns with a first-year, moderate enrollment projection. As enrollment increases, additional students with special needs will be identified, requiring additional support and resources.

Revenues: Imagine Centennial anticipates receiving federal funds, not state funds, to support its special education program. Revenues received are projected between \$7000 and \$10,000 for the first year of operation. This projection is based upon first year operations of other schools in Nevada affiliated with Imagine.

Expenses - Positions and Salaries: During the first years of operation, special education expenses far exceed revenues. Much of the program is supported through state per pupil funding rather than through special education funding.

Crucial to a special education program is a licensed Special Education teacher. Our projected starting salary for this person is \$36,000 with full benefits the first year. If enrollment is as healthy as anticipated the second year, the special education teacher will receive a 4% raise. In addition to a full time, special education teacher, we will hire a part time, special education aide at \$10,000 for the initial year.

During the inaugural year of operation, consultants are secured on an “as needed” basis. We have budgeted for these consultants. We budgeted \$30,000 for a psychologist to conduct educational testing

and for a speech therapist. During the first year, we rarely need to engage the services of a physical or occupational therapist. However, if needed, there will be no hesitation to engage those services.

Classroom supplies for the special education classroom are budgeted for \$1000 the first year. As the population of students' increases, supply expenditures will increase. Textbooks and classroom materials for students with special needs are included in the regular classroom operating expenses.

A.8.4 SPECIAL EDUCATION SERVICE DELIVERY MODEL

Special Education and related services are provided to ensure that students with disabilities achieve academic success to the maximum extent possible with non-disabled peers in a general education classroom. A continuum of services is provided at Imagine Centennial to allow the students to receive individualized services as identified by the IEP team. The following explains different levels of service.

Service Continuum: Imagine Centennial will provide a continuum of services ranging from general education programming to consultation and specialty classes. Imagine Centennial will provide special education and related services for students who are identified as eligible for services.

Indirect/Consultation: Provides guidance from the special education teacher on appropriate strategies for instruction, behavior management, data collection, observation, and feedback in the general education setting; facilitates service delivery through ongoing communication between general and special educators and related service providers; and assists in completing functional behavioral assessment (FBA) and developing a behavioral intervention plan (BIP) addressing areas of concern.

Direct Service Delivery (within the general education setting)

Direct special education instruction within the least restrictive environment of the general education classroom is through co-teaching and collaborative instructional models. Direct support for individual students by the special education teacher or instructional assistant is made by adaptations or modifications to the general education curriculum and assessments. Individualized or small group instruction meets the academic and behavior needs of the student, either within the general education classroom or with pull-aside resources for specific skills.

Direct Service Delivery (outside the general education setting)

Direct intensive or multi-sensory instruction utilizes specialized strategies and techniques in a small group, self-contained environment with an alternative curriculum when necessary. Specific skill training remediates academic deficits or in social, emotional, and behavioral areas. Direct Service support addresses behavioral difficulties interfering with a student's learning or other students' learning.

Direct Service Delivery (combined)

Students may receive direct service in both the general education and special education classrooms. This is an IEP team decision based on individual student need.

A.8.5 Attachment – *Special Education Policy Assurance Document*

A.8.6. Attachment - *RTI Referral Packet and Flow Chart*

A.8.7 Attachment- *Imagine Centennial Special Education Continuum of Service Delivery Model*

A.9. RECORDS

This section discusses our policies and procedures for handling and maintaining student records.

REQUIRED ELEMENTS:**A.9.1 HANDLING OF STUDENT RECORDS**

Pursuant to NAC 386.360, Imagine Centennial will maintain permanent records of students enrolled in the school. These records will include attendance, grades, certificate of immunization and other records related directly to the academic progress of the student. These cumulative records will be kept separate from other records in a safe and secure location in a locked, fireproof cabinet in a locked file room. Access will be allowed only to authorized individuals. The Record Retention Policy complies with Nevada laws, including Local Government Records Retention Schedules. Imagine Centennial's registrar is the official custodian of student records, responsible for ensuring that records are provided to the Clark County School District for inclusion in Nevada's automated accountability system (NRS. 386.650).

In the event Imagine Centennial is dissolved or the written charter is not renewed, the registrar will forward all permanent, original student records to the office of student records of the school district in which the student resides. If a student withdraws or is promoted, the school will forward the permanent record of the student to the office of student records of the school district in which the student resides.

Student records at Imagine Centennial will be included in the automated system of accountability information for Nevada (NRS 386.650). As per NAC 387, Imagine Centennial shall maintain a master register of enrollment and attendance for enrolled students. Imagine Centennial will use PowerSchool, starting in its first year to create and maintain a student information records system that is compatible with the Clark County School District. We will create and maintain a Master Register and Class Record Books as official and original documents of student enrollment and attendance, kept for seven years.

The Governing Board will adopt a policy regarding the retention of student records, as per NAC 386.360. Imagine Centennial will adhere to and comply with all confidentiality requirements of the Family Educational Rights and Privacy Act ("FERPA") codified at 20 U.S.C. 1232g. Upon request, the school will provide parents with a list of the types and locations of education records collected, maintained, or used in our school. A parent who believes that information in the education records is inaccurate or misleading, or violates the privacy or other rights of the child, may request the information be amended. School administration will decide whether to amend the information according to the request within a reasonable period of time from receipt of the request. If administration refuses to amend the records, the parent is notified in writing and advised of the right to a hearing.

A.9.2 Attachment – Record Retention Policy

B. ORGANIZATIONAL PLAN

B.1 GOVERNING BOARD

Imagine Centennial is committed to a strong Governing Board and to involving parents, educators, and the community in the governance of the school.

REQUIRED ELEMENTS:

B.1.1 Attachment – Letter from Counsel

B.1.2 Attachment – *By-Laws/Rules of Governance*

B.1.3 Attachment – *By-Laws Stipulations*

B.1.4 RECRUITING GOVERNING BOARD MEMBERS

Effective Board governance begins with finding people who are willing and able to serve. Each Board candidate must meet open position requirements as defined in NRS 386.549. In addition to the skills and experience that a Board candidate brings, other qualities considered include: an understanding of the community and its needs; a passion for education and serving students and their families; a willingness to commit time for meetings, planning sessions, and special school events; a team player who works well in groups; and someone who listens well and thoughtfully considers issues. Additionally, Board members must have the ability to understand budgets, effective business practices, and state and federal laws.

It is our intent, as members of the Committee to Form, to transition to the Governing Board once Subsection 7 is awarded. Governing Board members will meet requirements in NRS 386.549, and NRS 386.520.

As members fulfill their commitments to serve and step off the Board, remaining Board members will propose names to recruit a pool of candidates for each open seat. Members will seek candidates who represent the parent Board and the community. As parents and community members attend Board meetings, they will witness a well-functioning Board in action. Board members will speak to possible candidates about the possibility of joining the Board. Candidates will be asked to attend a meeting, submit a resume, and speak to the Board about their interest in joining. An introductory orientation meeting PRIOR to being appointed to the Board will help the person determine if he or she wants to be on the Board. Board members are required to sign a contract, formally assuming responsibility as the Governing Board. The contract outlines expectations for review of the charter application and contract, review of the school’s mission and vision, Board attendance, fundraising, and other Board commitments.

B.2 COMPOSITION OF THE COMMITTEE TO FORM THE SCHOOL

Information provided below details the composition of the members of our Committee to Form.

REQUIRED ELEMENTS:

B.2.1 COMMITTEE TO FORM MEMBERS' ASSOCIATION WITH ANOTHER CHARTER SCHOOL

The Imagine Centennial Committee to Form includes two individuals with information relevant to serving on the Committee to Form. These are:

- (a) Name: *Hadassa Lefkowitz*
- (b) Name/Location of Charter School: **Beacon Academy of Nevada, 8970 W. Tropicana Avenue, Las Vegas, Nevada 89147**
- (c) Dates of affiliation: **06/2008-03/2011.**
- (d) Affiliation statement: **Since my resignation from the Board in March, 2011, I have not had any affiliation with Beacon Academy of Nevada.**
- (e) Reason for the cessation: **My affiliation with Beacon Academy of Nevada has ceased due to personality conflicts with the other Board members.**
- (f) Nature of the association or affiliation: **I served on the Governing Board of Beacon Academy since its inception in 2008 until March, 2011. During that time, I served as secretary and then as its president.**
- (a) Name: *Julie Williams*
- (b) Name/location of the charter school: **Imagine School at Mountain View, 7885 W. Rochelle Avenue, Las Vegas, Nevada 89147**
- (c) Dates of affiliation: **My child will begin kindergarten at Imagine School at Mountain View in August, 2012.**
- (d) Affiliation statement: **It is my intention for my child to attend Imagine Centennial if he becomes eligible for enrollment, per appropriate enrollment procedures.**

B.2.2. Attachment – Assurances

B.2.3 Attachment – Names, Addresses, Qualifications of Committee to Form

B.2.4 Attachment- Members Request for Information

B.3. MANGEMENT AND OPERATION

Information below explains Imagine Centennial's organizational structure and day-to-day operation.

REQUIRED ELEMENTS:

B.3.1. ORGANIZATIONAL STRUCTURE

The Governing Board of Imagine Centennial will focus on policy issues and oversight of the budget and entrust the day-to-day operations of the school to the Principal. The Principal will be mentored and supported by Imagine Schools, the chosen EMO. Both the Principal and Imagine Schools are accountable to the Governing Board for the school's performance. The Principal and Imagine Schools both acknowledge that the Governing Board governs the charter school, maintains overall control of the school, and ultimately is responsible for school operations per NAC 386.345(6) and NAC 386.403(1).

The Principal serves as the instructional leader and chief administrative officer of Imagine Centennial. Responsibilities include: promotion of the school's mission and vision; a commitment to teaching and learning in order for all students to succeed; maintenance of a positive, orderly, safe, and academically focused learning environment; assurance of state and federal compliance; curriculum implementation and instructional support; staff direction, supervision, and evaluation; preparation and management of the budget and financials; and management of all school operations.

B.3.2 PRIMARY RESPONSIBILITIES FOR KEY MANAGEMENT POSITIONS

The primary responsibilities of the Principal (School Leader) are stated in B.3.1. In order to successfully fulfill those responsibilities, the Principal will need to create a climate and culture where professionalism is valued, high expectations are held for students, staff members, and parents, and where everyone works within the mission and vision of the school. The Principal shall have the knowledge and skills to successfully implement the program stated within the charter application, establish and maintain excellent communication amongst the staff and the parent community, coordinate data collection, analysis, and implementation of instructional strategies based upon the data, and make financial decisions based upon the approved budget.

Principal-candidates must be qualified for a school leadership position in the state of Nevada, have at least three, successful years' experience in school leadership and three years in a teaching position. An advanced degree is preferred.

The Business Manager plays an instrumental role, along with the Principal and the Governing Board, in developing the school budget, preparing for and taking the lead during the audit, and assisting the Principal with financial decisions through providing accurate numbers. The Business Manager is also responsible for teaching Governing Board members and employees about the school's economic structure, requirements and current financial situation.

B.3.3 Attachment – *Organization Chart*

B.3.4 DESCRIPTION OF CARRYING OUT CHARTER SCHOOL LAWS

Imagine Centennial will carry out the provisions of NRS 386.500 to 386.610 by ensuring that the Committee to Form (to become the Governing Board) and the Principal carefully reviews these requisites prior to school opening. Reviews will take place at organizational meetings and Board retreats. Board members and the Principal will review all charter laws and regulations, and will attend conferences and technical assistance meetings to become more knowledgeable about laws and requirements for operating a charter school. As Board members consider policies and procedures, any conflict of interest will be addressed appropriately and noted in Board minutes. If necessary, a Board member will recuse himself or herself from a vote where there is a conflict of interest. As the school year unfolds, key management people and a Board Member (if appropriate) will attend all state technical and support meetings to further understand charter school laws and procedures and to learn about and understand roles and responsibilities of the State Public Charter School Authority. Board members are responsible to determine which statutes and bills are applicable to their school and in turn, will notify enrolled students' parents/legal guardians. Board members and key school personnel will be transparent with the sponsor, seek clarification and guidance, and be available when representatives visit the campus. Service contracts will adhere to NRS 386.560-562. Count and financial procedures, NRS 386.570 -576 will be followed, and required admission, enrollment, and transfer procedures (NRS 386.580-386.584). As per NRS

386.585, a school-wide, written behavior plan will be adopted and distributed to Board members, staff, students, and parents/legal guardians. Employment procedures follow NRS 386.588 – NRS 386.595.

B.3.5 DISPUTE RESOLUTION

The Imagine Centennial Board intends to resolve all conflicts with the State Public Charter School Authority as quickly and as graciously as possible. However, as not every scenario is always addressed easily, the Board will abide by the following guidelines:

In the event a dispute arises between Imagine Centennial, 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 Authority Director or his/her designee for review. The Director will provide a written response to the complaint and proposed resolution, in writing, within 30 calendar days, outlining if he/she agrees with the complaint and if he/she accepts the proposed resolution or offers an alternative resolution. If Imagine Centennial is not satisfied with the Director's response, the school may request, in writing, a review by the Authority President. The President will respond, in writing, within 15 calendar days, stating whether he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or offers an alternative resolution. If the dispute cannot be resolved by this procedure, the matter will be submitted to the next available State Public Charter School Authority meeting for consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Authority decisions are final.

B.3.6 IDENTIFICATION OF THE KIND OF SCHOOL

Imagine Centennial may be described as: 1) a charter school (NRS 388.020(5)); 2 an elementary school that is a public school in which grade work is not given above that included in the eighth grade, according to the regularly adopted state course of study (NRS 388.020(1)).

B.3.7 LOTTERY SYSTEM

Pursuant to NRS 386.580, we will enroll eligible students in the order in which applications are received. If more eligible students apply for enrollment than we can accommodate, we shall determine which applicants to enroll using a lottery system. The lottery is a random drawing of applications. Each

application is assigned a number as it is drawn; lowest numbers are assigned to available openings. Remaining applicants are placed on a waiting list by their assigned number, lowest first. Currently, children of staff will not receive preference; after Year 1, siblings of enrolled students receive preference.

B. 3. 8 APPLICATION PREPARATION ASSISTANCE

This application was prepared by members of the Committee to Form and by Nancy G. Hall, Ph.D., Executive Vice President, Imagine Schools, with equal commitment and effort by all parties. Dr. Hall is affiliated with numerous Imagine Charter Schools in the southwest. **As Executive Vice President of Imagine Schools, Dr. Hall oversees the EMO responsibilities of the following schools in Nevada:**

100 Academy of Excellence
2341 Comstock Drive, North Las Vegas, Nevada 89032

Imagine School at Mountain View
7885 E. Rochelle Avenue, Las Vegas, Nevada 89147

Previously, *Imagine School in the Valle, located at 6610 Grand Montecito Parkway, Las Vegas, Nevada 89149, contracted with Imagine Schools, the EMO.

Dates of Affiliation

- 1) 100 Academy of Excellence – May, 2009 - present
- 2) Imagine School at Mountain View – July, 2011 - present
- 3) *Imagine School in the Valle – May, 2009-June, 2010

Affiliation Status

- 1) 100 Academy of Excellence – Affiliation continues.
- 2) Imagine School at Mountain View – Affiliation continues.
- 3) *Imagine School in the Valle – Affiliation is discontinued.

*The Governing Board of Imagine School in the Valle decided not to further engage Imagine Schools as the EMO for a new contract.

The Principal of 100 Academy of Excellence, Ms. Peggy Selma, the Principal of Imagine School at Mountain View, Ms. Tiffani Gilmore, and Imagine Schools' staff, assisted the Committee to Form to research and write the application. Dr. Hall coordinated efforts to write the application.

B.3.9 ENROLLMENT LIMITATIONS

Imagine Centennial will limit the number of enrolled students to a number corresponding with the maximum facility capacity as set by local building, fire and health authorities. The school will plan to average 26 students per classroom teacher.

B.3.1 Educational Management Organization (EMO) Charter Management Organization (CMO) or other Educational Service Providers (ESP)

Imagine Centennial will utilize an Educational Management Organization as described below.

REQUIRED ELEMENTS:

B.3.1.1 INTENT TO ENGAGE AN EMO

The Committee to Form intends to contract with Imagine Schools, an established and experienced Educational Management Organization (EMO), to assist with the operations and management of the proposed charter school. This decision was based on the overall success of Imagine Schools in its operation of charter schools in Nevada and across the country.

(a) The decision by the Committee to Form to contract with an EMO in general and the selected EMO in particular:

Although Committee to Form members bring tremendous expertise in the areas of business, education, finance, and parenting, none have the necessary experience or time, to appropriately address all the complex elements of opening and operating a successful charter school. The Committee to Form recognizes the value an experienced education management organization including benefits such as:

- Economies of scale in purchasing;
- Research and development resources invested in curriculum development, instructional strategies and professional development design, providing charter schools with a powerful tool for innovation and maintaining a competitive edge;
- Access to capital; and,
- School operating efficiencies with proven effectiveness;

The Committee to Form sought a model that would meld economics and other benefits enjoyed by public school districts—e.g. economies of scale, collaboration among similar schools, and support structures—with the autonomies and entrepreneurial drive of a charter sector. In accordance with the provisions of NRS 386.562, and with requirements detailed in NAC 386.140, 386.400, 386.405, 386.204, and 386.407, the Committee to Form has recognized the contributions to effective charter school operations and management afforded by a qualified EMO and has selected Imagine Schools, based upon:

- A “track record” of successful charter schools in Nevada and with over 60 campuses nationwide;
- Sufficient financial backing to support start-up and during potential times of financial uncertainty;
- Demonstrated success and expertise provided by Imagine Schools in instruction, professional development, finance, marketing, compliance, management, building and resource acquisition and more to complement members’ knowledge and skills and further the school’s mission and vision.

(b) Planned relationship between the school and the EMO to further the school’s mission/ program:

The relationship between the proposed charter school, the Board, and Imagine Schools is one of a mutually productive and professional learning community (PLC). As educators working together with the philosophy of “what is best for the child” at the core of every decision, staff members of Imagine Schools serve as mentors, constructive critics, keepers of the model, trainers, and advisors. The PLC is an important concept of school improvement, fostering a learning environment in which school staffs continuously seek and share learning and then act on what they learn to achieve the goal of enhancing teachers’ and administrators’ effectiveness as professionals to ultimately benefit students.

(c) EMO’s roles and responsibilities in relation to the school’s management and Governing Board:

Imagine Schools will operate within a critical framework of well-defined roles and responsibilities as the Education Management Organization:

- The EMO is accountable to the Board and takes direction from the Board.
- The EMO regularly reports to the Board on the progress of the school.
- The EMO is responsible for the successful opening of the school and the acquisition/expansion of a facility.
- EMO representatives may serve on the school leadership hiring committee with Board members, educators, and parents. However, the EMO only recommends Principal-candidates to Board members.
- The EMO serves as advisor, trainer, mentor, and keeper of the model for the school’s management.
- The EMO works with the Board to develop an annual budget and monitor fiscal activity over the year.
- The EMO works with the Board to develop policies for school operations.

(d) Performance expectations for the EMO. The school, with the support, training, and advice of the EMO, will:

- **comply with all charter laws, state and federal guidelines, personnel and student policies and records, student count and funding.**
- **diligently work towards academic and performance goals established in this charter application.**
- **adhere to the mission and vision of the school and to Imagines Schools’ Six Measures of Excellence.**

(e) Disclose existing or potential conflicts of interest between the Committee to Form/Governing Board and proposed EMO or any affiliated business entities.

No conflicts of interest exist between the Committee to Form, the EMO, or business entities.

B.3.1.2 Attachment – *Information Related to the EMO*

B.3.1.3 Attachment – *Draft Contract*

B.4. STAFFING AND HUMAN RESOURCES

Here we address our plans for ensuring high quality staffing and human resources services.

REQUIRED ELEMENTS:

B.4.1 STAFFING PLAN

The Governing Board and Imagine will jointly advertise to recruit strong Principal candidates, highly qualified teacher candidates and support staff candidates for Imagine Centennial. An average of 26 students in all self-contained classrooms (K-5) will provide the student/teacher ratio needed to fulfill the schools' academic mission. In grades 6-8, highly qualified, subject specific teachers will be hired for ELA, Science, Social Studies, and Math. State funding will cover the costs of this staffing plan given anticipated first year and future enrollment. We will search for the most qualified teachers through national newspaper ads, on websites and at teacher job fairs. We will not violate any state or federal anti-discrimination laws. All potential employees will complete a full background check. Non-certified instructional staff (NRS 386.590) will support the academic program as needed, and will bring needed educational experiences/skills for designated positions. Competitive pay, a culture of mutual respect, staff support and professional development, will retain quality staff.

B.4.2 NEGOTIATING EMPLOYMENT CONTRACTS

The Governing Board will comply with all NRS 386.595 requirements for negotiating employment contracts. Employment candidates, presented to the Board, must provide an employment application and a documented background check. Candidates will complete a formal interview process. If candidates meet the Board's standards and a contract is considered, three professional references must be documented.

B. 4. 3 LICENSED TEACHERS

The School will follow NRS 386.590 by hiring only licensed teachers to teach in self-contained classrooms (K-5); and as per 20U.S.C 6319(a) will hire teachers to teach single subjects for Grades 6-8.

B.4.4 EVALUATION OF LICENSED EDUCATIONAL PERSONNEL

The Board will use procedures detailed in NRS 391.3125 to evaluate licensed educational personnel.

B.4.5 ADMINISTRATOR

An Administrative head of school pursuant to NAC 386.100 has not yet been hired.

B.4.6 DESCRIPTION OF SCHOOL ADMINISTRATOR POSITION

Imagine Centennial will hire a Principal with the required administrator’s license, as per this position description: “The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance providing the best opportunity for student growth and development as articulated in the Mission and Vision statements.”

B.4.7A ADVERTISE, SELECT AND EMPLOY AN ADMINISTRATOR

We will launch a national search to identify qualified candidates to serve as Principal. National ads in *Education Week*, contacts with the local education community, and local ads will develop a candidate database. A Governing Board appointed Search Committee will review and interview candidates.

B.4.7B SELECTION OF NEW ADMINISTRATORS

The same process as outlined above will be followed.

B.4.8 ADVERTISE, SELECT AND EMPLOY INSTRUCTORS

Imagine Centennial will aggressively recruit certified, highly qualified teachers, through advertising in national and local publications, as well as through college fairs and university websites. All employees will complete a criminal background check prior to hiring. Criminal record checks are kept in personnel files.

B.4.9A/B LICENSED AND NON-LICENSED STAFF MEMBERS

Names, qualifications and assignments of licensed/non-licensed staff are unknown at this time.

C. BUSINESS PLAN

C.1 BUDGET

Outlined here is the proposed budget information for Imagine Centennial.

Required Elements:

C.1.1 Attachment- *Proposed Budget for first Two Years' of Operation*

C.1.2 Attachment – *Cash Flow Statements*

C.1.3 Attachment – *Budget Narrative; Assurance of NDE Chart of Accounts*

C.1.4 CHART OF ACCOUNTS

A **chart of accounts** lists the accounts used by the school to define each class of items for which money or the equivalent is spent or received. It organizes the finances of the entity and segregates expenditures, revenue, assets and liabilities to provide a better understanding of the school's financial health. The business manager will set up the Nevada Chart of Accounts as previously established for other Nevada Imagine Schools.

C.1.5 Attachment – *Pre-Opening Budget*

C.1.6 CONTINGENCY PLANS FOR CASH FLOW CHALLENGES

Cash flow challenges may occur, especially in the first year of a new charter school. Article 4 Section J of the proposed operating agreement between Imagine Centennial and Imagine Schools, Inc., addresses arrangements for insufficient funds.

“J. Insufficient Funds. To the extent that there are not sufficient funds in the Charter School Operating Account, to pay Operating Expenses, IMAGINE may, but is not required to, pursuant to a request from the Board, deposit funds into the Charter School Operating Account for the payment of such budgeted and unpaid Operating Expenses as may be due and owing (“Operating Advances”). If IMAGINE elects to make Operating Advances, it will only elect to deposit funds that are necessary to pay for the then current due and owing Operating Expenses. On the first day of the month during such fiscal year that funds reside in the Charter School Operating Account which funds are not otherwise reserved under the approved Budget, IMAGINE shall be automatically reimbursed for any outstanding Operating Advances. Operating Advances shall only be subject to automatic repayment from the amounts set forth in Article V, Section A.1 and Other Funds available during the fiscal year in which such Operating Advances are made. In the event that Operating Advances are not automatically reimbursed, during the fiscal year, the obligation to repay the Operating Advances will be waived.”

As proven in the history of 100 Academy of Excellence and Imagine School at Mountain View, Imagine Schools has financially supplemented both schools during times of financial challenge and has waived any unmet financial obligations. Both schools anticipate ending FY 2012-2013 with a surplus.

C.2 FINANCIAL MANAGEMENT

Here we describe systems and procedures for Imagine Centennial's financial management.

C.2.1 FINANCIAL CONTACT PERSON

The Principal will hire a business manager responsible for the accuracy of the general ledger, accounts payable, accounts receivable, payroll, and financial compliance. This person will be in charge of ensuring that any remaining money is returned to the appropriate funding source, such as state and local authorities. The business manager is a Governing Board employee who reports to the Principal and to the Board.

C.2.2 CLOSING PROCEDURES

In the event our school must be closed, the Governing Board will provide written notice of closure to the State Public School Charter Authority and to school employees no less than 30 days before closure occurs; stating the reason and date of the closure and the date when the decision to close was made. As per NAC 386.335, the Board will appoint an administrator to act as trustee during, and for up to a year after closure, assuming responsibility for all aspects of the closure. Written notice will include the trustee's name and contact information. Parents will be informed of the closure by mail along with information about student and student record transfers to other public schools. Staff will inform parents about local schools near their homes or businesses.

Trustees will be informed of the decision and alerted to the fact that other schools may receive students to enroll once the school closes. All records will be provided to the school sponsor, particularly any indebtedness of the school along with all other financial concerns relating to the school and its employees. Pursuant to NRS 387.124, the school acknowledges that the remaining apportionments that would have been made to the school must be proportionately paid to districts where enrolled pupils enrolled reside.

C.2.3 AUDIT FIRM

The Governing Board will choose an independent auditor to conduct year-end financial audits. Presently, the Committee to Form is considering the audit firm of Sharon J. McNair, CPA, 4015 S. E; Capitan Way, Suite 888, Las Vegas, Nevada 89147.

C.2.4 LOCAL NEVADA BANK

The school will use a local Nevada bank. Members of the Committee to Form will select the bank.

C.2.5 LIST OF FEES

No fees will be charged for course materials, assessments, or equipment.

C.2.6 PERSON TO DRAW ORDERS FOR PAYMENT OF MONEY

Pursuant to NRS 386.573, the Governing Board will designate a person to draw all orders for the payment of money belonging to the charter school. This has always been the business manager in schools associated with Imagine. The business manager, an employee of the Governing Board and a resident of Nevada, draws all orders for payment of charter school money. Name, address, telephone and qualifications will be submitted upon selection.

C.2.7 NUMBER OF ENROLLED PUPILS FOR FINANCIAL VIABILITY

The minimum number of enrolled students necessary for financial viability is 275 students with Imagine's contribution, if needed.

C.3 FACILITIES

Outlined below is information on the Imagine Centennial school facility as per to NAC 386.140(2).

REQUIRED ELEMENTS

C.3.1 A-D FACILITIES – NAC 386.140 (2)

Pursuant to NAC 386.140 (2), the facility identified to house Imagine Centennial is presently occupied by another charter school not affiliated with Imagine Centennial. Quest Academy will vacate the premises on June 30, 2013 as designated in the sublease terms with Imagine Schools, Inc.

- a) **The address of the facility:** 6610 Grand Montecito Parkway Las Vegas, NV 89149
- b) **Type of facility** -The facility was designed as a school with an E occupancy status (Educational).

Twenty-three classrooms, a library, computer lab, multi-purpose room, art room, administrative offices, restrooms, playgrounds, and parking, totals 37,400 sq. ft., on almost 4.5 acres.

c) A **floor plan** of the facility in Attachment C.3 (c) notates the size of the facility in square feet.

d) **Name and address of the owner** of the facility:
Centennial Academy, LLC.. Stephen Aizenberg, 4511 W. Cheyenne Ave., #105; N. Las Vegas, NV 89032

C. 3 e Attachment – *Proposed Lease or Rental Agreement*

C. 3 f Attachment – *Certificate of Occupancy*

C. 3.g Attachment – *Insurance Documentation*

C.4. TRANSPORTATION, HEALTH SERVICES, AND EMERGENCY SERVICES

Systems, procedures and provisions for transportation, health, and emergency services are below.

C.4.1 TRANSPORTATION

Transportation will not be provided to and from the charter school. The school will assist parents/guardians by providing a system for connecting those who would like to share personal transportation duties. If transportation is needed for periodic field trips, charter bus services will be procured.

C.4.2 HEALTH SERVICES

Imagine Centennial will designate a full time First Aid Safety Assistant (FASA), managed by a certified school nurse. Upon determining the number of enrolled students, we will assess the extent of health service needs and may contract with appropriate health professionals to meet those needs.

C.4.3 MAINTENANCE OF IMMUNIZATION RECORDS

Pursuant to NRS 392.435, immunization records of Imagine Centennial students will be kept in a safe, locked area of the school's office, maintained by the FASA working under a licensed nurse. The FASA will document and notify parents/legal guardians when a student needs to be immunized.

C.4.4 Attachment – *Description of Emergency Drills*

C.4.5 Attachment – *Emergency Plan*

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IMAGINE CENTENNIAL CHARTER SCHOOL APPLICATION
ATTACHMENTS

A. EDUCATION PLAN

Attachment A.3.2
Schedule of Courses for Each Grade Level



**Imagine Centennial
Elementary Master Schedule
2013-14
Grades K-5**

Day/Time (M-F)	Kinder	First grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
8:00-8:15	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
8:15-10:00	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
10:00 – 11:00 ELA block 2.5 hours/day	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)
11:00-12:00 Math block 1 hour/day	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)
*Recess/Lunch	Kinder lunch	Kinder lunch	Kinder lunch	Kinder lunch	Kinder lunch	Kinder lunch
11:00-11:30	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch
11:30-12:00	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch
12:00-12:30						
12:30-1:30	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period
1:30-2:30	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies
2:30-3:30	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)

*Ten minutes for recess followed by 20 minutes for lunch...



Imagine Centennial Middle School Master Schedule

Day/Time	Day 1	Day 2	Day 3	Day 4	Day 5
7:45 - 8:00	HR	HR	HR	HR	HR
8:00 - 9:00	5 th (LangArt) 6 th (SocialSt) 7 th (Science) 8 th (Math)	5 th (LangArt) 6 th (SocialSt) 7 th (Science) 8 th (Math)	5 th (LangArt) 6 th (SocialSt) 7 th (Science) 8 th (Math)	5 th (LangArt) 6 th (SocialSt) 7 th (Science) 8 th (Math)	5 th (LangArt) 6 th (SocialSt) 7 th (Science) 8 th (Math)
9:05 - 10:10	5 th (Math) 6 th (LangArt) 7 th (SocialSt) 8 th (Science)	5 th (Math) 6 th (LangArt) 7 th (SocialSt) 8 th (Science)	5 th (Math) 6 th (LangArt) 7 th (SocialSt) 8 th (Science)	5 th (Math) 6 th (LangArt) 7 th (SocialSt) 8 th (Science)	5 th (Math) 6 th (LangArt) 7 th (SocialSt) 8 th (Science)
10:10 - 10:20	Break	Break	Break	Break	Break
10:25 - 11:30	5 th (Science) 6 th (Math) 7 th (LangArt) 8 th (SocialSt)	5 th (Science) 6 th (Math) 7 th (LangArt) 8 th (SocialSt)	5 th (Science) 6 th (Math) 7 th (LangArt) 8 th (SocialSt)	5 th (Science) 6 th (Math) 7 th (LangArt) 8 th (SocialSt)	5 th (Science) 6 th (Math) 7 th (LangArt) 8 th (SocialSt)
11:35 - 12:45	5 th (SocialSt) 6 th (Science) 7 th (Math) 8 th (LangArt)	5 th (SocialSt) 6 th (Science) 7 th (Math) 8 th (LangArt)	5 th (SocialSt) 6 th (Science) 7 th (Math) 8 th (LangArt)	5 th (SocialSt) 6 th (Science) 7 th (Math) 8 th (LangArt)	5 th (SocialSt) 6 th (Science) 7 th (Math) 8 th (LangArt)
12:45 - 1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:20 - 2:25 (MS Prep)	5 th (Tech) 6 th (Music) 7 th (PE) 8 th (Library)	5 th (Library) 6 th (Tech) 7 th (Music) 8 th (PE)	5 th (PE) 6 th (Library) 7 th (Tech) 8 th (Music)	5 th (Art) 6 th (PE) 7 th (Library) 8 th (Tech)	5 th (Music) 6th (Tech) 7 th (PE) 8 th (Art)
2:30 - 3:30	MicroSociety	MicroSociety	MicroSociety	MicroSociety	Dismissal

Attachment A.3.3

Course Descriptions

Attachment A.3.3 Course Description

Course descriptions correspond to the College and Career Readiness (CCR) anchor standards and to grade-specific standards to ensure that the skills and understandings all students must demonstrate are embedded in each course.

Name of Course	Range and Content	Grades	Detailed Description
English Language Arts	Reading	K	<p>Reading Literature and Informational Texts: Students will gain adequate exposure to a range of texts and tasks. Students will read increasingly complex texts through the grades.</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • With prompting and support, students will be able to ask and answer questions about key details in a text. • With prompting and support, students will identify the main topic and retell key details of a text. • With prompting and support, students will be able to retell familiar stories, including key details. • With prompting and support, students will identify settings, and major events in a story. • With prompting and support, students will describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Student will ask and answer questions about unknown words in a text. • Students will identify the front cover, back cover, and title page of a book. • Students will name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. • Students will recognize common types of texts (e.g., storybooks, poems). • With prompting and support, students will name the author and illustrator of a story and define the role of each in telling the story. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • With prompting and support, students will describe the relationship between illustrations and the story/text in which they appear (e.g. what moment in a story an illustration depicts, or person, place, thing, or idea in the text an illustration depicts.) • With prompting and support, students will compare and contrast the adventures and experiences of characters in familiar stories. • With prompting and support, students will identify the reasons an author gives to support points in a text. • With prompting and support, students will identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures). • Students will actively engage in group reading activities with purpose and understanding. <p>Foundational Skills: Students will develop and understanding and working knowledge of concepts of print, the alphabetic principle, and other basic</p>

			<p>conventions of the English writing system.</p> <ul style="list-style-type: none"> • Students will demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. • Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. • Students will know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant. • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. • Students will read emergent-reader texts with purpose and understanding.
English Language Arts	Writing	K	<p>Writing: Students will have a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications.</p> <ul style="list-style-type: none"> • Students will use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) • Student will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. • With guidance and support from adults, students will respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, students will explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • Students will participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • With guidance and support from adults, students will recall information from experiences or gather information from provided sources to answer a

			question.
English Language Arts	Speaking and Listening	K	<p>Speaking and Listening: Students will have ample opportunities to take part in a variety of rich, structured conversations- as part of a whole class, in small groups, and with a partner.</p> <ul style="list-style-type: none"> • Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. • Students will confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Students will ask and answer questions in order to seek help, get information, or clarify something that is not understood. • Students will describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • Students will add drawings or other visual displays to descriptions as desired to provide additional detail. • Students will speak audibly and express thoughts, feelings, and ideas clearly.
English Language Arts	Language	K	<p>Language: Students will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). • Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. • Students will with guidance and support from adults, explore word relationships and nuances in word meanings.

			<ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). • Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Math	Counting and Cardinality	K	<p>Counting and Cardinality: Students will know number names and the count sequence.</p> <ul style="list-style-type: none"> • Students will count to 100 by ones and by tens. • Students will count forward beginning from a given number within the known sequence (instead of having to begin at 1). • Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). • Understand the relationship between numbers and quantities; connect counting to cardinality. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. • Understand that each successive number name refers to a quantity that is one larger. • Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects) <p>Compare two numbers between 1 and 10 presented as written numerals.</p>
Math	Operations and Algebraic Thinking	K	<p>Operations and Algebraic Thinking: Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> • Students will represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problems. This applies wherever drawings are mentioned in the Standards.) • Students will solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. • Students will decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). • For any number from 1 to 9, students will find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

			<ul style="list-style-type: none"> Students will fluently add and subtract within 5.
Math	Number and Operations in Base Ten	K	<p>Number and Operations in Base Ten: Students will work with numbers 11–19 to gain foundations for place value.</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Math	Mathematical Practices	K	<p>Mathematical Practices: Students will reflect the need to connect the mathematical practices to mathematical content in instruction.</p> <ul style="list-style-type: none"> Students will make sense of problems and persevere in solving them. Students will reason abstractly and quantitatively. Students will construct viable arguments and critique the reasoning of others. Students will model with mathematics. Students will use appropriate tools strategically. Students will attend to precision. Students will look for and make use of structure. Students will look for and express regularity in repeated reasoning
Science	Earth Science	K-2	<p>Earth Science:</p> <p>Atmospheric Processes and the Water Cycle:</p> <ul style="list-style-type: none"> Students understand that changes in weather often involve water changing from one state to another. Students know the Sun is a source of heat and light. Students know water on Earth can be a liquid (rain) or a solid (snow and ice), and can go back and forth from one form to the other. Students know weather changes from day to day and seasonally. Students know weather can be described by measurable quantities such as temperature, wind direction and speed, and precipitation. <p>Solar System and Universe:</p> <ul style="list-style-type: none"> Students understand there are objects in the sky, which display patterns. Students know objects in the sky display patterns in how they look, where they are located, and how they move. Students know the Sun rises every day, and the Moon can rise during the day and/or the night. Students know the Sun and Moon appear to move across the sky. Students know the Moon appears to change shape over the course of a month. <p>Earth's Composition and Structure:</p> <ul style="list-style-type: none"> Students understand that Earth materials include rocks, soils, and water. Students know Earth is composed of different kinds of materials. Students know rocks come in many sizes and shapes, with various textures and colors. Students know soils have different colors or textures depending on their composition.

			<p>Matter:</p> <ul style="list-style-type: none">• Students understand that matter has observable properties.• Students know matter can exist as solids and as liquids.• Students know matter can be categorized by observable properties, such as color, size, shape, and weight.• Students know different objects are made of many different types of materials. <p>Forces and Motion:</p> <ul style="list-style-type: none">• Students understand that position and motion of objects can be described.• Students know the position and motion of an object can be changed by pushing or pulling.• Students know things move in many different ways and at different speeds (e.g., straight line, zigzag, vibration, circular motion, fast/slow).• Students know magnets can be used to make some things move without being touched.• Students know things fall to the ground unless something holds them up. <p>Energy:</p> <ul style="list-style-type: none">• Students know heat, light, and sound can be produced.• Students know sound is produced by vibrating objects.• Students know objects can be described as hot or cold relative to another object.
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Reading	Literature	Grade 3	<p>Literature</p> <ul style="list-style-type: none"> • Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Students will recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • Students will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • Students will determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. • Students will refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • Students will distinguish their own point of view from that of the narrator or those of the characters. • Students will explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • Students will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • By the end of the year, students will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <p>Informational Text:</p> <ul style="list-style-type: none"> • Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Students will determine the main idea of a text; recount the key details and explain how they support the main idea. • Students will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. • Students will distinguish their own point of view from that of the author of a text. • Students will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • Students will describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • Students will compare and contrast the most important points and key details presented in two texts on the same topic. • By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. <p>Foundational Skills</p> <ul style="list-style-type: none"> • Students will know and apply grade-level phonics and word analysis skills in
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			<p>decoding words.</p> <ul style="list-style-type: none"> ○ Identify and know the meaning of the most common prefixes ○ words. ○ and derivational suffixes ○ Decode words with common Latin suffixes. ○ Decode multi-syllable words. ○ Read grade-appropriate irregularly spelled words. <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ Read on-level text with purpose and understanding. ○ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Grade 3: Writing</p> <ul style="list-style-type: none"> ● Students will write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ○ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ○ Provide reasons that support the opinion. ○ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ○ Provide a concluding statement or section. ● Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ○ Develop the topic with facts, definitions, and details. ○ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ○ Provide a concluding statement or section ● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ○ Use temporal words and phrases to signal event order. ○ Provide a sense of closure. ● With guidance and support from adults, students will produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● Students will write informative/explanatory texts ● With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) ● With guidance and support from adults, students will use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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		<p>as $56 \div 8$.</p> <ul style="list-style-type: none"> • Students will use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 2.) • Students will determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i> • Students will apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> • Students will understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> • Students will fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Students will solve two-step word problems using the four operations. Represent these problems</p> <ul style="list-style-type: none"> • Students will show how regional change in the United States from decade to decade has affected characteristics of place, i.e., salt and sand used to melt ice, flood basins, levees. • Students will label a map of the United States with their capitals. • Students will define absolute location. <p>Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</p> <ul style="list-style-type: none"> • Students will explain differences in population distribution within the United States. • Students will list push-pull factors influencing human migration and settlement in the United States. • Students will describe differences among rural, suburban, and urban settlement in the United States. • Students will describe historical and current economic issues in the U.S. using geographic resources, i.e., illustrate demographic changes due to mining and gaming. <p>Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</p> <ul style="list-style-type: none"> • Students will describe ways physical environments affect human activity in the United States using historical and contemporary examples. • Students will describe how technologies altered the physical environment in the U.S., and the effects of those changes on its people. • Students will explore the impact of human modification of the United States'
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		<p>physical environment on the people who live there.</p> <ul style="list-style-type: none"> • Students will identify and locate potential natural hazards in the United States and their impacts on the land and population. • Students will describe and compare the distribution patterns and use of natural resources in the United States. <p>The Market Economy - 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.</p> <ul style="list-style-type: none"> • Students will describe how scarcity requires a person to make a choice and identify costs associated with that choice. • Students will demonstrate an understanding that an individual can be a consumer and producer at the same time. • Students will identify the resources needed for production in households, schools, and community groups. • Students will describe how income reflects choices people make about education, training, skill development, lifestyle, and careers. • Students will demonstrate an understanding of supply and demand in a market. <p>The U.S. Economy As A Whole - 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.</p> <ul style="list-style-type: none"> • Students will define trade and commodities used in trade. • Students will identify how interest rates affect borrowing, saving, and purchasing using credit. • Students will identify services offered by different types financial institutions. • Students will illustrate how one person's spending becomes another person's income. • Students will recognize the three types of productive resources. • Students will define inflation and deflation. • Students will define labor force and unemployment. <ul style="list-style-type: none"> • Students will demonstrate per capita measures in the classroom. <p>The Dynamic Economy - Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.</p> <ul style="list-style-type: none"> • Students will explain the purposes for establishing for-profit and not-for-profit organizations. • Students will provide an example of how purchasing a tool or acquiring education can increase the ability to produce goods. • Students will describe the steps an entrepreneur would take to start a business. • Students will explain why specialization increases productivity and interdependence. • Students will describe what it means to compete, and give examples of ways sellers compete. • Students will define mercantilism. • Students will identify scarce resources and identify how they are allocated in the United States. <p>The International Economy - Students will explore trends in international trade,</p>
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		<p>the impact of trade on the U.S. economy, and the role of exchange rates.</p> <ul style="list-style-type: none"> • Students will explain why the U.S. imports and exports goods. • Students will define exchange rates. • Students will define globalization and explain how the U.S. economy is affected by international trade. <p>Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.</p> <ul style="list-style-type: none"> • Students will explain that the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, are written documents that are the foundation of the United States government. • Students will describe the operation of representative government. • Students will describe the criteria for U.S. citizenship. • Students will explain the symbolic importance of the Pledge of Allegiance and the Fourth of July. <p>The Federal System: U.S., State, and Local Governments - Students understand the U.S. 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.</p> <ul style="list-style-type: none"> • Students will describe examples of national, state, and local laws. • Students will name the two houses of the U.S. Congress and explain how representation is determined. • Students will identify the powers of the U.S. Congress, i.e., power to tax, declare war, and impeach the President. • Students will identify the duties of the President within the executive branch. • Students will explain that the U.S. Supreme Court is the highest court in the land. • Students will describe the purpose of a judge and jury in a trial as it relates to resolving disputes. <p>The Political Process - Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.</p> <ul style="list-style-type: none"> • Students will explain the qualities of a leadership. • Students will name the two major political parties. • Students will give examples of national interest groups. • Students will compare sources of information people use to form an opinion. • Students will define propaganda and give examples. <p>Global Relations - Students explain the different political systems in the world and how those systems relate to the Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.</p> <ul style="list-style-type: none"> • Students will explain that the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, are written documents that are the foundation of the United States government. • Students will describe the operation of representative government. • Students will describe the criteria for U.S. citizenship. • Students will explain the symbolic importance of the Pledge of Allegiance and the Fourth of July. <p>The Federal System: U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and</p>
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		<p>function of state and local governments.</p> <ul style="list-style-type: none"> • Students will describe examples of national, state, and local laws. • Students will name the two houses of the U.S. Congress and explain how representation is determined. • Students will identify the powers of the U.S. Congress, i.e., power to tax, declare war, and impeach the President. • Students will identify the duties of the President within the executive branch. • Students will explain that the U.S. Supreme Court is the highest court in the land. • Students will describe the purpose of a judge and jury in a trial as it relates to resolving disputes. <p>The Political Process - Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.</p> <ul style="list-style-type: none"> • Students will explain the qualities of a leadership. • Students will name the two major political parties. • Students will give examples of national interest groups. • Students will compare sources of information people use to form an opinion. • Students will define propaganda and give examples. <p>Global Relations - Students explain the different political systems in the world and how those systems relate to the United States and its citizens.</p> <ul style="list-style-type: none"> • Students will describe the influences other nations have had on the development of the United States political system. <p>6th Grade: Reading Literature</p> <ul style="list-style-type: none"> • Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Students will describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • Students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • Students will explain how an author develops the point of view of the narrator or speaker in a text. • Students will compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. • Students will compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. • Students will by the end of the year, read and comprehend literature,
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			<p>including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Informational Text</p> <ul style="list-style-type: none"> • Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Students will analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Students will analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • Students will determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. • Students will integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • Students will trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • Students will compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • Students will by the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>6th Grade: Writing</p> <ul style="list-style-type: none"> • Students will write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ○ Introduce claim(s) and organize the reasons and evidence clearly. ○ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ○ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from the argument presented. • Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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			<ul style="list-style-type: none"> ○ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate transitions to clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from the information or explanation presented. ● Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ○ Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ○ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ○ Provide a conclusion that follows from the narrated experiences or events. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) ● Students will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ● Students will conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● Students will gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ● Students will draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). ○ Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and
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			<p>evidence from claims that are not”).</p> <ul style="list-style-type: none"> Students will 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 discipline-specific tasks, purposes, and audiences. <p>6th Grade: Speaking and Listening</p> <ul style="list-style-type: none"> Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Students will interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Students will delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Students will present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Students will include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) <p>6th Grade: Language</p> <ul style="list-style-type: none"> Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself, ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* <ul style="list-style-type: none"> Students will demonstrate command of the conventions of standard
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		<p>English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ○ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* ○ Spell correctly. <ul style="list-style-type: none"> ● Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ Vary sentence patterns for meaning, reader/listener interest, and style.* ○ Maintain consistency in style and tone.* ● Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). ○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ Interpret figures of speech (e.g., personification) in context. ○ Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ○ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>). ● Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>6th – 8th Grade: Literacy in History/Social Studies</p> <ul style="list-style-type: none"> ● Students will cite specific textual evidence to support analysis of primary and secondary sources. ● Students will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● Students will identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). ● Students will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● Students will describe how a text presents information (e.g., sequentially,
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			<p>comparatively, and causally).</p> <ul style="list-style-type: none"> • Students will identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • Students will distinguish among fact, opinion, and reasoned judgment in a text. • Students will analyze the relationship between a primary and secondary source on the same topic. • Students will by the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. <p>6th – 8th Grade: Literacy in History/Social Studies, Science, and Technical Subjects</p> <ul style="list-style-type: none"> • Students will write arguments focused on <i>discipline-specific content</i>. <ul style="list-style-type: none"> ○ Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ○ Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. ○ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the argument presented. • Students will write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> ○ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style and objective tone. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented. • Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and
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		<p>audience have been addressed.</p> <ul style="list-style-type: none"> • Students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • Students will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Students will draw evidence from informational texts to support analysis, reflection, and research. • Students will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p>6th Grade: Math</p> <p>Ratios and Proportional Relationships: Students will understand ratio concepts and use ratio reasoning to solve problems.</p> <ul style="list-style-type: none"> • Students will understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i> • Students will understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i> (Expectations for unit rates in this grade are limited to non-complex fractions.) • Students will use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <ul style="list-style-type: none"> ○ Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. ○ Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> ○ Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent. ○ Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. <p>The Number System: Students will apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>
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		<ul style="list-style-type: none"> • Students will interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i> • Students will fluently divide multi-digit numbers using the standard algorithm. • Students will fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. • Students will find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9+2)$.</i> • Students will understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. • Students will understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. <ul style="list-style-type: none"> ○ Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. ○ Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. ○ Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. • Students will understand ordering and absolute value of rational numbers. <ul style="list-style-type: none"> ○ Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> ○ Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> ○ Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For</i>
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			<p><i>example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <ul style="list-style-type: none"> ○ Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> ● Students will solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. ● Students will convert between expressions for positive rational numbers, including fractions, decimals, and percents. <p>Expressions and Equations: Students will apply and extend previous understandings of arithmetic to algebraic expressions.</p> <ul style="list-style-type: none"> ● Students will write and evaluate numerical expressions involving whole-number exponents. ● Students will write, read, and evaluate expressions in which letters stand for numbers. <ul style="list-style-type: none"> ○ Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i> ○ Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8+7)$ as a product of two factors; view $(8+7)$ as both a single entity and a sum of two terms</i> ○ Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V=s^3$ and $A=6s^2$ to find the volume and surface area of a cube with sides of length $s=1/2$.</i> ● Students will apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i> ● Students will identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> ● Students will understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. ● Students will use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. ● Students will solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers
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		<ul style="list-style-type: none"> • Students will write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. • Students will use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i> <p>Geometry: Students will solve real-world and mathematical problems involving area, surface area, and volume.</p> <ul style="list-style-type: none"> • Students will find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. • Students will find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. • Students will draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. • Students will represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. <p>Statistics and Probability: Students will develop understanding of statistical variability.</p> <ul style="list-style-type: none"> • Students will recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i> • Students will understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. • Students will recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. • Students will display numerical data in plots on a number line, including dot plots, histograms, and box plots. • Summarize numerical data sets in relation to their context, such as by: • Students will report on the number of observations.
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			<ul style="list-style-type: none"> ○ Describing the nature of the attribute under investigation, including how it was measured and its units of measurement ○ Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. ○ Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. <p>Mathematical Practices: Students will reflect the need to connect the mathematical practices to mathematical content in instruction.</p> <ul style="list-style-type: none"> ● Students will make sense of problems and persevere in solving them. ● Students will reason abstractly and quantitatively. ● Students will construct viable arguments and critique the reasoning of others. ● Students will model with mathematics. ● Students will use appropriate tools strategically. ● Students will attend to precision. ● Students will look for and make use of structure. ● Students will look for and express regularity in repeated reasoning. <p>Grade 6-8 Science</p> <p>Scientific Inquiry: Students will reflect that scientific inquiry is the process by which humans systematically examine the natural world. Scientific inquiry is a human endeavor and involves observation, reasoning, insight, energy, skill, and creativity. Scientific inquiry is used to formulate and test explanations of nature through observation, experiments, and theoretical or mathematical models. Scientific explanations and evidence are constantly reviewed and examined by others. Questioning, response to criticism and open communication are integral to the process of science.</p> <ul style="list-style-type: none"> ● Students will understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations. ● Students will know how to identify and critically evaluate information in data, tables, and graphs. ● Students will know how to critically evaluate information to distinguish between fact and opinion. ● Students will know different explanations can be given for the same evidence. ● Students will know how to design and conduct a controlled experiment. ● Students will know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data. ● Students will know scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists. ● Students will know there are multiple methods for organizing items and information. <p>Science, Technology, and Society: Students will reflect that technology defines a society or era. It can shape the environment in which people live, and it has increasingly become a larger part of people’s lives. While many of technology’s effects on society are regarded as desirable, other effects are seen as less desirable. These concepts are shared across subject areas such as science, math, technology, social studies and language arts. The development and use of technology affects society and the environment in which we live, and, at the same time, society</p>
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		<p>influences the development of technology and its impact on culture.</p> <ul style="list-style-type: none"> • Students will understand the interactions of science and society in an ever-changing world. • Students will understand that consequences of technologies can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical. • Students will know scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion. <p>Atmospheric Processes and the Water Cycle: Students will reflect that earth systems have internal and external sources of energy, both of which create heat. Driven by sunlight and Earth's internal heat, a variety of cycles connect and continually circulate energy and material through the components of the earth systems.</p> <ul style="list-style-type: none"> • Students will understand the relationship between the Earth's atmosphere, topography, weather and climate. • Students will know seasons are caused by variations in the amounts of the Sun's energy reaching Earth's surface due to the planet's axial tilt. • Students will know how the processes involved in the water cycle affect climatic patterns. • Students will know the properties that make water an essential component of the earth system. • Students will understand the composition of Earth's atmosphere, emphasizing the role of the atmosphere in Earth's weather and climate. • Students will know the difference between local weather and regional climate. • Students will know topography and patterns of global and local atmospheric movement influence local weather which occurs primarily in the lower atmosphere. <p>Solar System and Universe: Students will reflect that the universe is a dynamic system of matter and energy. The universe is extremely large and massive with its components separated by vast distances. Tools of technology will continue to aid in the investigation of the components, origins, processes and age of the universe. Earth is one part in our solar system, which is within the Milky Way galaxy. The Sun is the energy-producing star for our solar system. Most objects in our solar system are in predictable motion, resulting in phenomena such as day/night, year, phases of the moon, tides, and eclipses.</p> <ul style="list-style-type: none"> • Students will understand characteristics of our solar system that is part of the Milky Way galaxy. • Students will know the universe contains many billions of galaxies, and each galaxy contains many billions of stars. • Students will know the solar system includes a great variety of planetary moons, asteroids, and comets. • Students will know characteristics of the planets in our solar system. • Students will know Earth is part of a solar system located within the Milky Way Galaxy. • Students will know the Sun is many thousands of times closer to Earth than any other star, and billions of times closer than the far end of the Milky Way Galaxy. • Students will know the Sun is a medium-sized star located in the Milky Way Galaxy, part of which can be seen as a glowing band of light spanning the clear night sky. • Students will know regular and predictable motions of Earth around the Sun
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			<p>and the Moon around the Earth explain such phenomena as the day, the year, phases of the Moon, and eclipses.</p> <p>Earth's Composition and Structure: Students will reflect that the earth is composed of materials that move through the biogeochemical cycles. Earth's features are shaped by ongoing and dynamic processes. These processes can be constructive or destructive and occur over geologic time scales.</p> <ul style="list-style-type: none"> • Students will understand that landforms result from a combination of constructive and destructive processes. • Students will know sedimentary rocks and fossils provide evidence for changing environments and the constancy of geologic processes. • Students will know rocks at Earth's surface weather, forming sediments that are buried, then compacted, heated and often recrystallized into new rock. • Students will know Earth is composed of a crust (both continental and oceanic); hot convection mantle; and dense, a metallic core. • Students will know the very slow movement of large crustal plates result in geological events. • Students know how geologic processes account for state and regional topography. • Students will know minerals have different properties and different distributions according to how they form. • Students will know the characteristics, abundances, and location of renewable and nonrenewable resources found in Nevada. • Students will know the characteristics, abundances, and location of renewable and nonrenewable resources found in Nevada. <p>Matter: Students will reflect that matter has various states with unique properties that can be used as a basis for organization. The relationship between the properties of matter and its structure is an essential component of study in the physical sciences. The understanding of matter and its properties leads to practical applications, such as the capability to liberate elements from ore, create new drugs, manipulate the structure of genes and synthesize polymers.</p> <ul style="list-style-type: none"> • Students will understand the properties and changes of properties in matter. • Students will know particles are arranged differently in solids, liquids, and gases of the same substance. • Students will know elements can be arranged in the periodic table which shows repeating patterns that group elements with similar properties. • Students will know methods for separating mixtures based on the properties of the components. • Students will know atoms often combine to form molecules, and that compounds form when two or more different kinds of atoms chemically bond. • Students will know mass is conserved in physical and chemical changes. • Students will know matter is made up of tiny particles called atoms. • Students will know the characteristics of electrons, protons, and neutrons. • Students will know substances containing only one kind of atom are elements which cannot be broken into smaller pieces by normal laboratory processes. <p>Forces and Motion</p> <ul style="list-style-type: none"> • Students will understand that position and motion of an object result from the net effect of the different forces acting on it. • Students will know the effects of balanced and unbalanced forces on an object's motion. • Students will know the effects of balanced and unbalanced forces on an object's motion.
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		<ul style="list-style-type: none"> • Students will know every object exerts gravitational force on every other object, and the magnitude of this force depends on the mass of the objects and their distance from one another. <p>Energy</p> <ul style="list-style-type: none"> • Students will know visible light is a narrow band within the electromagnetic spectrum. • Students will know vibrations (e.g., sounds, earthquakes) move at different speeds in different materials, have different wavelengths, and set up wave-like disturbances that spread away from the source uniformly. • Students will know physical, chemical, and nuclear changes involve a transfer of energy. • Students will know energy cannot be created or destroyed, in a chemical or physical reaction, but only changed from one form to another. • Students will know heat energy flows from warmer materials or regions to cooler ones through conduction, convection, and radiation. • Students will know electrical circuits provide a means of transferring electrical energy to produce heat, light, sound, and chemical changes. <p>Heredity: Students will reflect that heredity is the genetic passing of a set of instructions from generation to generation. These instructions are encoded as DNA and may manifest themselves as characteristics. Some characteristics are inherited, and some result from interactions with the environment.</p> <ul style="list-style-type: none"> • Students will understand the role of genetic information in the continuation of a species. • Students will know heredity is the passage of genetic instructions from one generation to the next generation. • Students will know changes in genes of eggs and sperm can cause changes in inherited characteristics. • Students will know organisms can be bred for specific characteristics • Students will know some characteristics of an organism are the result of a combination of interaction with the environment and genetic information. <p>Structure of Life: Students will reflect that all living things are composed of cells. Cells range from very simple to very complex and have structures which perform functions for the organism. Cells and structures can be damaged or fail because of intrinsic failures or disease.</p> <ul style="list-style-type: none"> • Students will understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions. • Students will know all organisms are composed of cells, which are the fundamental units of life. • Students will know cells grow, divide, and take in nutrients which they use to provide energy for cell functions. • Students will know some organisms are made of just one cell and that multicellular organisms can consist of thousands to millions of cells working together. • Students will know cells combine to form tissues that combine to form organs and organ systems that are specialized to perform life functions. • Students will know disease can result from defects in body systems or from damage caused by infection. <p>Organisms and Their Environment: Students will reflect that a variety of ecosystems and communities exist on Earth. Ecosystems are dynamic interactions of organisms and their environment. Ecosystems have distinct characteristics and components that allow certain organisms to thrive. Change in one or more components can affect the entire ecosystem.</p> <ul style="list-style-type: none"> • Students will understand how living and non-living components of ecosystems
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		<p>interact.</p> <ul style="list-style-type: none"> • Students will know how matter and energy are transferred through food webs in an ecosystem. • Students will know how to characterize organisms in any ecosystem by their functions. • Students will know inter-related factors affect the number and type of organisms an ecosystem can support. <p>Diversity of Life: Students will reflect that evidence suggests that living things change over periods of time. These changes can be attributed to genetic and/or environmental influences. This process of change over time is called biological evolution. The diversity of life on Earth is classified using objective characteristics. Scientific classification uses a hierarchy of groups and subgroups based on similarities that reflect evolutionary relationships.</p> <ul style="list-style-type: none"> • Students will understand that life forms change over time, contributing to the variety of organisms found on the Earth. • Students will know species can be identified and classified based upon their characteristics. • Students will know fossils provide evidence of how life and environmental conditions have changed throughout geologic time. • Students will know an organism’s behavior is based on both experience and on the species’ evolutionary history. <p>Grade 6-8: Social Studies</p> <p>Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge.</p> <ul style="list-style-type: none"> • Students will read texts by using reading strategies (i.e., prior knowledge, key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes). • Students will read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias. • Students will apply reading and writing strategies to construct and express knowledge. • Students will use reading and writing to respond to historical literature. • Students will gather information by taking notes, making outlines, and creating graphic organizers. • Students will formulate essential questions on a given topic. <p>Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens.</p> <ul style="list-style-type: none"> • Students will formulate appropriate research questions. • Students will conduct research by locating, gathering, organizing information and data, and evaluating online and print resources. • Students will effectively communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology. • Students will identify propaganda, censorship, and bias in the media. • Students will explain content through the use of maps, graphs, charts, and diagrams. • Students will use technology resources for problem solving, self-directed learning, and extended learning activities. • Students will demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. • Students will use content specific technology tools to support learning and
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		<p>research.</p> <ul style="list-style-type: none"> • Students will evaluate the accuracy, relevancy, appropriateness, and bias of online and print sources. <p>Historical analysis and interpretation: students must draw upon their 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.</p> <ul style="list-style-type: none"> • Students will develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred. • Students will identify primary and secondary sources as historical content. • Students will identify historical myths and historical fact. • Students will apply social studies (content & skills) to real life situations. • Students will formulate historical questions. • Students will interpret history through the use of primary and secondary sources. • Students will identify multiple perspectives of historical events. • Students will answer a historical question through the interpretation of primary sources. <p>Civic Participation includes the skills necessary to prepare students to be active, informed, and literate citizens.</p> <ul style="list-style-type: none"> • Students will accept responsibility for the well-being of oneself, family, and the community. • Students will identify issues and events that have an impact on people at local, state, national, and global levels. • Students will actively participate in civic and community life at local, state, national, and global levels. • Students will ask meaningful questions to evaluate information. • Students will use effective decision-making and problem-solving skills in public and private life. • Students will collaborate effectively as a member of a group. <p>People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</p> <ul style="list-style-type: none"> • Students will describe the cultural contributions of Native • Students will investigate ways in which Native Americans and immigrants helped create North American culture. • Students will describe the interactions among Native Americans, Europeans, and Africans. • Students will compare lifestyles in the New England, Middle, and Southern colonies as determined by race, class, and gender. • Students will identify American industrialists and discuss their contributions to the social, economic, and political way of life. • Students will explain how literature, music, architecture, and visual arts were a reflection of each time period. • Students will explore the lure of the West and the reality of life on the frontier as it relates to communication, farming and water issues, mining, and ranching. • Students will describe the contributions of immigrant groups to the emerging American culture. • Students will discuss the characteristics of American culture. • Students will describe the role of farming, railroads, and mining in the settlement of the West. • Students will explain the effects of WWI and WWII on social and cultural life
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			<p>in Nevada and the United States.</p> <ul style="list-style-type: none"> • Students will identify and describe the characteristics of pre-agricultural societies. • Students will identify and describe the technological innovations of early agrarian societies. • Students will identify the characteristics of pre-Columbian civilizations in South America that became part of American culture. • Students will evaluate factors that contributed to the fall of pre-Columbian civilizations. • Students will identify the characteristics of a civilization. • Students will explain how a civilization’s geographic location influenced its development. • Students will describe the achievements of ancient and classical civilizations. • Students will locate ancient, classical, and regional civilizations and describe their contributions of social structure, religion, and political systems. • Students will describe the origin, traditions, customs, and spread of the five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism). • Students will describe the cultural achievements of societies in the Middle East, Far East, the Americas, Africa, South Asia, and Europe. • Students will identify contributions of individuals around the world during the Middle Ages. • Students will explain the impact of the Crusades, trade, and the Plague on society during the Middle Ages. <p>Nation Building and Development - Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.</p> <ul style="list-style-type: none"> • Student will summarize the contributions of the diverse populations of Nevada’s early settlers. • Students will explain the events that led to Nevada’s statehood. • Students will describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions. • Students will identify and explain the importance of immigrant and native groups to mining, ranching, railroads, and commerce in Nevada and the United States. • Students will describe the impact of the United States military and atomic testing on Nevada. • Students will describe the effects of tourism and gaming on Nevada. • Students will describe the goals and accomplishments of labor unions in Nevada. • Students will determine the significance of the first and second Continental Congress and the Committees of Correspondence. • Students will describe the events, course, and results of the American Revolution, including the contributions of women, African Americans, and Native Americans. • Students will explain how the failures of the Articles of Confederation led to the creation of the Constitution. • Students will explain the issues involved in the creation and ratification of the U.S. Constitution and the new government it established. • Students will identify the individual and states rights protected by the Bill of Rights and their continuing significance. • Students will evaluate the influence of individuals in the building of a
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		<p>national identity, i.e., Pontiac, George Washington, and Abigail Adams.</p> <ul style="list-style-type: none"> • Students will describe contributing factors in the development of a national identity following the War of 1812. • Students will describe the colonization, immigration, and settlement patterns of the American people, i.e., the role of economic incentives, the effects of physical/political geography, and transportation systems. • Students will define the concept of Manifest Destiny and explain the events that led to the expansion of the United States. • Students will discuss and analyze the interactions between pioneers and Native Americans during the westward expansion. • Students will describe the institutionalization of slavery in America, the resistance of the enslaved, and the ongoing struggle between proponents and opponents of slavery. • Students will identify and describe the causes, key people, and events of the Civil War. • Students will identify and discuss the immediate outcomes and long term effects of the Civil War. • Students will summarize the successes and failures of Reconstruction. • Students will describe the effects of industrialization and new technologies on the development of the United States. • Students will explain the causes of the Great Depression and the impact the Great Depression had on society and its effect on U.S. political policy. • Students will identify the characteristics that led to the emergence and decline of empires around the world. • Students will identify the characteristics of various political systems of ancient civilizations. • Students will explain how feudal relationships provided a foundation for political order in Europe and Japan. • Students will determine the causes and consequences of political revolutions. • Students will define nation states and explain their political development. • Students will define mercantilism and explain how it influenced patterns of economic activity. • Students will explore how a desire for foreign goods led to an increase of economic and cultural diversity. <p>Social Responsibility & Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change.</p> <ul style="list-style-type: none"> • Students will describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs. • Students will explain the political and economic causes and effects of the American Revolution. • Students will describe key political ideas that influenced the American Revolution and the formation of the United States. • Students will explain the major ideas expressed in the Declaration of Independence. • Students will describe the social reform and religious movements of antebellum America. • Students will define abolition and identify key people and events of the movement. • Students will explain the struggle between states' rights and federalism, and
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		<p>the impact on the national identity in the United States.</p> <ul style="list-style-type: none"> • Students will explore the causes, events, major inventions, and technologies of the Industrial Revolution and explain their impact on the way of life in Nevada and the United States. • Students will identify the 13th, 14th, and 15th Amendments to the Constitution and explain their impact on the expansion of human rights. • Students will identify the Black Codes and Jim Crow Laws and explain how they reflected attitudes about race. • Students will discuss the rise of the Populist and Progressive Movements and explain how they reflected social change. • Students will explain the major social, technological, and cultural developments of the 1920's. • Students will explain how democratic principles introduced by the Greeks and Romans developed the concept of social responsibility. • Students will analyze the social impact of technology, i.e., ships, iron, water delivery systems, wheel, and the printing press. • Students will explain the spread of the five major world religions and their impact on society. • Students will identify institutions of social responsibility and explain their impact on society, i.e., church, government, family. • Students will compare the economic and social importance of slavery with other forms of coerced labor from ancient times to the present. • Students will explain how civilizations create order through social groupings, i.e., caste system, class system, feudalism. <p>International Relationships & Power - Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.</p> <ul style="list-style-type: none"> • Students will describe major local, national, and world issues; and explain their impact on international relations. • Students will describe the causes and effects of the French and Indian War on U.S. political policy and the expansion of U.S. territory. • Students will describe the influence of the American Revolution on Europe and the Americas. • Students will describe the contributions of foreign individuals and nations to the outcome of the American Revolution. • Students will examine U.S. involvement in World War I. • Students will explain the political and economic effects of World War I on the United States. • Students will identify the causes of World War II and the reasons for U.S. entry into the war. • Students will discuss the effects of World War II on American economic and political policies. • Students will examine how the Crusades led to a diffusion of ideas throughout Europe and Asia. • Students will examine how decisions made in the settlement of the West affected modern foreign commerce, i.e., energy, mining, and multinational corporations. • Students will explain the significance of major news events Nevada and at the national and world levels. <p>The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people,</p>
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		<p>places, and environments.</p> <ul style="list-style-type: none"> • Students will use map elements, including scale, to identify and locate physical and human features in the United States and the world. • Students will compare characteristics and purposes of several types of maps, map projections, and other geographic representations. • Students will make and defend a spatial decision using basic geographic vocabulary, tools, and concepts. • Students will construct mental maps from memory, i.e., sketch a map. • Students will create and compare maps of human and physical features around the world for purpose, accuracy, content, form, and design. • Students will provide oral directions in order to move from one location to another. • Students will compare Earth’s physical and human features using maps, fieldwork, graphic representations, aerial photographs, satellite images, and technological resources. <p>Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.</p> <ul style="list-style-type: none"> • Students will describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world. • Students will locate major civilizations, ancient through current, and describe how and why these regions changed over time. • Students will illustrate the relationship between the physical and cultural characteristics of a region. • Students will evaluate the role regions have played in historical events. • Students will define physical geographic terms, i.e., archipelago, gulf, basin, tundra. • Students will describe relationships between regions and belief systems and tell how these are important to cultural identity. • Students will compare how cultural characteristics affect different points of view with regard to places and regions. • Students will compare the uses of technology across world cultures. • Students will use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world. <p>Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</p> <ul style="list-style-type: none"> • Students will describe characteristics of developing and developed countries using demographic concepts. • Students will describe how movements of people, goods, ideas, and resources have affected events and conditions in the past and present. • Students will identify the conditions necessary for the development of civilizations and the cultural, political, and economic characteristics resulting from the growth of civilizations. • Students will identify patterns of rural and urban settlements in developing and developed countries. • Students will identify a regional or international economic issue and explain it from a spatial perspective.
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			<ul style="list-style-type: none"> • Students will explain how the physical and human geography of regions influences their allocation of resources. <p>Environment and Society - Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</p> <ul style="list-style-type: none"> • Students will describe and predict the regional and global impact of changes in the physical environment. • Evaluate the role of technology in the human modification of the physical environment. • Students will describe the changes that result from human modification of the physical environment. • Students will discuss the impact of natural hazards on the use and distribution of resources. • Students will research a specific natural hazard and document its effects on human systems. • Students will define renewable, nonrenewable, and human resources. • Students will categorize and locate examples of renewable, nonrenewable, and human resources. • Students will evaluate different viewpoints regarding a resource. <p>The Market Economy - 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.</p> <ul style="list-style-type: none"> • Students will discuss choices made by individuals including the concepts of opportunity cost and total benefit. • Students will identify factors that affect purchasing decisions such as: <ul style="list-style-type: none"> ○ Price ○ Income ○ Availability of substitutes ○ Self interest • Students will identify factors that affect producers' decisions to supply goods such as: <ul style="list-style-type: none"> ○ Output prices ○ Input prices ○ Technology • Students will discuss career paths considering: <ul style="list-style-type: none"> ○ Specific skills required ○ Wages ○ Impact of skills on wages • Students will demonstrate and explain an understanding of supply and demand in a market, i.e., law of supply and law of demand. <p>The U.S. Economy As A Whole - 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.</p> <ul style="list-style-type: none"> ○ Students will describe the transition from the use of commodities as money to the use of modern forms of money. ○ Students will illustrate how prices stated in money terms help people compare the value of products. ○ Students will explain why riskier loans command higher interest rates than safer loans. ○ Students will identify the pros and cons of paying with cash versus using credit. ○ Students will compare the rewards and risks of saving money in
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			<p>financial institutions.</p> <ul style="list-style-type: none"> ○ Students will explain the circular flow of economic activity. <p>The U.S. Economy As A Whole - 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.</p> <ul style="list-style-type: none"> ○ Students will explain how the current utilization of a productive resource affects the availability of that resource in the future. ○ Students will explain how inflation affects individuals as they use their incomes to buy goods and services. ○ Students will identify factors that can affect an individual's likelihood of being unemployed, and give examples of the costs of unemployment to the economy as a whole. ○ Students will determine per capita GDP using data on population and GDP for several countries then compare with the United States. ○ Students will explain gross domestic product (GDP) and how it is used to describe a country's economic output. ○ Students will compare the buying power of the U.S. dollar in one year with its buying power in another year using the consumer price index (CPI). ○ Students will distinguish between a high rate and a low rate of unemployment for the U.S. economy over time. ○ Students will explain the purposes and functions of financial institutions by comparing and contrasting the services, and evaluate the risks and rewards to borrowers and savers. <p>The Dynamic Economy - Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.</p> <ul style="list-style-type: none"> ○ Students will describe for-profit and not-for-profit organizations and explain why not-for-profit organizations are tax exempt. ○ Students will explain how investment in either physical capital or human capital improves standards of living by increasing productivity. ○ Students will determine the advantages and disadvantages of being an entrepreneur. ○ Students will give examples of how specialization is facilitated by trade. ○ Students will illustrate how competition among sellers decreases prices, while competition among buyers increases prices. ○ Students will identify the role of government in a market economy regarding: <ul style="list-style-type: none"> ○ Public goods ○ Externalities ○ Monopoly power ○ Redistribution of income ○ Definition and protection of property rights ● Students will discuss the rise of the merchant class, the development of mercantilism and the move toward industrialization. ● Students will define stereotypical economic systems by contrasting: <ul style="list-style-type: none"> ○ capitalism and socialism ○ command economy and market economy ● Students will explain ways in which households, schools, or community groups allocate resources. ● Students will explain how consumer and producer reactions to price
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			<p>changes affect resource allocation.</p> <p>The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.</p> <ul style="list-style-type: none"> • Students will describe how the exchange of goods and services around the world creates interdependence among people in different countries and effects standards of living. • Students will explain how a change in the exchange rate affects purchasing power. • Students will describe the rise of international economies, the emergence of capitalism and free markets around the world. • Students will explain how governments use tariffs or quotas to restrict trade. <p>Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.</p> <ul style="list-style-type: none"> • Students will explain the difference between the rule of law and the rule of man, i.e., divine right of monarchs, dictatorships. • Students will identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues. • Students will describe the significance of the Declaration of Independence and the U.S. Constitution as foundations of U.S. democracy. • Students will describe how the Nevada and U.S. Constitution serve as devices for preserving state and national principles and as vehicles for change, including the amendment process. • Students will explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens. • Students will explain the necessity of the protection of individual rights in a democratic society. • Students will define and explain popular sovereignty and the need for citizen involvement at all levels of U.S. government. • Students will identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship, including voting, holding office, jury duty, and military service, community service, and public service. • Students will explain the significance of mottoes and symbols to the cultural and political identity of various societies. <p>The Federal System: U.S., State, and Local Governments - Students understand the U.S. 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.</p> <ul style="list-style-type: none"> • Students will define federalism. • Students will give examples of governmental powers, i.e., the power to tax, declare war, and issue drivers' licenses, that are distributed between the national and state governments. • Students will explain the purpose of a tribal government. • Students will explain the functions of the three branches of government (executive, legislative, and judicial) as found in the U.S. and Nevada Constitutions. • Students will explain the system of checks and balances and the principle of limited powers in the design of the U.S. Constitution. • Students will explain the organization and function of State and local government. • Students will explain the historic compromises that created a two-house Congress and identify the responsibilities of each house. • Students will describe powers of the U.S. Congress.
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			<p>used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <ul style="list-style-type: none"> • Students will analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. • Students will analyze how an author develops and contrasts the points of view of different characters or narrators in a text. • Students will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). • Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • By the end of the year, students will read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>Informational Text</p> <ul style="list-style-type: none"> • Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • Students will analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Students will determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • Students will compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). • Students will trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. • Students will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. • By the end of the year, students will read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>Writing</p> <ul style="list-style-type: none"> • Students will write arguments to support claims with clear reasons and
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			<p>relevant evidence.</p> <ul style="list-style-type: none"> ○ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ○ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ○ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the argument presented. <ul style="list-style-type: none"> ● Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented. ● Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ○ Engage and orient the reader by establishing a context and point of view and introducing a ○ Use narrative techniques, such as dialogue, narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ○ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ○ Provide a conclusion that follows from and reflects on the narrated experiences or events. ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should
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			<p>demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.</p> <ul style="list-style-type: none"> • Students will use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. • Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Students will draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). • Students will 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 discipline-specific tasks, purposes, and audiences. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> ○ Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ○ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. ○ Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. ○ Acknowledge new information expressed by others and, when warranted, modify their own views. • Students will analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. • Students will delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. • Students will present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear
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			<p>pronunciation.</p> <ul style="list-style-type: none"> • Students will include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. • Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) <p>Language</p> <ul style="list-style-type: none"> • Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Explain the function of phrases and clauses in general and their function in specific sentences. ○ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ○ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* • Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). ○ Spell correctly. • Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* • Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek or ○ Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). ○ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ○ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. ○ Distinguish among the connotations associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
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			<ul style="list-style-type: none"> • Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>Grade 7: Math</p> <p>Ratios of Proportional Relationships: Students will analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ul style="list-style-type: none"> • Students will compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i> • Students will recognize and represent proportional relationships between quantities. <ul style="list-style-type: none"> ○ Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. ○ Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. ○ Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> ○ Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. • Students will use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i> <p>The Number System: Students will apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <ul style="list-style-type: none"> • Students will apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. <ul style="list-style-type: none"> ○ Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> ○ Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. ○ Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. ○ Apply properties of operations as strategies to add and subtract rational numbers. • Students will apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. <ul style="list-style-type: none"> ○ Understand that multiplication is extended from fractions to
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		<p>rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <ul style="list-style-type: none"> ○ Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. ○ Apply properties of operations as strategies to multiply and divide rational numbers. ○ Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. <ul style="list-style-type: none"> ● Students will solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) <p>Expressions and Equations: Students will use properties of operations to generate equivalent expressions.</p> <ul style="list-style-type: none"> ● Students will apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. ● Students will understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i> ● Students will solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i> ● Students will use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <ul style="list-style-type: none"> ○ Solve word problems leading to equations of the form $px+q=r$ and $p(x+q)=r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i> ○ Solve word problems leading to inequalities of the form $px+q>r$ or $px+q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i> <p>Geometry: Students will draw, construct, and describe geometrical figures and describe the relationships between them.</p>
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			<ul style="list-style-type: none"> • Students will solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. • Students will draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. • Students will describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. • Students will know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference and area of a circle. • Students will use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. • Students will solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. <p>Statistics and Probability: Students will use random sampling to draw inferences about a population.</p> <ul style="list-style-type: none"> • Students will understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. • Students will use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i> • Students will informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i> • Students will use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i> • Students will understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. • Students will approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run
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		<p>relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <ul style="list-style-type: none"> • Students will develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. <ul style="list-style-type: none"> ○ Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i> ○ Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i> • Students will find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. <ul style="list-style-type: none"> ○ Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. ○ Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. ○ Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i> <p>Mathematical Practices students will reflect the on the need to connect the mathematical practices to mathematical content in instruction.</p> <ul style="list-style-type: none"> • Students will make sense of problems and persevere in solving them. • Students will make reason abstractly and quantitatively. • Students will construct viable arguments and critique the reasoning of others. • Students will model with mathematics. • Students will use appropriate tools strategically. • Students will attend to precision. • Students will look for and make use of structure. • Students will look for and express regularity in repeated reasoning. <p>8th Grade: Reading Literature</p> <ul style="list-style-type: none"> • Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Students will determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • Students will analyze how particular lines of dialogue or incidents in a
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			<p>story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <ul style="list-style-type: none"> • Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Students will compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. • Students will analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. • Students will analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. • Students will analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. • Students will by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. <p>Informational Text</p> <ul style="list-style-type: none"> • Students will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Students will determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • Students will analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Students will analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • Students will determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • Students will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. • Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. • Students will analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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			<ul style="list-style-type: none"> • Students will by the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. <p>8th Grade: Writing</p> <ul style="list-style-type: none"> • Students will write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ○ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ○ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ○ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the argument presented. • Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> ○ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented. • Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ○ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ○ Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ○ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ○ Provide a conclusion that follows from and reflects on the narrated experiences or events.
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		<ul style="list-style-type: none"> • Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • Students will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) • Students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. • Students will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Students will draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ○ Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). • Students will 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 discipline-specific tasks, purposes, and audiences. <p>8th Grade: Speaking and Listening</p> <ul style="list-style-type: none"> • Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
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			<ul style="list-style-type: none"> • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. • Students will analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. • Students will delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • Students will present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • Students will integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.) <p>8th Grade: Language</p> <ul style="list-style-type: none"> • Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ○ Form and use verbs in the active and passive voice. ○ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ○ Recognize and correct inappropriate shifts in verb voice and mood.* • Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ○ Use an ellipsis to indicate an omission. ○ Spell correctly. • Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). • Students will determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> ○ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). ○ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its
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			<p>precise meaning or its part of speech.</p> <ul style="list-style-type: none"> ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <ul style="list-style-type: none"> ● Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ Interpret figures of speech (e.g. verbal irony, puns) in context. ○ Use the relationship between particular words to better understand each of the words. ○ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). ● Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>Grade 8: Math</p> <p>The Number System: Students will know that there are numbers that are not rational, and approximate them by rational numbers.</p> <ul style="list-style-type: none"> ● Students will know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. ● Students will use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i> <p>Expressions and Equations Students will work with radicals and integer exponents.</p> <ul style="list-style-type: none"> ● Students will know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i> ● Students will use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. ● Students will use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i> ● Students will perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. ● Students will graph proportional relationships, interpreting the unit rate as
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			<p>the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p> <ul style="list-style-type: none"> • Students will use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. • Students will solve linear equations in one variable. <ul style="list-style-type: none"> ○ Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). ○ Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. • Students will analyze and solve pairs of simultaneous linear equations. <ul style="list-style-type: none"> ○ Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. ○ Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> ○ Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i> <p>Functions: Students will define, evaluate, and compare functions.</p> <ul style="list-style-type: none"> • Students will understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.) • Students will compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i> • Students will interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.</i> • Students will construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
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		<ul style="list-style-type: none"> • Students will describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. <p>Geometry: Students will understand congruence and similarity using physical models, transparencies, or geometry software.</p> <ul style="list-style-type: none"> • Students will verify experimentally the properties of rotations, reflections, and translations: <ul style="list-style-type: none"> ○ Lines are taken to lines, and line segments to line segments of the same length. ○ Angles are taken to angles of the same measure. ○ Parallel lines are taken to parallel lines. • Students will understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. • Students will describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. • Students will understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. • Students will use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i> • Students will explain a proof of the Pythagorean Theorem and its converse. • Students will apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. • Students will apply the Pythagorean Theorem to find the distance between two points in a coordinate system. • Students will know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. <p>Statistics and Probability Students will investigate patterns of association in bivariate data.</p> <ul style="list-style-type: none"> • Students will construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. • Students will use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i> • Students will understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to
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			<p>describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p> <p>Mathematical Practices: students will reflect the need to connect the mathematical practices to mathematical content in instruction.</p> <ul style="list-style-type: none">• Students will make sense of problems and persevere in solving them.• Students will reason abstractly and quantitatively.• Students will construct viable arguments and critique the reasoning of others.• Students will model with mathematics.• Students will use appropriate tools strategically.• Students will attend to precision.• Students will look for and make use of structure.• Students will look for and express regularity in repeated reasoning.
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Attachment A.3.4
Nevada State Standards Alignment

A.3.4 Nevada State Standards Alignment

The Imagine Curriculum, the adopted curriculum for Imagine Centennial, has been approved by the state. The Imagine Curriculum is fully aligned with Common Core State Standards.

Attachment A.3.5
Designation of Courses for Promotion

Attachment A.3.5
SCHEDULE OF COURSES A STUDENT MUST COMPLETE FOR PROMOTION
TO EACH GRADE LEVEL

Pursuant to NAC 386.150(5) and NAC 389.445, the following courses will be required for promotion to each grade level at Imagine Centennial:

Kindergarten through 5th Grades:

One unit of credit in English language arts with a passing grade;

One unit of credit in mathematics with a passing grade;

One unit of credit in science with a passing grade; and

One unit of credit in social studies with a passing grade.

Sixth, Seventh, and Eighth Grades:

One and one-half units of credit in English language arts with a passing grade;

One and one-half units of credit in mathematics with a passing grade;

One unit of credit in science with a passing grade; and

One unit of credit in social studies with a passing grade.

Attachment A.3.6
Typical Daily Schedule for Each Grade Level



**Imagine Centennial
Elementary Master Schedule
2013-14
Grades K-5**

Day/Time (M-F)	Kinder	First grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
8:00-8:15	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
8:15-10:00	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
10:00 – 11:00 ELA block 2.5 hours/day	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)	15 minute rotational recesses (Others continue ELA block)
11:00-12:00 Math block 1 hour/day	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)	Math block (Math block extended until lunch period)
*Recess/Lunch	Kinder lunch	Kinder lunch	Kinder lunch	Kinder lunch	Kinder lunch	Kinder lunch
11:00-11:30	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch	1 st , 2 nd lunch
11:30-12:00	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch	3 rd , 4 th , 5 th lunch
12:00-12:30						
12:30-1:30	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period	Enrichment/re-teaching period
1:30-2:30	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies	Science/Soc Studies
2:30-3:30	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)	MicroSociety Early Dismissal (Friday only)

*Ten minutes for recess followed by 20 minutes for lunch...

Attachment A.3.9
Copy of Proposed School's Transcript

Student Name _____

Imagine Centennial Kindergarten Student Report Card

ACADEMIC PERFORMANCE KEY

4 = Exceeds the Standard (Advanced): Student takes initiative to consistently produces excellent work, applying skills/concepts correctly; shows creativity and insight.
3 = Meets the Standard (Proficient): Student frequently produces work of high quality; applies skills/concepts correctly
2 = Approaches the Standard (Basic): Student shows a basic working knowledge of skills/concepts; produces satisfactory work; usually applies skills/concepts correctly. May be working below grade level.
1 = Does not Meet the Standard (Below Basic): Student does not show basic working knowledge of skills/concepts; seldom produces work of satisfactory quality. Student may be working one or more years below grade level.

EFFORT KEY

O - Outstanding
 S - Satisfactory
 N - Needs Improvement

ATTENDANCE	1	2	3	4	YEAR
Days Present					
Days Absent					
Days Tardy					

Year: **2013-2014**

Teacher: _____

An unmarked box indicates not assessed at this time.

READING	1	2	3	4
Identifies initial sounds in a word				
Identifies final sounds in a word				
Can produce/identify rhyming words				
Recognizes sight (high-frequency) words				
Blends/decodes sounds and syllables to make words				
Identifies main characters of a story				
Sequences stories and events				
Makes predictions				
WRITING	1	2	3	4
Draws pictures to communicate writing				
Writes with random letters				
Writes with beginning sounds				
Writes with beginning and ending sounds				
Writes using phonetic spelling				
Writes using simple phrases				
Writes first name correctly				
Writes last name correctly				
Prints legibly				
MATHMATICS	1	2	3	4
Counts to 100 without skipping				
Identifies numerals 0-20				
Writes numerals 0-20				
Orders numbers 0-20				
Can solve simple addition				
Can solve simple subtraction				
Identifies positions with ordinal numbers				
Solves word problem				
Sorts and classifies by attributes				
Extends a pattern				
Creates a pattern				
Understands and interprets simple graphs				

SOCIAL STUDIES	1	2	3	4
Participates in discussions and activities				
SCIENCE	1	2	3	4
Participates in discussions and activities				
SPEAKING AND LISTENING	1	2	3	4
Expresses ideas in complete sentences				
Expresses ideas clearly				
SOCIAL SKILLS AND EFFORT	1	2	3	4
Respects rules and authority				
Follows directions				
Respects rights, property, and feelings of others				
Works/plays cooperatively				
Accepts responsibility for own behavior				
Exercises self-control				
Works independently				
Uses time wisely				
Cares for/clean up materials				
Shows effort				
Completes and returns homework				
PHYSICAL EDUCATION	1	2	3	4
ART	1	2	3	4
DIBELS ASESEMENT RESULTS	1	2	3	4
First Sound Fluency (End of year goal 30)				
Phoneme Segmentation Fluency (End of year goal 40)				
Nonsense Word Fluency (End of year goal 28)				
Oral Reading Fluency (End of year goal 20)				

Recognizes and names upper case letters:

A B C D E F G H I J
 K L M N O P Q R
 S T U V W X Y Z

Recognizes and names lower case letters:

a b c d e f g h I j
 k l m n o p q r s t
 u v w x y z

Recognizes letters by sound:

A B C D E F G H I J
 K L M N O P Q R
 S T U V W X Y Z

Recognizes and names shapes:

○ □ △
 ○ ▭

Recognizes and names numerals:

0 1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 17 18 19 20

Teacher Comments

First Quarter

Teacher Signature

Second Quarter

Teacher Signature

Third Quarter

Teacher Signature

Fourth Quarter

Teacher Signature

Teacher Signature _____

**Attachment A.3.9
ELEMENTARY SCHOOL TRANSCRIPT**

Imagine Centennial, Elementary
Report for _____

Subject	From:				To:						Attendance		Comments
	1 st Qtr	C	2 nd Qtr	C	1 st Sem	3 rd Qtr	C	4 th Qtr	C	2 nd Sem	ABS	Tardies	
Citizenship													
Language Arts													
Reading													
Vocabulary													
Mathematics													
Science													
Social Studies													
Physical Education													

ACADEMIC GRADE SCALE

Marks, Citizenship, Work Habits C represents Conduct

4=Advanced – Exceeds Standard E=Excellent –The student consistently performs above expectations.

3=Proficient – Meeting standard S=Satisfactory – The student is performing at an acceptable level.

2=Partially Proficient – Making progress Toward Standard N=Needs Improvement – The student is performing below expectations.

1=Unsatisfactory – Lacking Adequate Progress

N/A= Not Applicable

COMMENT CODE

1. Puts forth maximum effort. 6. Observes rules. 11. Working in below grade level material
2. Very self-directed; works independently. 7. Gets along well with peers. 12. Needs to put forth more effort.
3. Possesses leadership qualities. 8. Does not participate in class discussions. 13. Unprepared for class.
4. Much improvement this grading period. 9. Needs Improvement in class behavior. 14. Fails to complete required assignments.
5. Cooperative in class. 10. Receiving alternative instructions in this subject with modified curriculum.

Additional Comments:

Teacher Signature: _____

Date: _____

Principal Signature: _____

Date: _____

**Attachment A.3.9
MIDDLE SCHOOL TRANSCRIPT**

Imagine Centennial
Middle School

Student												Grade	Report Period	From:				To:		
Period	Course	Teacher	Academic Marks											Attendance		Comments				
			1 st Qtr	C	2 nd Qtr	C	1 st Sem	3 rd Qtr	C	4 th Qtr	C	2 nd Sem	AB	Tardies						
1	Social Studies																			
2	Technology																			
3	Science																			
4	ELA																			
5	Math																			
6	PE																			
7	Spanish																			
8	Music																			

Marks, A=90% or greater B=80-89% C=70-79% D=60-69% f=Below 60%	Citizenship, P=Passing CR=Credit NC=No Credit I=Incomplete NM=No Mark	Work O=Outstanding S=Satisfactory N=Needs U=Unsatisfactory W=Withdrew	Habits C represents Conduct	Improvement
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Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Attachment A.3.11

Listing of Textbooks

A.3.11

IMAGINE CENTENNIAL TEXTBOOK CHART

Content Area	Grade Level	Title	Authors	Copy-right	Publisher
English Language Arts	Kindergarten	Journeys	Chard, Pikulski, Cooper, Rivera, Vogt, Templeton, et al	2012	H.M.H*
Mathematics	Kindergarten	Math in Focus	Dr. Pamela Sharpe	2012	H.M.H
Science	Kindergarten	Science Fusion	Michael DiSpezio	2012	H.M.H
Social Studies	Kindergarten	HMH Social Studies 2012	Dr. Michael J. Berson, Dr. Tyrone C. Howard, Dr. Cinthia Salinas	2012	H.M.H
English Language Arts	First	Journeys	Chard, Pikulski, Cooper, Vogt, Rivera, Templeton et al	2012	H.M.H
Mathematics	First	Math in Focus	Dr. Fong Ho Kheong	2013	H.M.H
Science	First	Science Fusion	Michael DiSpezio	2012	H.M.H
Social Studies	First	HMH Social Studies 2012	Dr. Michael J. Berson, Dr. Tyrone C. Howard, Dr. Cinthia Salinas	2012	H.M.H
English Language Arts	Second	Journeys	Chard, Pikulski, Cooper, Rivera, Vogt, Templeton, et al	2012	H.M.H
Mathematics	Second	Math in Focus	Dr. Fong Ho Kheong	2013	H.M.H
Science	Second	Science Fusion	Michael DiSpezio	2012	H.M.H
Social Studies	Second	HMH Social Studies 2012	Dr. Michael J. Berson, Dr. Tyrone C. Howard, Dr. Cinthia Salinas	2012	H.M.H
English Language Arts	Third	Journeys	Chard, Pikulski, Cooper, Rivera, Vogt, Templeton, et al	2012	H.M.H
Mathematics	Third	Math in Focus	Dr. Fong Ho Kheong	2013	H.M.H
Science	Third	Science Fusion	Michael DiSpezio	2012	H.M.H
Social Studies	Third	HMH Social Studies 2012	Dr. Michael J. Berson, Dr. Tyrone C. Howard, Dr. Cinthia Salinas	2012	H.M.H
English Language Arts	Fourth	Journeys	Chard, Pikulski, Cooper, Rivera, Vogt, Templeton, et al	2012	H.M.H
Mathematics	Fourth	Math in Focus	Dr. Fong Ho Kheong	2013	H.M.H
Science	Fourth	Science Fusion	Michael DiSpezio	2012	H.M.H
Social Studies	Fourth	HMH Social Studies 2012	Dr. Michael J. Berson, Dr. Tyrone C. Howard, Dr. Cinthia Salinas	2012	H.M.H
English Language Arts	Fifth	Journeys	Chard, Pikulski, Cooper, Rivera, Vogt, Templeton et al	2012	H.M.H
Mathematics	Fifth	Math in Focus	Dr. Fong Ho Kheong	2013	H.M.H
Science	Fifth	Science Fusion	Michael DiSpezio	2012	H.M.H
Social Studies	Fifth	HMH Social Studies 2012	Dr. Michael J. Berson, Dr. Tyrone C. Howard, Dr. Cinthia Salinas	2012	H.M.H
English Language Arts	Sixth	HMH Literature 2012	Arthur Applebee, Carol Ann Tomlinson, Carol Booth Olson, Donna Ogle, Janet Allen, Jim Burke, Judith Langer, Lydia Stack, Mary Lou McCloskey, Robert Jimenez, Robert Marzano, Yvette Jackson	2012	Holt McDougal

A.3.11

Imagine Centennial Textbook Chart (Continued)

Content Area	Grade Level	Title	Authors	Copy-right	Publisher
Mathematics	Sixth	Math in Focus Course 1	Dr. Fong Ho Kheong	2012	H.M.H
Science	Sixth	Science Fusion	Michael DiSpezio	2012	H.M.H
Social Studies	Sixth	World History	Richard Shek and Stanley Burstein	2012	Holt McDougal
English Language Arts	Seventh	HMH Literature 2012	Arthur Applebee, Carol Ann Tomlinson, Carol Booth Olson, Donna Ogle; Janet Allen, Jim Burke Judith Langer, Lydia Stack, Mary Lou McCloskey, Robert Jimenez, Robert Marzano, Yvette Jackson	2012	Holt McDougal
Mathematics	Seventh	Math in Focus Course 2	Dr. Fong Ho Kheong	2013	H.M.H
Science	Seventh	Science Fusion	Michael DiSpezio	2012	Holt McDougal
Social Studies	Seventh	United States History	Bill Deverell and Deb Gray White	2012	Holt McDougal
English Language Arts	Eighth	HMH Literature 2012	Arthur Applebee, Carol Ann Tomlinson, Carol Booth Olson, Donna Ogle; Janet Allen, Jim Burke Judith Langer, Lydia Stack, Mary Lou McCloskey, Robert Jimenez, Robert Marzano, Yvette Jackson	2012	Holt McDougal
Mathematics	Eighth	Math in Focus Course 3	Dr. Fong Ho Kheong	2013	H.M.H
Science	Eighth	Science Fusion	Michael DiSpezio	2012	Holt McDougal
Social Studies	Eighth	World Geography	Chris (Kit) Salter, Daniel Arreola, James Peterson, Marci Smith Deal, Rickie Sanders	2012	Holt McDougal

*Houghton, Mifflin, Harcourt

Attachment A.4.1
School Assessment Plan

**Attachment A.4.1
SCHOOL ASSESSMENT PLAN**

As per NAC 386.150(7), NRS 386.550(1) (g) and (h), and NAC 389.048-.083 Imagine Centennial will utilize a school-wide assessment plan to evaluate the school’s progress toward achieving the goals and objectives outlined in A.2 of this application. This assessment plan will be used to measure and report educational progress precisely and extensively to all stakeholders. Imagine Centennial will collect, analyze, triangulate, and manage data on an ongoing basis. A combination of formative and summative assessment data will be used in this process.

A list of assessment instruments as listed in section A.4.2 is provided below, along with a description of each. A balanced comprehensive assessment system includes summative assessments which provide evidence of student competence or program effectiveness. Assessment of learning (summative assessment) is utilized as evidence to inform next steps for individuals or groups of students. Formative assessment is the formal and informal processes teachers and students use to gather evidence to directly improve student learning. Assessment for learning (formative assessment) is the purposeful use of an assessment to assist students as they assess and adjust their own learning. In addition, these formative classroom assessments are an important aspect of informing a teacher’s instructional decisions.

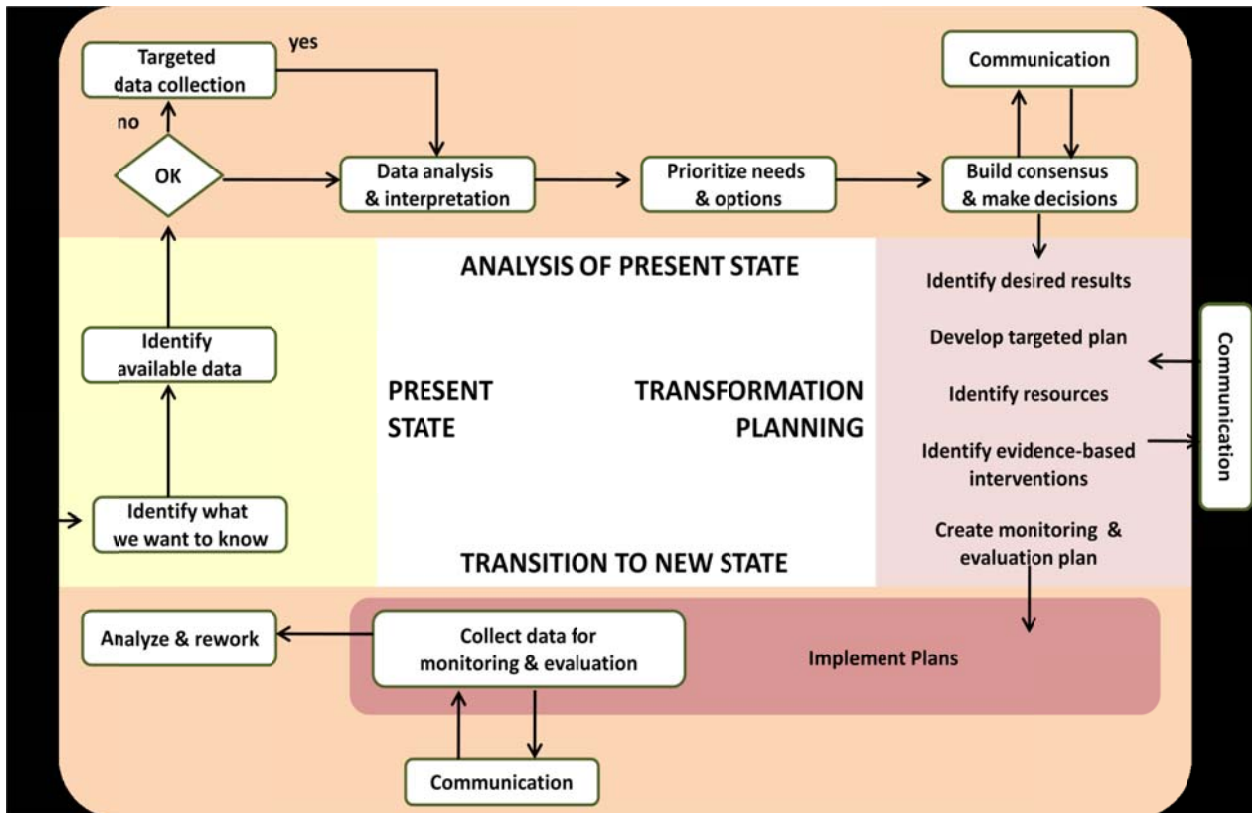
Assessment Tool/Measure	Explanation
Stanford Achievement Test (SAT 10)	The SAT 10 is administered in the fall and spring for grades 1-8. Results are shared with parents at the beginning and end of each school year with clearly written reports that identify for parents whether or not students have gained at least a year’s worth of learning. During the fall conference, teachers go over specific baseline information regarding the students’ reading and math abilities. As a key evaluation of academic achievement, we will measure “same student” annual individual learning gains in math and reading. The relationship between the fall and spring SAT 10 assessments measures annual learning gains for each child.
Nevada Criterion Referenced Test	Grades 3-8, Reading and Math; Grades 5, 8 Writing Grades 5, 8 Science

	<p>This test will be administered in the Spring of each school year and will serve as the primary summative assessment.</p>
<p>STAR Enterprise, (STAR Reading, STAR Math, and STAR Early Literacy)</p>	<p>STAR Enterprise is a comprehensive assessment, providing screening, progress monitoring, instructional planning, standards mastery, state test proficiency, and growth data. All three STAR assessments have received top scores in both the screening and progress monitoring categories from the US DOE’s National Center on Response to Intervention (www.rti4success.org). STAR tests will be given every four weeks to all students’ grades kindergarten through eighth grade.</p>
<p>DIBELS (Dynamic Indicators of Basic Early Literacy Skills)</p>	<p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. Benchmark tests are given in the Fall, Winter and Spring for all students’ grades kindergarten through sixth, and between benchmarks, students are progress monitored using the DIBELS probes. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.</p>
<p>Imagine Benchmarks</p>	<p>The Imagine Schools’ Benchmark Assessment is a criterion referenced proficiency test. It monitors your students’ progress on grade level concepts and skills in the major components of reading and mathematics. The items on the Benchmark Assessment are aligned to the items on the SAT 10. There are two Imagine Schools’ Benchmark Assessments (I and II) to be administered twice a year between the fall and spring SAT 10 company-wide assessment. The reading assessment contains three passages which match those text structures tested on the SAT 10: literary, informational, and functional. Each passage is followed by approximately ten questions. The questions address all reading skills; including word analysis, vocabulary and comprehension. The reports will identify the specific comprehension skills ranging from main idea to author’s purpose. The mathematics’ section of the Benchmark Assessment is organized by the major strands: number sense, operations, algebra, geometry, measurement, data and probability. High School correlates to specific courses. It is suggested that your Academic Achievement Committee meet to decide which strands will be a part of your Benchmark I and Benchmark II. In order to give a valid record of student knowledge of a specific skill, each elementary math strand includes between 15-25 questions. Two to three Math Strands have been combined to compose one Benchmark Assessment</p>

	Math Test. The reports will give teachers specific analysis of student responses including an item analysis.
DIBELS Math	The authors of DIBELS® at Dynamic Measurement Group are releasing a version of DIBELS Math for the 2012 - 2013 school year. DIBELS Math is directly aligned with the Common Core Standards in Mathematics and currently includes measures of early numeracy and computation for kindergarten through fifth grade. A problem-solving component to DIBELS Math is under development for future release. DIBELS Math will be used as a benchmarking tool, and as a tool to progress monitor.
Curriculum Based Measures	Classroom teachers will utilize the curriculum based measures that are included with the curriculum adoption. These assessments will be given after each unit of study and this data will become part of the process of triangulating data across each grade level to measure student achievement.
Classroom Assessments	Classroom assessments include teacher made assessments, unit assessments, student portfolios (required at all grade levels), class observations, interviews, and quizzes, demonstrations, rubrics, project-based learning products, essays, and performance tests. Performance-based classroom assessments provide students with an opportunity to demonstrate their knowledge and provide teachers with data upon which to base decisions with regard to core curricular mastery of competencies. Rubrics and other assessment tools can be found in the assessment section of the Imagine Schools' Curriculum Guide.
Imagine Schools Student Survey (Spring)	This survey will be administered to all students, grades 3 and above to monitor the effectiveness of teaching and learning along with character education on campus. Students will be asked several questions about how they feel in regards to the educational and character programs provided by the school. This survey will provide quantitative data for administration and staff regarding these important aspects of the school from the perspective of the students.
Imagine Schools Parent Survey (Spring)	All parents will be given a survey to provide input on the quality of the educational programs offered by the school as well as the quality of teaching, school leadership and overall school culture. This survey will provide quantitative data for administration and staff regarding these important aspects of the school from the perspective of the parents.
Imagine Schools Staff Survey (Spring)	All staff will be given the opportunity to complete a survey on the overall culture of the school. Staff will be asked to answer questions about administration, professional development and support, Imagine Schools Shared Values, and the overall culture of the school. This survey will provide quantitative data for administration on these important aspects of the school from the perspective of the school staff.

Because just collecting data is not enough, a data use process will be adopted and utilized at Imagine Centennial. The diagram below outlines the process for which data-driven decision making will be imbedded within the culture of the school.

Data Use Process



<http://datause.cse.ucla.edu/>

The guiding factors will be targeted data collection, prioritizing needs and options, using a task force or team to make decisions and develop a plan, implement the plan, collect data and communicate with all stakeholders, and then analyze and rework the plan as necessary. The following are some of the clear, realistic strategies that Imagine Centennial will utilize to ensure that data are used in improving student achievement and closing achievement gaps for all students:

- 1) Establish an annual progress monitoring plan and calendar
- 2) Create Individual Learning Plans for each student
- 3) Utilize the Instructional/Data Coach to facilitate data use

- 4) Conduct weekly progress monitoring data chats with grade level teams using reporting tools
- 5) Collect data and analyze assessment results and learning gains

Additionally, data transparency will be the theme of data use and accountability on campus. Grade level teams will be responsible for reporting on their data regularly to the entire staff. Along with sharing graphs and charts outlining student progress, teams will be asked to come up with strengths and weaknesses based on that data. Sharing of this data will facilitate discussion and collaboration around best practices and what is working in the school. The focus will be on student learning and outcomes. Two questions will guide data use on campus, revolving around a system-based approach and a student-based approach. First of all, is our instruction effective? Secondly, are the students learning? The diagram below outlines clearly the approach Imagine Centennial will take to ensure assessments are being used effectively, to drive instruction and promote student learning.



Once data has been collected, analyzed and triangulated, results must be communicated to all stakeholders precisely in a timely manner. At Imagine Centennial, we understand that academic success is greatly enhanced with strong participation from parents. Therefore, a model of parent/teacher collaboration called Academic Parent-Teacher Teams (APTT) will be

instituted. Developed by Arizona State University doctoral student Maria C. Paredes, Academic Parent–Teacher Teams (APTT), Academic Parent–Teacher Teams replace the traditional parent-teacher conference and involve two main components:

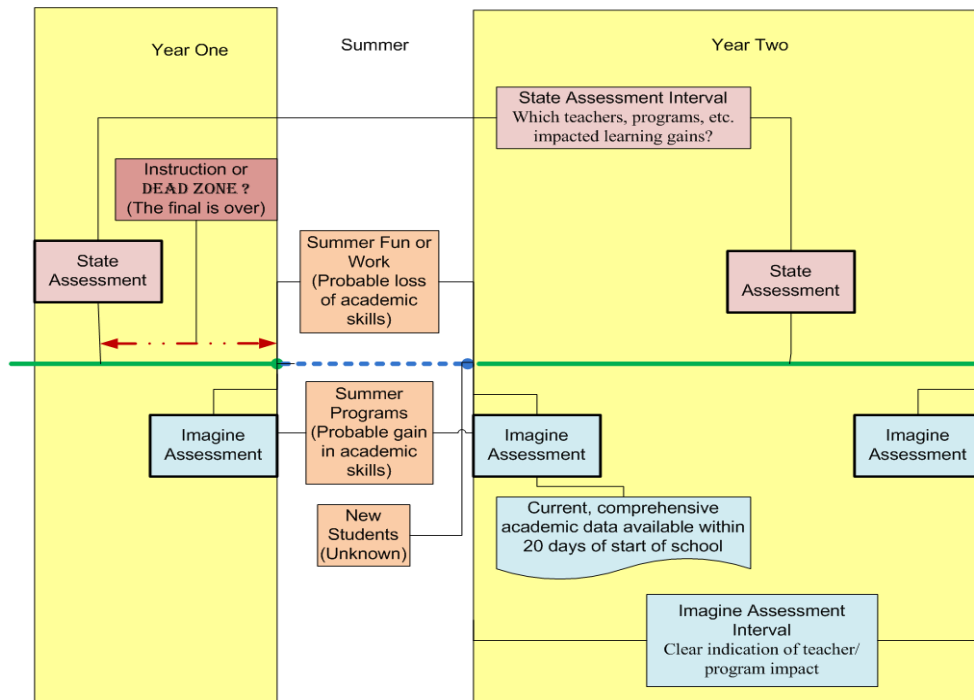
- Three 75-minute classroom team meetings each year. Teachers issue personal invitations to the parents. At the team meeting, they review class and individual academic performance data and set a 60-day parent-student academic goal. The teacher demonstrates academic skills to practice at home, the parents practice their skills with provided materials and social network with other parents and the teacher.
- One 30-minute individual parent-teacher conference. More individual meetings will be held if necessary. In these meetings, parents and teacher review student performance data and create a plan to optimize learning.

These Academic Parent-Teacher Teams will provide a platform for regularly reporting student academic data to parents and family members.

In conjunction with the Academic Parent-Teacher Teams, individual student learning plans will be developed, based on data, for each child at Imagine Centennial. These plans will be created after initial SAT-10 data has been collected in the fall, and after the first year of operation, will also include the summative data from the state assessment in the spring. These learning plans will be updated quarterly with progress monitoring data collected and analyzed by the teacher. These plans will be shared openly with the students and parents, as a partnership of collaboration toward student academic success.

In the Imagine Schools annual report, learning gains are reported for all Imagine schools in both reading and math. These learning gains are based on the SAT 10 fall and spring assessments and are compiled by a statistician contracted by Imagine Schools. The following

diagram shows the philosophy behind SAT-10 use within the school and how having this data can help the school measure academic progress with its students.



Collecting, triangulating, analyzing, managing and communicating assessment data are all important and necessary aspects of a school-wide comprehensive assessment plan. At Imagine Centennial with focus will be on using assessment data effectively and purposefully to maximize student academic growth and achievement.

Attachment A.5.1
School Year Calendar

Tentative Calendar - Imagine Centennial

Start Date: 8/19/2013

	Mon	Tue	Wed	Thu	Fri	School Days	Accum Sch Days	
August 2014	19 26	20 27	21 28	22 29	23 30	5 5		School Month 1 First Day 08/19/13
						10	10	
September 2014	DH-2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 PD-27	4 5 5 4 1		School Month 2 Labor Day 09/02/13 Count Day 09/20/13
						19	29	
October 2014	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 DH-25	4 5 5 3 4		School Month 3 Nevada Day 10/25/13 Quarter 1 Ends 10/18/13
						21	50	
November 2014	4 DH-11 18 25	5 12 19 26	6 13 20 27	7 14 21 DH-28	8 15 22 DH-29	5 4 5 3		School Month 4 Veteran's Day 11/11/13 Thanksgiving 11/28/13 Family Day 11/29/13
						18	68	
December 2014	2 9 16 WB-23 WB-30	3 10 17 WB-24 WB-31	4 11 18 WB-25	5 12 19 WB-26	6 13 20 WB-27	5 5 5 0 0		School Month 5 Quarter 2 Ends 12/20/13
						15	83	
January 2015	6 13 DH-20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31 PD-17	5 4 4 5		School Month 6 Martin Luther King Jr. Day 01/20/14
						18	101	
February 2015	3 10 DH-17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28 PD-14	5 4 4 5		School Month 7 President's Day 02/17/14
						18	119	
March 2015	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	5 5 5 5 1		School Month 8
						21	140	
April 2014	SB-7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25 DH-18	4 0 4 5 3		School Month 9 Good Friday 04/18/14 Quarter 3 Ends 04/04/14
						16	156	
May 2015	5 12 19 DH-26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	5 5 5 4		School Month 10 Memorial Day 05/26/14
						21	177	
June 2015	2 CD-9	3 CD-10	4 11	CD-5 12	CD-6 13	3		School Month 11 Last Day 06/04/14 Quarter 4 Ends 06/04/14
						3	180	

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

Attachment A.6.3
School's Discipline Policy/Code of Conduct

Attachment A.6.3
SCHOOL DISCIPLINE POLICY/CODE OF CONDUCT

Imagine Centennial Standards of Conduct & Discipline Policy

Parent/Student Compact

The purpose of these standards and policy is to provide information about the responsibilities of all school stakeholders as well as the expectations, rules and procedures for correcting unacceptable student behavior. Together, parents and students are encouraged to read this information carefully, discuss its contents, and agree to accept the responsibilities outlined.

Responsibilities of Students, Parents and Imagine Centennial

The majority of students come to school to learn, and relatively few students are responsible for disciplinary incidents. To fulfill our mission, every precaution must be taken to prevent actions at school that threaten the integrity of the learning environment. Therefore, Imagine Centennial maintains high expectations to ensure the safety and welfare of students and staff members. It is necessary to provide each student with the opportunity to learn and the teacher the opportunity to teach under the best circumstances possible. In order to provide an appropriate environment for learning, significant responsibilities must be assumed by the students and parents, as well as the school.

Responsibilities of Students include...

- Attend school and classes regularly and punctually.
- Come to each class with proper books, materials, and completed assignments.
- Be considerate of the rights/property of other students, staff, and school.
- Make a sincere effort in their classes and to involve themselves in the school program.
- Follow the regulations of the school and respect the authority of the teacher and other staff members.
- Develop standards of acceptable personal conduct.
- Report weapons, harassment, and other threatening or dangerous conduct.

Responsibilities of Parents include...

- Read and understand the Imagine Centennial Standards of Conduct & Discipline Policy
- Insist upon the regular and punctual attendance of their children as required by the laws of the State of Nevada.
- Understand, and insist, that their children comply with the rules of the school concerning conduct and attendance and to cooperate with the school in the enforcement of these rules.
- Insist that their children behave appropriately during school hours and at all school-sponsored activities.
- Provide the means for their children to be prepared for school each day with lunch or lunch money, books, and other necessary materials.
- Play an active part in seeing that necessary time and effort are spent on homework.

- Be aware of dress and grooming requirements and to see that their children's appearance and clothing strictly follow the dress code as described in the enrollment process and in the Imagine Centennial Standards of Conduct & Discipline Policy
- Understand the importance of safety for students and staff at school, know what their children bring with them to school, and insist that their children comply with the school's expectations for safety.
- Model respect and appropriate relations (per "The Six Pillars of Character") with teachers and the other school staff.

Responsibilities of the School include...

- Treat each student as an individual as defined by our Shared Value of Justice, and our shared belief that "all children are capable of success, NO EXCEPTIONS!"
- Respect the personal worth, dignity and needs of each student. Model "The Six Pillars of Character."
- Provide qualified, caring and competent teachers.
- Provide a school culture conducive to learning.
- Provide special services for children with special needs.
- Keep parents well informed on the behavior and performance of each child.
- Develop and distribute to parents and students reasonable rules and regulations governing student behavior and attendance.
- Provide fair and reasonable standards of conduct and enforce those standards using appropriate disciplinary action.
- Provide every reasonable safeguard for the protection of health, safety and welfare of all students.
- Cooperate with public agencies in matters involving students.
- Comply with the laws of the State of Nevada.
- Encourage high standards of personal integrity on the part of both students and staff.
- Create and present lessons that are aligned to the Common Core, National, and Imagine Schools academic standards.

Student Conduct and Discipline

Imagine Centennial expects student conduct to contribute to a productive and engaging learning climate. Students shall comply with the school's written rules, pursue the prescribed course of study, submit to the lawful authority of staff and conduct themselves in an orderly manner at school during the school day or during school-sponsored activities.

Imagine Centennial gives careful attention to procedures and methods whereby fairness and justice in discipline shall be assured for each student. The objective of disciplining any student is to change behavior as a result of the learning process. It is essential that in the disciplining process, each student is assisted to develop a positive attitude toward self-discipline; each student realizes and accepts responsibility for one's actions; and each student understands the role he/she plays in maintaining a productive learning climate necessary for the welfare of the total student body and staff.

Various disciplinary procedures shall be used by school personnel to correct unacceptable behavior. Examples include, but are not limited to, reprimands, conferences, detentions, fines,

and loss of privileges. Additionally, students may be denied participation in extracurricular activities. Titles, positions of responsibility, and other privileges granted to students may also be revoked. In cases of serious infractions or repeated failure to comply with school rules, suspension or expulsion may be used. A referral to law enforcement may also be made. Parental assistance shall be requested when persistent violations of school rules occur. Students shall be liable for discipline, suspension, or expulsion for misconduct as outlined in subsequent sections of this handbook.

Discipline Levels

The Imagine Centennial School Wide Behavior Discipline Plan has three levels of response depending on the nature of the offense, the age of the student, and the frequency of inappropriate behavior.

- **Level I:** First time offenders and infrequent offenders will be disciplined according to the individual teacher or the team discipline plan. Parents will be contacted by the teacher and/or grade level team. Pro-active measures are implemented to assure successful future student choices.
- **Level II:** This level is for the students who commit more serious offenses or continue to frequently repeat offensive behaviors. A level II referral is written and given to the office.
- **Level III:** Level III is for students who continue to behave inappropriately after being referred in the past or the behavior is a Group A Offense (see the below) and is a serious infraction of school rules that requires immediate attention. Level III consequences may result in suspension/expulsion from school.

Group A Offenses

Infractions are grouped into two categories according to the seriousness of the offense; Group A and Group B. **Group A** offenses are the most serious and will result in immediate attention and consequences. Examples of Group A offenses include fighting, theft, vandalism and weapons on school property.

Consequences for Group A Offenses

Immediate suspension (in or out of school) with the possibility of further actions with a case by case analysis of the degree to which the student is a threat to the safety and welfare of the other students and staff members at school. Depending on the severity, the school may refer the offender to the police for possible legal action and require the offender to participate in a safety assessment with law enforcement authorities. The Imagine Centennial administration reserves the right to make all final decisions concerning Group A consequences.

Group B Offenses

Group B offenses are typically considered to be less serious infractions however; these offenses are nonetheless considered disruptive and not reflective of the positive character traits Imagine Centennial strives to instill in the students. Examples of Group B offenses include failure to obey general school/classroom rules and procedures, leaving school grounds without permission and being in an off-limits area.

Consequences for Group B Offenses

Consequences for offenders of Group B infractions may include, but are not limited to staff/student/parent conferences, required written student action plans, in-school discipline, loss of privileges and/or participation in extracurricular activities, detention, school/community service, campus improvement, in-school suspension, or suspension from school. Consequences from the above list may be used in combination in order to have the desired learning outcome. Continued or repeated violations of Group B Offenses may result in more serious disciplinary action including long term suspension and expulsion.

The essential purpose of consequences at this level is to change unacceptable student behavior. The most effective consequences will be used to help the student make more appropriate choices while in school.

Infractions and consequences apply to all students while on school premises or at school sponsored activities. All types of infractions may not be included and modifications will be made, if necessary, at the discretion of the school leaders upon consultation with the regional support staff. Law enforcement authorities will be contacted when appropriate.

Dress Code Standards for Imagine Centennial

Our dress code policy works as a unifying factor helping to avoid distractions from our larger mission and is also a visible signature to our community of our pride and professionalism. Parents are expected to understand the following dress code guidelines and inspect student dress before their students enter our building as they have the best opportunity to ensure that their student is in compliance. In instances where students are out of compliance parents will be notified and expected to bring appropriate dress code clothing. The school administration will have final say on all dress code violations.

- **All Students are permitted to wear:**
 - Polo shirts (long/short sleeved) with Imagine Schools logo ***Hunter Green or Navy Blue***
 - Solid colored socks
 - White undershirts
 - Shirts must be tucked in at all times
 - All pants with belt loops are required to have a belt (kinder students are excused)
- **Girls are permitted to wear:**
 - Skorts, shorts, jumpers or skirts worn secured at the natural waist and no shorter than three (3) inches above the knee ***Navy or Khaki***
 - Pants or capris worn secured at the natural waist ***Navy or Khaki***
 - Leggings of a school color are appropriate.
 - Close toed shoes (no sandals, flip flops or boots) which cover both the toes and heels
 - Fridays only (*optional*) – blue jeans worn secured at the natural waist with an approved school spirit t-shirt or dress code polo shirt tucked in. No ‘skinny’ jeans are allowed.
- **Boys are permitted to wear:**
 - Shorts or pants worn secured at the natural waist ***Navy or Khaki***
 - Shorts no shorter than three (3) inches above the knee or longer than one (1) inch below the knee ***Navy or Khaki***
 - Closed toed shoes which cover both the toes and heels, no boots

- Fridays only (*optional*) – blue jeans worn secured at the natural waist with an approved school spirit t-shirt or dress code polo shirt tucked in. No ‘skinny’ jeans are allowed.
- **Outer Wear:**
 - Sweatshirts in solid color with or without school logo *Hunter Green or Navy Blue*
No other writing or logo permitted!
 - Cardigan sweaters in solid color *Hunter Green or Navy Blue*.
- **The following will NOT be accepted/permitted at any time:**
 - Skinny jeans
 - Torn, tethered, or ripped pants/shorts/skorts
 - Baseball caps, hats, or hoodies of any kind while inside the building
 - Body art/tattoos (permanent or temporary)
 - Bulky jewelry or chains, bracelets, rings, chokers, etc.
 - Piercings (except for one pair of non-dangling earrings in the ears)
 - Boots, jelly shoes, shoes with heels over one (1) inch or shoes with wheels
 - Inappropriate sneakers, over the calf sneakers, open toed shoes, or shoes without a back strap
 - Untied sneakers or shoes falling off and not secured
 - Baggy pants or pants with hems dragging on the ground
 - Unnatural hair color or hair styles (in this context, “unnatural” is defined as anything that is disruptive to the educational process)
 - Undershirts in any color other than white
 - Undershirts with the hem and/or sleeves visible (except for a long sleeved shirt *in white only* worn under a polo during cold weather)
 - Hats or bandanas (Administrative exceptions on outdoor sport days)
 - Oversized shirts or shirts that are “long hanging”
 - Beepers, cell phones, hand held games, or portable CD/MP3/tape players
 - Gum

It is the responsibility of both parents and student to ensure compliance with the dress code. A student who is out of compliance with the dress code may not be permitted to attend class. Parents will be notified to either bring a change of clothing or pick up the student. A student in kindergarten or 1st grade is strongly encouraged to leave a change of clothing, labeled in the classroom. Three (3) violations in the dress code will result in additional disciplinary actions.

Attachment A.6.4
School's Truancy Policy

ATTENDANCE CHECKING, ABSENCES, MISSED INSTRUCTION, TRUANCY, MINIMUM ATTENDANCE, MAKE-UP WORK AND PARENT/SCHOOL RESPONSIBILITIES 506

Pursuant to NRS 392.040 all children between the ages of 7 and 18 are required to attend a school during all the time the school is in session in the school district in which the child resides unless the child has graduated from high school.

Imagine Centennial believes that regular, punctual attendance for children in grades kindergarten through grade 12 is essential to students' academic success and personal growth. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, Imagine Centennial has developed the following policy regarding attendance. Imagine Centennial believes that attendance is a shared responsibility and the concern of students, parents/guardians, and Imagine Centennial staff as well as the community.

Definitions:

ABSENCE

Elementary Absence

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

Middle School Absence

If a student is not in class when the class period begins, the student is marked absent.

CLASSIFICATION OF ABSENCE

When the school determines the reason for absence, the absence is identified as either Unverified, Circumstance, Alternative Educational Setting or School Approved Activity, Truancy or Domestic Circumstance. These classifications are defined as follows:

Unverified:

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

Circumstance:

1. Religious observations
2. Legal
3. Bereavement
4. Prearranged - A prearranged absence is an absence with advance notification to the school administration
5. Family business (Situations where the student misses school due to family business that is outside of the immediate control of the family or to appointments/ activities that cannot be scheduled outside of the school day.)

Examples:

- Sick relative
- Fiscal matters
- Other than legal or medical appointments

6. Personal business (Situations where the student misses school due to the student's personal business that is outside the immediate control of the student or parent/guardian or the student's personal appointments/ activities that cannot be scheduled outside of the school day.)

Examples:

- Employment interview
- Driver's license

7. Non-school/school sponsored athletic or other competition
8. Emergencies
9. Suspensions

In-school

Out-of-school

Alternative educational settings:

1. Homebound
2. Juvenile Hall
3. Hospital

School activity:

1. Sponsored by the school,
2. Part of the program of the school, and
3. Personally supervised by an employee of the school.

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

Examples:

- Student overslept and stayed home
- Student missed the bus and stayed home
- Student stayed home to baby-sit siblings
- Car trouble kept the student from attending school
- Ski school
- Take son/daughter to work
- Circumstances that exceed ten (10) days and/or any circumstances where make-up work is not made up.

MISSED INSTRUCTION DEFINED

When a student is in attendance enough not to be counted as absent, but is in fact not present for an entire morning or afternoon session, that student is to be counted for attendance purposes as having missed instruction.

Elementary Missed Instruction:

If a student is present for greater than two-thirds (2/3) but less than one hundred percent (100%) of the morning session, the student is marked missed instruction for the morning session.

If a student is present for greater than two-thirds (2/3) but less than one hundred percent (100%) of the afternoon session, the student is marked missed instruction for the afternoon session.

Middle School Missed Instruction:

If a student enters after class begins or leaves class anytime during the class period, the absence is changed to missed instruction.

CLASSIFICATION OF MISSED INSTRUCTION

Excused Missed Instruction (EMI)

A student enters class late or leaves early with a legitimate excuse. It is the student's responsibility to provide, in a timely manner, evidence the missed instruction was due to a valid reason.

Unexcused Missed Instruction (UMI)

A student enters class late or leaves early without a legitimate excuse. Missed instruction is presumed unexcused unless evidence is provided, in a timely manner that the missed instruction was due to a valid reason.

TARDINESS

Tardiness is defined as being late and missing any instruction. Chronic tardiness will be referred for disciplinary action.

ATTENDANCE & TRUANCY POLICY

MINIMUM ATTENDANCE REQUIRED

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

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

1. Absences due to the fact that the student is physically or mentally unable to attend school;

Up to ten (10) days of absence within one (1) school year

- a. With the approval of the teacher or administrator of the school pursuant to NRS 392.130 (Truancy Statute),
 - b. If the student has completed course work requirements;
3. Absences due to a school activity that is:
 - a. Sponsored by the school,
 - b. Part of the program of the school, and

- c. Personally supervised by an employee of the school.

TRUANCY

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

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

FIRST CONFIRMED TRUANCY

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

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

SECOND CONFIRMED TRUANCY

If a student is truant for a second time the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed. In the notice sent to parent(s) or guardian(s) for a second truancy the administrator will probably find it appropriate to stress the enforcement penalties for truancy more, and the administrator will notify the parents of the definition of a habitual truant and the consequences of being a habitual truant.

THIRD CONFIRMED TRUANCY

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

HABITUAL TRUANT

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

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

CHRONIC ABSENTEEISM/MISSED INSTRUCTION

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

Imagine Centennial will review students who are chronically absent/missing instruction to determine appropriate interventions.

MAKE-UP WORK

Students will be provided the opportunity to request and complete make-up work for absences and missed instruction.

Not all work, especially work that is participatory and contributive in nature, can be made up. Alternative work may be provided for these activities at the teacher's discretion.

Failure to request make-up work or to return completed make-up work will result in grade reduction for that work for the purpose of classroom grading. Similarly, missing of work that cannot, at the discretion of the teacher, be made up, will result in grade reduction for that work for the purpose of classroom grading.

MAKE-UP WORK IS DEFINED AS:

1. Scheduled tests,
2. Scheduled quizzes,
3. Homework assigned on the day the student is absent or missed instruction, and
4. A description of the topic(s) covered in class while the student was absent or missed instruction and possible resources where the student can obtain information on the topic(s).

Teachers may require additional make-up work.

Make-up work need not be identical or equivalent to the work missed in the absence or missed instruction period, but will ensure that the student has the opportunity to meet academic standards.

Previously assigned work, that was due on the day the student was absent, is not considered make-up work, and is due the day the student returns to school.

It is the student's and/or parent/guardian responsibility to request make-up work on the day the student returns to class.

Within two (2) school days of receiving the request, the teacher will provide the requested make-up work.

It is also the student and/or parent/guardian responsibility to return the completed make-up work within the designated deadline. Failure to do so will result in no credit being given.

Students will have a minimum of as many days/periods as they were absent plus one (1) day to make up the work unless other arrangements are made with the teacher. For example, if a student is absent two (2) days/periods he/she will be given two (2) + one (1) or three (3) days/periods to make up the work. The timeline for making up the work begins when the student receives the make-up assignment from the teacher.

MAKE-UP WORK FOR TRUANCIES AND SUSPENSIONS

In order to allow students to progress academically, students will be given the opportunity to make up work for truancies and suspensions.

Teachers with concerns about make-up work for truancies or suspensions are encouraged to meet with the administrator, or his/her designee, to identify consequences for the truancy or suspension that do not impact student academics.

ABUSE OF MAKE-UP WORK POLICY

Students who abuse the make-up work policy by failing to complete and return make-up work may, at the discretion of the teacher, lose the privilege of making up work for that class. The parent/guardian and the student may request administrative review of the teacher's decision.

Failure to request or to return make-up work will result in grade reduction for that work for the purposes of classroom grading. Similarly missing work that cannot, at the discretion of the teacher, be made up, will result in grade reduction for that work for the purposes of classroom grading.

SCHOOL RESPONSIBILITIES

1. Imagine Centennial shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in
 - a. The attendance and truancy sections of Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive),
 - b. Rules concerning attendance and truancy adopted for charter schools by the charter school's sponsor, and
 - c. Any additional rules concerning attendance and truancy adopted by the charter school's governing body.

2. Imagine Centennial will attempt to contact the parent or legal guardian on the day of the student's unverified absence.
3. Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.
4. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, Imagine Centennial's administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.
5. When a child has missed four (4) days, or four (4) periods of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.
6. After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.
7. Schools will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.
8. Imagine Centennial will not suspend students from school for truancy.

SCHOOL PROGRAMS

1. Imagine Centennial will recommend qualified students for Homebound (Home and Hospital) Education.
2. Imagine Centennial will develop attendance incentive programs as well as programs of positive recognition for students who have good attendance habits. Imagine Centennial will continue to work on the development of partnerships with the business community to assist in encouraging students to attend school.

PARENT OR GUARDIAN RESPONSIBILITIES

1. Parent(s) or guardian(s) should telephone the school either before each absence or the day of each absence to let the school know not to expect the pupil in school. This will help to ensure the child's safety.
2. If the parent(s) or guardian(s) did not call on the day of an absence, the parent(s) or guardian(s) will provide an oral or written excuse within three (3) days after the student returns to school explaining the cause of the absence.
3. If the parent(s) or guardian(s) does not notify the school of the reason for absence within three (3) days after the student returns to school, the absence will remain unverified. If legitimate reasons, as determined by the administrator, or his/her designee, caused the delay in notification, the absence may be changed from unverified to the appropriate code.
4. Parent(s) or guardian(s) are requested to notify the school in writing of any student health problems that have been verified by a medical professional and may result in lengthy/chronic absences from school.
5. It is the parent's or guardian's responsibility to attend conferences relating to attendance when requested by the school.
6. Parent(s) or guardian(s) must request approval for prearranged absences from the administrator, or site administrator, at least two (2) school days in advance of the absence. Extended absences require more advance notice. Although the parent(s) or guardian(s) can prearrange for absences longer than ten (10) days, and the pupil cannot be considered truant for those days, charter school policy can count those as days the pupil is not in attendance for non-promotion purposes.

CONSEQUENCES OF ABSENCES

Imagine Centennial will review absences, and appropriate interventions will be determined. In addition to site interventions, Imagine Centennial shall do its part to comply with the provisions of NRS 392.126 through NRS 392.220 concerning truancies, which outline procedures to be followed as well as legal consequences, including criminal consequences.

APPEAL OF DECISION TO FAIL OR RETAIN DUE TO ATTENDANCE

At the discretion of the administrator, the student may be given the opportunity to earn credit in the class or be promoted if all of the following conditions are met:

1. The student or parent/guardian requests an administrative review of the absences and the student's failing academic status;
3. The student's positive attitude, desire to attend school, and motivation to pass the class or be promoted warrants a second chance;
4. The administrator and teacher(s) in question must agree that the student can still pass the class academically or be promoted, given what the student must accomplish academically and given the amount of time remaining in the semester or school year; and
5. The student and parent/guardian agree with all of the following conditions in writing:
 - a. Any further Unverified absence, or, if applicable, Domestic or Truant absence, will result in an "F" for the course or the student not being promoted,
 - b. The student will successfully complete all make-up work according to a schedule developed cooperatively with the teacher(s), and
 - c. The student will successfully complete all subsequent class work and course/class requirements on time.

The decision of the administrator is final.

UNIQUE CIRCUMSTANCES

There may be pre-planned, unique circumstances that call for a review of the attendance policy provision that requires a student to be in attendance at least 90% of the time in order to pass or be promoted to the next grade. Unique circumstances arise when students are given opportunity to participate in very specialized activities because of family circumstances or the student's own unique talents and skills. Under these circumstances students may be granted additional school approved absences.

Examples of unique circumstances may include:

A trip that has unique educational value

Participation in an activity that requires specialized skills such as an Olympic development program or professional acting.

To qualify for school approved absences for unique circumstances, students and/or their parents/guardians must:

1. Apply for the additional absences in advance in sufficient time for teachers to prepare make-up work,
2. Provide a description of the circumstances and rationale for requesting additional absences,
3. Provide a plan of action for course work that will be missed,
4. Provide proof of adequate academic progress, class test scores, school behavior, and study habits,
5. Obtain teacher approval and willingness to work with the student regarding his/her missed schoolwork, and,
6. If applicable, demonstrate that they have followed through on commitments previously made utilizing this particular provision of the Attendance Policy.

The school administrator will have the final approval of such a request. If approved, the absences would be considered a school-approved activity.

Legal References:

NRS 386.585

NRS 392.040 to 392.110

NRS 392.130 to 392.160

NRS 392.170 to 392.220

Attachment A.6.5
School's Absence Policy

Attachment A.6.5 ABSENCE POLICY

Nevada Law **NRS 392.040** requires attendance for children between 7 and 18 years of age; Classroom learning dynamics cannot be recreated or practiced at home; therefore, regular attendance is essential if students are to receive the best possible educational opportunities. Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance day. **This is 9 days per semester, excused or unexcused, for a yearly total of 18 days.** Parents may be prosecuted by Nevada state law for failure to send their child to school on a regular basis. After 18 days, students may be asked to repeat the grade level. Students who are excessively truant or absent will be placed on an attendance contract and may face disciplinary action. If a student is absent three or more consecutive days, a doctor's note is required before student can return to school. If the absence is not related to a medical concern, a written notice from the student's parent shall be submitted to the principal for review.

It is the responsibility of the parent to authorize any absence of the pupil from school and notify the school in advance, or at the time of any absence. We ask that you please contact the school at least 30 minutes prior to the start of the school day program.

The following are examples of excused absences:

- Death in the family
- Doctor's appointment
- Court appearance for the child
- Illness
- Religious holidays
- Lack of immunizations - 5 days only
- Lice - 3 days only
- Family emergencies

Examples of unexcused absences are keeping a child home to care for siblings, vacation, lack of immunization (more than 5 days) and lice (more than 3 days).

If your child is absent 10 consecutive school days, his/her name will be automatically taken off the school attendance roster as required by the Nevada Department of Education rules. Prolonged absences will be reviewed on a case-by-case basis by the school administration. If your child is late to school, please bring him/her to the school office and report it to the attendance secretary. An admit slip will be given to your child and he/she will be sent to class. Please drop off your child at school at least 10 minutes prior to the start of class. This ensures that your child will have ample time to be ready for the school day with his/her teacher.

Attachment A.7.2
Evidence to Support Enrollment Projections

Attachment A.7.2
EVIDENCE TO SUPPORT ENROLLMENT PROJECTIONS

Imagine Centennial intends to provide a high quality school of choice for all families in and around the Centennial Hills community (approximately a 5 mile radius, see attached map). The twelve public schools in closest proximity to the school’s purposed site have a combined Limited English Proficient population of 8.1%; students qualifying for free and reduced lunch constitutes 32.8% (see table 1). Based on experience and a student recruitment plan that will implement broad based community outreach initiatives, school officials anticipate the student population to closely resemble the local community, including the at-risk populations. All students will have an equal opportunity to enroll in Imagine Centennial.

TABLE 1:
2010/11 At-Risk Student Population at schools closest to proposed site (most current data available)
Source: Nevada Department of Education

	School	Distance (miles)	Enrollment	% LEP	% FRL	% Not Meeting Standards: Reading	% Not Meeting Standards: Math	AYP
1	Cadwallader MS	1.06	1570	3.9	27.7	39	22	N
2	Thompson ES	1.22	681	7.9	38.3	29	28	Y
3	Rhodes ES	1.30	711	9.6	28.0	27	26	Y
4	Escobedo MS	1.31	1214	7.3	35.5	43	29	N
5	Darnell ES	1.44	700	11.3	35.1	32	25	N
6	Allen ES	1.47	582	2.8	22.6	22	24	N
7	Neal ES	2.34	729	13.2	42.3	35	26	N
8	Leavitt MS	2.58	1531	7.1	34.0	34	26	N
9	Bilbray ES	2.91	683	3.9	24.1	16	13	Y
10	Deskin ES	2.94	704	18	53.2	40	29	N
11	William & Mary ES	2.96	669	5.6	29.9	24	20	Y
12	O’Roarke ES	3.05	748	6.9	22.7	22	19	N
	Totals		10522	8.1	32.8	30.3	23.9	4

Imagine Centennial aims to serve 375 students in grades K-5 during its first year of operation. There are just over 21,000 students in the school’s target population (students ranging in age 5-10 that reside within a five mile radius of the school). This means the school would only need to enroll 1.8% of those students to reach its enrollment goal for the first year.

In its second year of operation the school intends to serve 475 students in grades K-6. While the enrollment goal increases, so does the number of students in the target age range (over 24,000) because of the additional grade being serve. In year two the school will need to attain a market

share of 1.9% to meet its enrollment goal. In year three the school will serve students in grades K-7 and will need to enroll 1.8% of the students within five miles. Year four, when the school reaches capacity serving grades K-8, it will only need to enroll 1.6% of the students residing within five miles. (See Table 2 and attached demographic report)

Table 2

Enrollment Goals and Market Share Data:

Source: U.S. Census

School Year	Grades Served	Students within 5 miles, In target age range	Enrollment Goal	Required Market Share
2013/14	K – 5	21,166	375	1.77%
2014/15	K – 6	24,432	475	1.94%
2015/16	K – 7	27,699	500	1.81%
2016/17	K – 8	30,965	500	1.61%

The enrollment projections for Imagine Centennial seem even more reasonable when compared to an existing charter school that offers a similar academic program but in a different community. The Imagine School at Mountain View (approximately 17 miles from purposed site) is at capacity serving 312 students in grades K-3 for the 2012/13 school year. There are another 116 students on the waiting list which means, at a minimum, over 2% of the students in the school’s age range, residing within a five mile radius, wish to attend the Imagine School at Mountain View. (See table 3)

Table 3

Imagine School at Mountain View

Enrollment at Market Share Data:

School Year	Grades Served	Students within 5 miles, In target age range	Current Enrollment with waiting list	Market Share
2012/13	K – 3	20,952	428	2.04%

Analyzing the performance of the local public schools provides more evidence that demand for an additional quality charter school option is underserved in this community. Of the 12 closest public schools only 4 made AYP in the 2010/11 school year (See Table 1 above). Moreover, the number of students not meeting state standards in reading (30%) and in math (24%) is significantly higher than the number of students the school intends to serve. Of course not all parents of students failing to meet state standards will want to enroll, but it’s certainly a strong

indicator that the demand for additional school choice is sufficient to support the enrollment projections in this charter application.

Unmet demand for additional school choices is further evidenced by the limited amount of charter schools in this community. Currently, there is only one charter school, Quest Academy, within the target area of Imagine Centennial. Quest Academy has approximately 527 students enrolled, representing a 1.7% market share (not including waitlisted students). Combining Quest Academy’s enrollment with the projected enrollment for Imagine Centennial would mean just 3.3% of eligible students residing in a five radius would be enrolled in charter schools.

A comparison this data and that of the Imagine School at Mountain View provides further evidence that a total charter school market share of 3.3% is sustainable. Within a five mile radius of the Mountain View School there is one other charter school that has the same target population. The two schools serve different grade levels but where they overlap (K – 3) they have a comparable combined market share. (See Tables 4 & 5)

Tables 4 & 5

Market Share Comparison:

Source: U.S. Census, Nevada Department of Education

Imagine School at Mountain View

Charter Schools within 5 miles	Grades Served	Students within 5 miles, in target age range	Enrollment
Imagine Mountain View	K – 3	20,952	428
Odyssey Charter	K – 12	62,733	810

Grades	Market Share in Charter Schools
K – 3	3.23%
4 – 8	1.29%

Imagine School at Centennial

Charter Schools within 5 miles	Grades Served	Students within 5 miles, in target age range	Enrollment	Market Share
Imagine Centennial	K – 8	30,965	500	1.61%
Quest Academy	K – 8	30,965	527*	1.70%
Total		30,965	1,027*	3.31%

*Does not include students on waitlist

There's also national and state level data that indicates there is more demand for quality school choices than there are opportunities in Nevada, Clark County and the community in and around Centennial Hills.

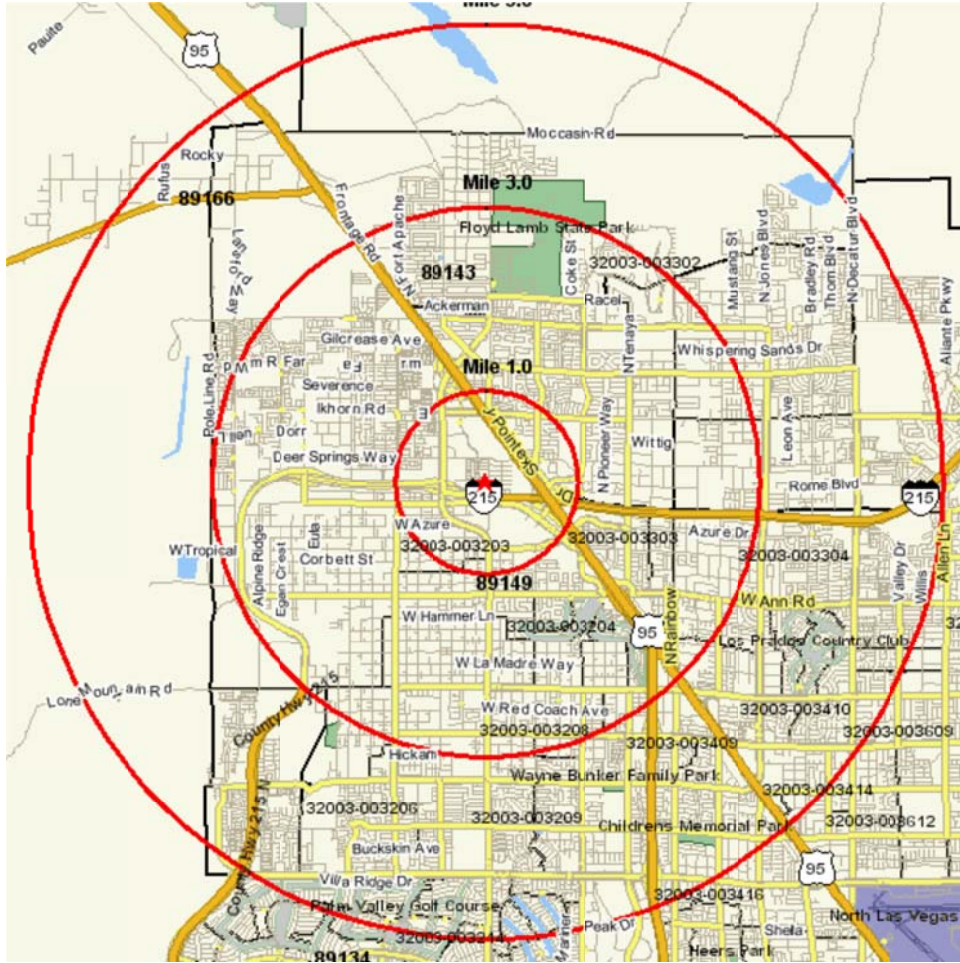
Nationally, public charter school opportunities are not keeping with parent demand for additional school choice. Over the last several years there has been a significant increase in the number of charter schools operating throughout the nation. There were 1,651 charter schools in the year 2001; the number of charter schools has grown to 5,714 in 2012 (see charter school statistics attachment). In spite of this growth, the total number students attending charter schools (approximately 1.9 million) still only represents 4.1% of all students.

Total demand for public school choice seems to be much higher than 4.1%, as evidenced by several states and communities that have a higher percentage of students attending charter schools. States and communities with less legislative and financial barriers tend to be more responsive to parent demand for choice than areas with weaker charter school environments. For example; charter school legislation in the District of Columbia is ranked as the strongest in the country by the Center for Education Reform. The DC School District also has a relatively high per student reimbursement rate when compared to other school systems nationally. As a result, 41% of students in the District of Columbia attend charter schools, much higher than the national average of 4%. (Source: District of Columbia Public Charter School Board). California charter school legislation is ranked as the third strongest in the country. The state has 1,008 charter schools that serve over 400,000 students.

Conversely, states and communities without supportive environments tend to provide much less school choice opportunities for parents. The charter school legislation in Virginia is ranked as the nation's second weakest. There are only 354 students enrolled in 4 charter schools in Virginia. There are 9 states without charter school legislation. (Source: Center for Education Reform)

In Nevada, approximately 13,000 students attend charter schools representing about 3% of all students. In Clark County there are almost 8,000 students attending charter schools which represents approximately 2.5% of Clark County students. Only 1.7% of students in the school's target population area currently attend a charter school. (Source: Nevada Department of Education)

MAP OF CENTENNIAL AREA



Attachment A.7.4
Plan for Recruitment of Students

ATTACHMENT A.7.4
PLAN FOR RECRUITMENT OF STUDENTS

The Imagine Centennial charter school will seek to recruit a diverse population of students reflective of the general population residing within its target community. Although the school will focus its efforts in this community, many of the marketing initiatives will reach families beyond the targeted neighborhoods. All families are welcome and will be given an equal opportunity to enroll. Marketing and enrollment initiatives will begin in the spring before the school opens.

The recruitment campaign will be thorough and make every effort to reach all segments of the school's target population. School officials will not simply seek to attract families, but rather educate parents about Imagine Centennial and their educational options in general, so they can make decisions that are best for their children. Marketing materials will be developed in both English and Spanish and community information sessions will include school representatives that speak Spanish (or interpreters) to assist non-English speaking parents in this process.

The Imagine Centennial marketing plan includes the following initiatives;

1. Mass marketing initiatives such as print and on-line media, direct mail, outdoor advertising, and radio.
2. Localized grass-roots initiatives such as canvassing targeted neighborhoods, participating in local events, partnering with local organizations and businesses, and posting information at high traffic venues and retailers.
3. Information Sessions/Open House Events
4. Establishing and operating an enrollment office
5. Informational Materials such as brochures, FAQ documents and program literature

These initiatives represent a comprehensive strategy that serve two large goals: (1) create broad awareness and interest in the school and (2) provide parents will ample opportunities to attain the information they need to determine if Imagine Centennial is the right school for their children.

While the majority of enrollment will come from the local neighborhoods in around the Centennial Hills community, it's very important to create a broader level of awareness. The combination mass marketing and grass-roots initiatives creates both a broad reach and a targeted/localized focus.

While this is an effective strategy for generating interest, parents will need additional information in order to determine if Imagine Centennial is the right school for their children. So, all mass marketing and grass-roots initiatives will promote information sessions where parents can engage personally with school officials. An enrollment office will also be established so parents can drop by or call to get additional information. This approach not only allows parents to attain the information they need, but it allows

teachers and school leadership to establish relationships with which they will eventually be partnering.

Informational materials will be made available at information sessions and the enrollment office so parents have the opportunity to learn on their own time as well. Parents will also be encouraged to share these materials with families that might be interested in Imagine Centennial. Once a critical mass of families are interested and enroll, “word of mouth” marketing can be a very effective way to increase awareness and keep marketing costs down.

Imagine Centennial is committed to educating parents about the opportunities available to them and helping them to make good decisions for their children. The marketing and recruitment strategies mentioned above provide school officials the opportunity to do just that, and, in fact, have proven effective at other charter schools in the past.

Attachment A.8.5 "

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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.	
Imagine Centennial - President / Liason	
Signature:	Date:
	June 18, 2012

Attachment A.8.6
Proposed School's RVI Referral Packet
and Flowchart



Imagine Centennial

Response To Intervention (RTI Program)

What is it?

- Addressing student's Educational and/or Behavioral needs as they become apparent to the teacher.
- A **three** Tier Continuum of instructional services.
 - ✓ General Instruction 100% of our students
 - ✓ At this level we are teaching our students. When we see a problem we "do what we do". We observe, discuss, hold parent conferences, attempting to determine and eliminate: curriculum issues, instructional issues, performance issues and skill issues.
 - ✓ If in your teaching, the materials/programs you use in your classroom, and the partnerships you form with parents does not eliminate any issues the student is having that child should be placed on **Tier I**.
 - ✓ **UNIVERSAL SCREENING**-an assessment that is given to all students in the classroom.
DIBELS: Reading and Mathematics
STAR Enterprise: Reading and Mathematics
 - ✓ Classroom instruction is always on grade level.
 - ✓ Intervention is always on instructional level.

Tier I:

This is the **few** students in your classroom that need your attention. The classroom teacher recognizes that the student is experiencing difficulty in one or more academic areas and implements several different strategies to address the difficulty.

- ✓ You have held one or more parent conferences.
- ✓ You have **INTERVENED** and monitored for **approximately 1-6 weeks**.
- ✓ If they do not improve, they need **Tier II**.
At this point there are forms and paperwork that must be completed.

Tier II

- ✓ 5% - 10% of our students will need to be on Tier II.
- ✓ Classroom instruction is on grade level.
- ✓ WILL be intensive small group scientifically based instruction.
- ✓ WILL include regular progress monitoring.
- ✓ If an intervention is not working we must adjust and try something else.
- ✓ Small group or individual instruction (on instructional level).
- ✓ 25-30 minutes 2 to 3 times a week in *addition* to the 90 minutes of core reading instruction and 45 to 60 minutes of math instruction **(approximately 1-6 weeks)**.

Tier III

- ✓ 1% - 2% of students.
- ✓ Individualized instruction based on specific needs – very specialized instruction.
- ✓ These students will participate in classroom instruction and Tier III instruction.
- ✓ WILL include progress monitoring.
- ✓ 40-45 minutes per day in small group in addition to 90 minutes of ELA instruction and/or 45-60 minutes of Math **(approximately 1-8 weeks)**.

Interventions should not last forever and need to be reviewed frequently! Parents should be contacted frequently to discuss progress.



Imagine Centennial

RTI Team

Request for Assistance (page 1 of 2) Form A

STUDENT NAME:		GENDER:	
		DATE OF BIRTH:	
LENGTH OF TIME IN DISTRICT:		AGE:	
TEACHER:		GRADE:	
PERSON COMPLETING FORM:		ETHNICITY:	
DATE COMPLETED:			

ORIGIN OF REQUEST (check all that apply)	
<input type="checkbox"/> Parent/Guardian	Teacher – Subject:
<input type="checkbox"/> Literacy	<input type="checkbox"/> Outside Agency
<input type="checkbox"/> Administrator	<input type="checkbox"/> Other (Specify):

REASON FOR EARLY INTERVENING SERVICES (check all that apply)	
<input type="checkbox"/> Academic Performance*	<input type="checkbox"/> Emotional/Social Development*
<input type="checkbox"/> Attendance*	<input type="checkbox"/> Functional/ Self Help Skills
<input type="checkbox"/> Attention*	<input type="checkbox"/> Health/Physical Health
<input type="checkbox"/> Behavior Concern*	<input type="checkbox"/> High Aptitude Abilities*
<input type="checkbox"/> Communication*	<input type="checkbox"/> Motor Skills
<input type="checkbox"/> Developmental Delays (early childhood, 3-5)	<input type="checkbox"/> Sensory Status (Vision/Hearing)
<input type="checkbox"/> Other (specify):	

If you selected Academic Performance* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Readiness	<input type="checkbox"/> Organizational Skills	<input type="checkbox"/> Spelling	<input type="checkbox"/> Task Completion
<input type="checkbox"/> Math Reasoning	<input type="checkbox"/> Oral Reading	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Test Taking Skills
<input type="checkbox"/> Math Computation	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Written Language	<input type="checkbox"/> Other:
If you selected Attendance* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Tardiness	<input type="checkbox"/> Truancy	<input type="checkbox"/> Gap in Enrollment	<input type="checkbox"/> Erratic Class Attendance
<input type="checkbox"/> Frequent Absences	<input type="checkbox"/> Other attendance related reasons:		
If you selected Attention* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Activity Level	<input type="checkbox"/> Distractibility	<input type="checkbox"/> Organizational Skills	<input type="checkbox"/> Task Completion
<input type="checkbox"/> Concentration	<input type="checkbox"/> Impulsivity	<input type="checkbox"/> Other attention issues:	
If you selected Behavior Concerns* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Activity Level	<input type="checkbox"/> Defiant
<input type="checkbox"/> Aggressive	<input type="checkbox"/> Other behavior issues		
If you selected Communication* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Articulation	<input type="checkbox"/> Fluency	<input type="checkbox"/> Receptive Language	<input type="checkbox"/> Limited English Prof.
<input type="checkbox"/> Voice	<input type="checkbox"/> Expressive Language	<input type="checkbox"/> Non-Standard English	<input type="checkbox"/> Non English Speaking
<input type="checkbox"/> Other communication reasons:			
If you selected Emotional/Social Development* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Easily Frustrated	<input type="checkbox"/> Mood Swings	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Social Skills
<input type="checkbox"/> Self-Esteem	<input type="checkbox"/> Other emotional issues:		
If you selected Motor Skills* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Fine	<input type="checkbox"/> Gross	<input type="checkbox"/> Other Motor Skills:	
If you selected High Aptitude Abilities* from above, indicate area (Check all that apply)			
<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Creative	<input type="checkbox"/> Critical Thinking
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other high aptitude reasons:		



Imagine Centennial

RTI Team

Request for Assistance (page 2 of 2) Form A Continued

Student Name:

SAIS #:

STUDENT STRENGTHS, TALENTS, AND POSITIVE ATTRIBUTES	

CLASSROOM ACCOMMODATIONS		
ACCOMMODATION (Describe all those checked. Use back of form, if needed)	DATES Begin End	OUTCOME
<input type="checkbox"/> Adapted Curriculum Materials:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input type="checkbox"/> Responder
<input type="checkbox"/> Adapted Teaching Techniques:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input type="checkbox"/> Responder
<input type="checkbox"/> Instruction Taught at Student's Skill Level:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input type="checkbox"/> Responder
<input type="checkbox"/> One-to-One Tutoring/Flexible Grouping:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input type="checkbox"/> Responder
<input type="checkbox"/> Behavior Management/Counseling:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input type="checkbox"/> Responder
<input type="checkbox"/> Educational Environment Modified:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input type="checkbox"/> Responder
<input type="checkbox"/> On-going Parent Involvement:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input type="checkbox"/> Responder
Other:		<input type="checkbox"/> Non responder <input type="checkbox"/> Minimal Responder <input type="checkbox"/> Partial Responder <input checked="" type="checkbox"/> Responder

INTERVENTION PROGRAMS (Describe any district adopted intervention programs attended)			
PROGRAM NAME (e.g. reading intervention)	DATES ATTENDED Begin End	INITIAL ASSESSMENT AND RESULTS (Baseline)	DATE ASSESSMENT RESULTS COLLECTED

PARENT CONTACT (Indicate dates and nature of contact or complete Parent Contact Log)



Imagine Centennial
 RTI Team
 School Records Review Form B

STUDENT NAME	DATE COMPLETED
---------------------	-----------------------

PHOTOCOPIES/SAMPLES ATTACHED (If checked below, attach copies/work samples)	
<input type="checkbox"/> Standardized Test Scores (Form C or attach copies)	<input type="checkbox"/> English Language Learner Assessment
<input type="checkbox"/> Report Card: <input type="checkbox"/> Current <input type="checkbox"/> Prior	
<input type="checkbox"/> Vision & Hearing Screening Form: Referred for vision.	<input type="checkbox"/> Parent Teacher Conference Report
<input type="checkbox"/> Other (specify):	<input type="checkbox"/> Other (specify):

CUMULATIVE and PROGRAM FOLDER REVIEW (For each item, please check either Yes or No and explain every "Yes")	
Yes <input type="checkbox"/> No <input type="checkbox"/> District Adopted Intervention Programs – i.e. SIPPS, Read Naturally, etc. (specify):	
Yes <input type="checkbox"/> No <input type="checkbox"/> Prior Special Education (specify; include Speech/Language Therapy):	
Yes <input type="checkbox"/> No <input type="checkbox"/> Retention (indicate grades):	
Yes <input type="checkbox"/> No <input type="checkbox"/> Attendance or Truancy Problems (Indicate current & previous years absences):	
Yes <input type="checkbox"/> No <input type="checkbox"/> Transiency Problems (Indicate schools):	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Detention and/or Suspension Problems (specify):	
Yes <input type="checkbox"/> No <input type="checkbox"/> Other Agencies Involved (specify):	
Yes <input type="checkbox"/> No <input type="checkbox"/> Health Problems/Medications (specify):	
Yes <input type="checkbox"/> No <input type="checkbox"/> Other (specify): .	



Imagine Centennial

RTI Team

Standardized Test Score Form C

****This may be substituted with Student Success Plan student page printout and work samples**
Use the Student Success Plan and the Student's Cumulative File in the office.**

STUDENT NAME		DATE COMPLETED		Student #
AREA OF CONCERN	ASSESSMENT	GRADE LEVEL(S)	CATEGORY/PERCENTILE/LEVEL (Circle or fill in information)	
	Reading	CRT		Falls Far Below
Star Reader Assessment				
Stanford 10/Terra Nova Fall and Spring				
DIBELS (attach progress monitoring graph)			Intensive Strategic Benchmark Current ISF: PSF: NWF: or ORF:	
Writing	CRT		Falls Far Below	Approaches Meets Exceeds Score:
	Monthly Writing Prompts			
	Other (e.g. work samples, 6-trait rubrics, etc)			
Math	CRT		Falls Far Below	Approaches Meets Exceeds Score:
	Curriculum Based Math Assessments			
	Stanford 10 Fall and Spring			
	Math Fact Fluency			



Imagine Centennial
RTI Team

Documentation of Conference with Parents

Student Name _____

Teacher Name _____

Parental contact regarding student's progress was made by:

Telephone _____ Conference _____ Notes _____

Dates of contacts: _____

Purpose of contact: _____

Is the student having similar issues at home? _____

Has the student experienced the same issues with another teacher or at another school? _____

What does the parent suggest to help with the issues? _____

Has the student received help with these issues in the past? _____

Is the student currently taking medications? _____

Has anything significant happened at home that may be affecting the child's performance at school? _____

Form D

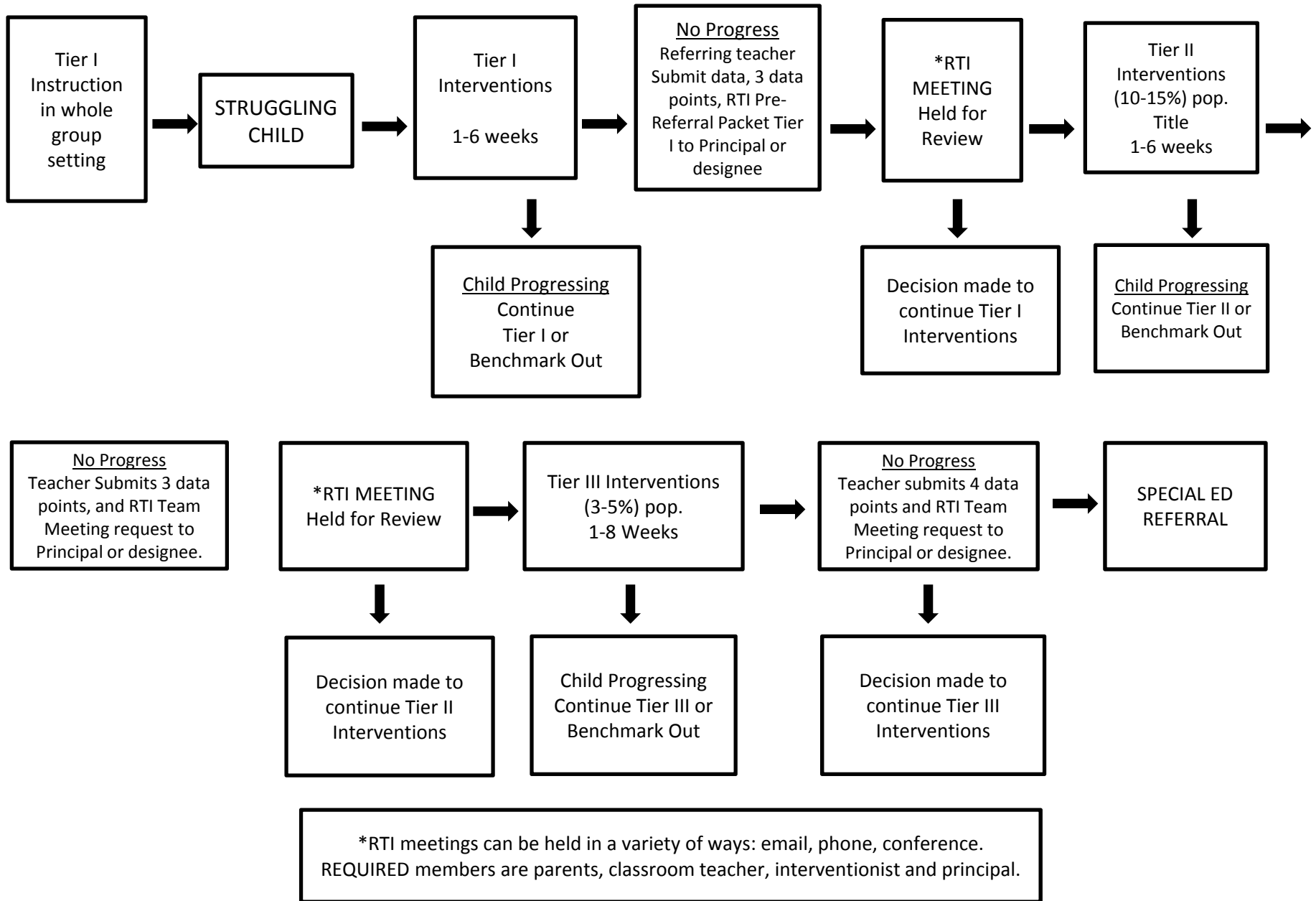


Imagine Centennial
RTI Team

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

Name	Signature	Position

Flow Chart

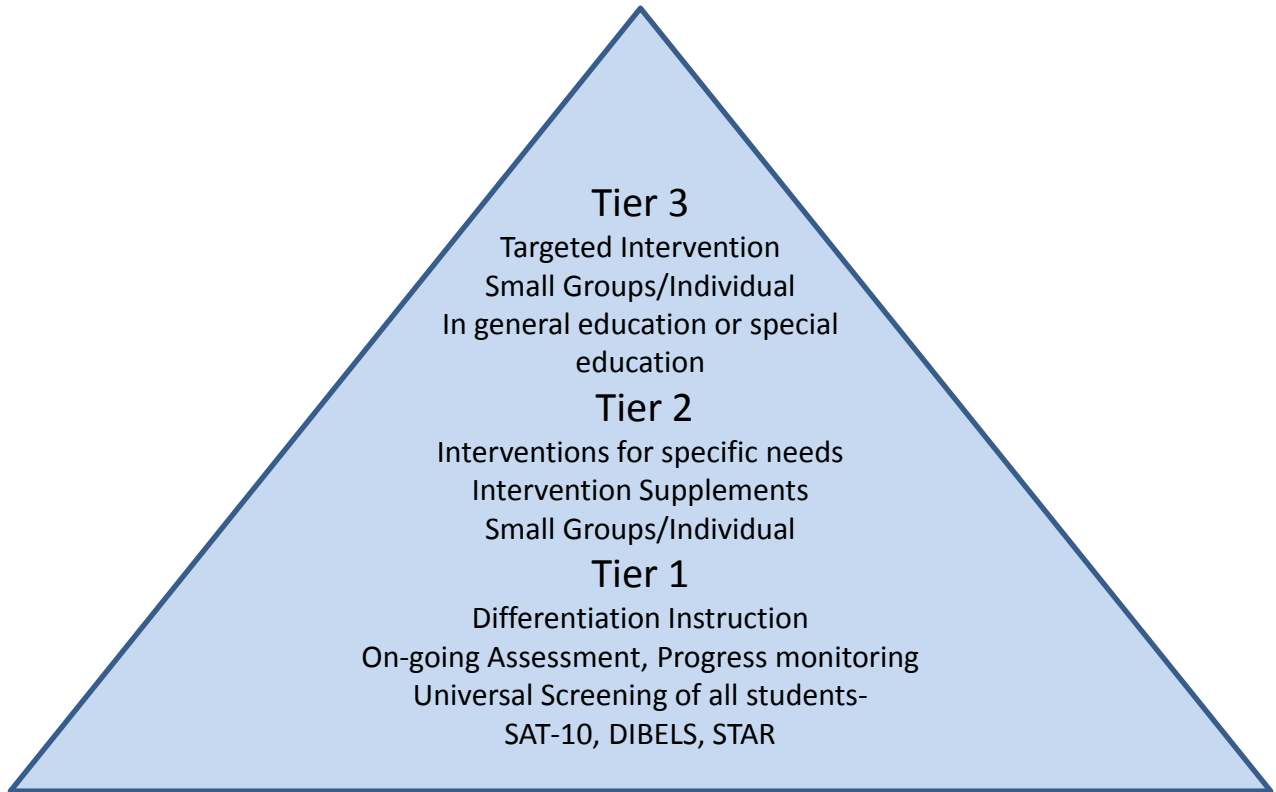


Attachment A.8.7

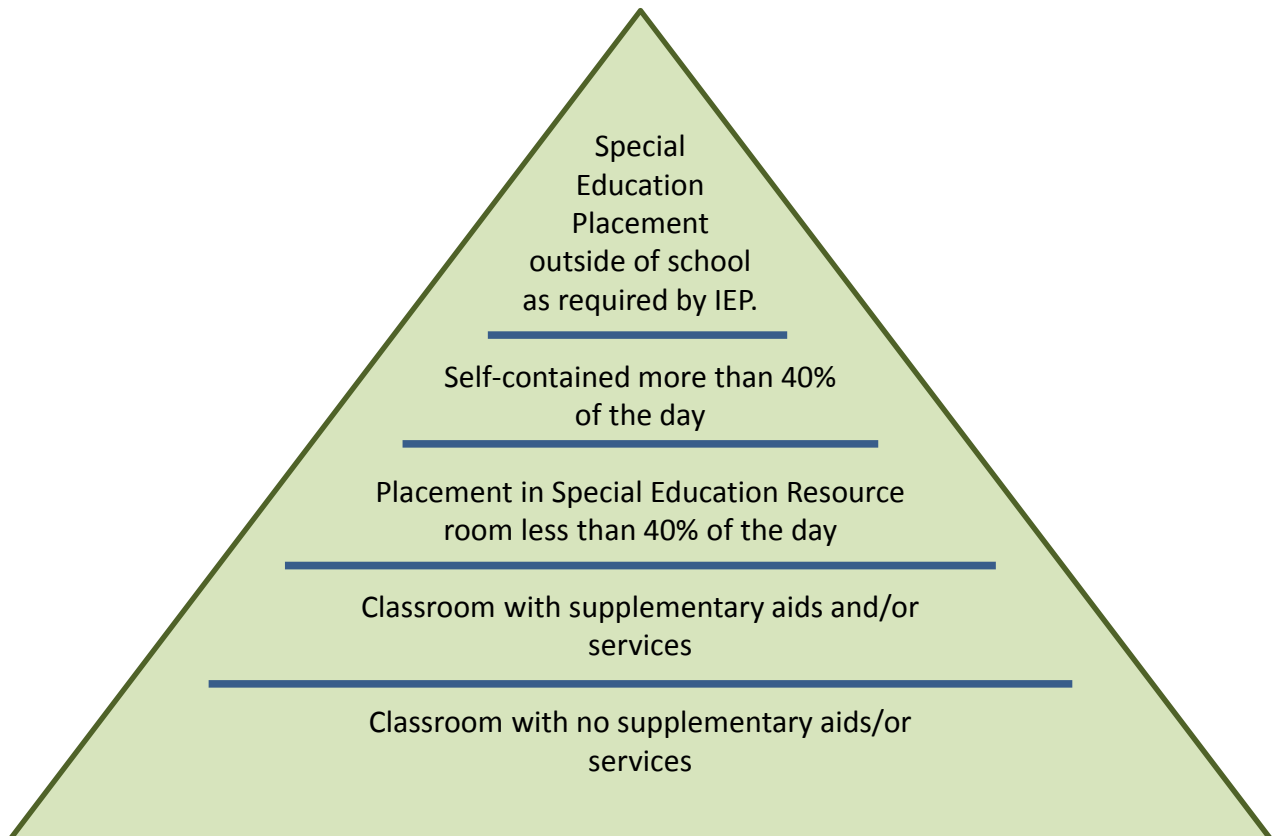
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IMAGINE CENTENNIAL Continuum of Services



Response to Intervention



Special Education

Attachment A.9.2
Retention of Student Records Policy

Retention of Student Records Policy

Imagine Centennial will maintain a permanent cumulative file on each student. This file will include, without limitation: academic work completed by the student; records and grades pertaining to academic achievement; attendance; results on standardized intelligence, aptitude and psychological tests; health records; information regarding student's family and residence; participation in school activities; student ratings and observations by teachers and counselors; and serious or recurrent behavioral problems.

These cumulative records will be kept separate from other records in a safe and secure location in a locked, fireproof cabinet. Access will be allowed only to authorized individuals. *Access to Student Records* will be determined by Policy 515, distributed by the Public Charter School Authority. Additionally, *Challenging Content of Student Records*, Policy 516, will be adopted and followed.

Imagine Centennial will designate the registrar as the official custodian of student records. This person will be responsible for providing records to Clark County School District for inclusion in the automated system of accountability information for Nevada (NRS. 386.650).

In the event Imagine Centennial is dissolved or the written charter is not renewed, the registrar will forward all permanent, original student records to the office of student records of the school district in which the student resides. Additionally, if a student withdraws or is promoted, the school will forward the permanent record of the student to the office of student records of the school district in which the student resides.

Pursuant to NAC 387.175, a school's *Master Register of Enrollment and Attendance* and any supporting documents must be maintained and be available for inspection by the Public Charter School Authority or the Nevada Department of Education at any time during the school year. Furthermore, although NAC 387.175 only requires the *Master Register of Enrollment and Attendance* to be maintained for five (5) years after the last day of the school year, Imagine Centennial has adopted a longer time frame for maintenance of records based on the length of the Charter. Therefore, Imagine Centennial will retain the *Master Register of Enrollment and Attendance* for seven (7) years after the last day of the school year.

Also pursuant to NAC 387.175, each *Class Record Book* must be maintained and be available for inspection by the Public Charter School Authority or the Nevada Department of Education at any time during the school year and *for two years after the last day of that school year*.

In all circumstances, the Record Retention Policy will comply with Nevada laws, including the Local Government Records Retention Schedules. Where the Local Government Records Retention schedules conflict with the time frames required by statute or administrative code for Charter Schools, the longer time frame will be utilized.

Legal References:

NRS 386.650

NRS 392.029

NAC 386.360

NAC 392.301-392.360

NAC 387.175

B. ORGANIZATIONAL PLAN

Attachment B.1.1
Letter From Legal Counsel

GABROY LAW OFFICES

The District At Green Valley Ranch
170 South Green Valley Parkway
Suite 280

Henderson Nevada 89012

P: (702) 259-7777

F: (702) 259-7704

Christian Gabroy

*Also Admitted in Illinois

July 18, 2012

VIA REGULAR MAIL

Steve Canavero, Ph.D.

Director State Public Charter School Authority

1749 Stewart Street, Suite 40

Carson City, NV 89706

Re: Review of Imagine Centennial Bylaws

Dear Dr. Canavero:

Please be advised that Hadassa Lefkowitz, Liaison for the Committee to Form Imagine Centennial requested that this office review the proposed Bylaws for Imagine Centennial to assure that they comply with the suggested model bylaws, the "Applicant Instructions", the statutory requirements for Charter Schools, Nevada's Open Meeting Law, and that they are legally sufficient as to form and content.

After reviewing the proposed Bylaws I can state that the proposed Bylaws do in fact comply with the model Bylaws, the Applicant Instructions, the statutory requirements for Charter Schools, Nevada's Open Meeting Law, and that they are legally sufficient as to form and content. As requested each of the provisions 1-17 in the Charter School Application Manual are addressed. Specifically, the proposed Bylaws do not contain any references to incorporation of the charter school or the school's governing body. A specific number of governing body members is identified in ¶ 3.2. There are no "ex officio" members in the proposed Bylaws. The types of training is outlined in ¶ 3.5 (d). The types of expertise is outlined in ¶ 3.2. Assurances regarding utilization of Robert's Rules of Order is stated in ¶ 3.8(b). A description of how the Committee to Form will transition into the Governing Body is outlined in ¶ 3.1. The identification of staggered terms for the Members is outlined in ¶ 3.5(b). The term of Office for each Member and Officer is listed in ¶¶ 3.5(b) and 4.2. The method of selecting, nominating, and electing Members is delineated in ¶ 3.5(a). The section regarding utilizing only Nevada Financial Institutions is handled in ¶ 6.4. The section regarding amendment of the Bylaws and requirement that the sponsor must approve the amendment before it takes effect is stated in ¶ 9.1. The section regarding no action

taking place without the required membership is handled in ¶ 3.7 regarding vacancies on the Board. Compliance with NAC 386.345 which restricts membership on the Governing Board is handled by ¶ 3.3. The section regarding hiring a diverse Governing Board I believe is handled adequately with reference to the Non-Discrimination ¶ 2.1 section. The proposed Bylaws specifically reference that the Open Meetings will be recorded in section 3.8 (l) in compliance with the Open Meeting Law. Lastly In ¶ 2 the Mission Statement is included which matches the other mission statement contained in the school's charter.

As such, the proposed Governing Body Bylaws are legally sufficient as to form and content and meet all of the required stipulations as required for the Charter Application.

Sincerely,

GABROY LAW OFFICES

A handwritten signature in black ink, appearing to read 'Christian Gabroy', with a stylized flourish at the end.

Christian Gabroy, Esq.

Attachment B.1.2
By-Laws/Rules of Governance

**DRAFT BYLAWS FOR
IMAGINE CENTENNIAL**

**ARTICLE I
INTRODUCTION**

1. **Name Location & Address.** The name of the Charter School is IMAGINE CENTENNIAL (hereinafter referred to as the School). The Administrative offices of the School are located at _____. Any change in the location of the Administrative offices will be filed with the State Public Charter School Authority (the "*Charter School Authority*"), as required under the Nevada Administrative Code

1.2 **Legal Status.** The School is a charter school formed pursuant to Nevada Revised Statutes, NRS 386.500 to 386.610 and NRS 388.820 to 388.874, inclusive, and Nevada Administrative Code NAC 386.010 to 386.415, and inclusive, sponsored by State Public Charter School Authority (the "*Sponsor*"). The Governing Body of IMAGINE CENTENNIAL (hereinafter "BOARD") is an independent body under the authorization of the State Public Charter School Authority. The BOARD is responsible for the day to day operation of the Charter School. The BOARD is therefore authorized by the Sponsor to supervise and control the Charter School and is invested with all powers necessary or desirable for carrying out the educational program contemplated in the Charter and pursuant to these Bylaws.

**ARTICLE II
PURPOSE & MISSION**

2. **Purpose & Mission:** The purpose of the school is to provide education to children from Kindergarten to Eighth grade by utilizing the proprietary Educational Program developed by Imagine Schools Inc., which is based upon "Six Measures of Excellence". This program will be incorporated with the overall educational requirements within the State of Nevada (hereinafter "Educational Program"). By declaring that these are the grades that the Charter School currently intends to teach it does not waive its rights in the future to seek an amendment to the Charter to teach additional grades. The school shall be operated exclusively for educational objectives and purposes.

The mission of Imagine Centennial is to provide a 21st Century learning environment rich in rigorous academic offerings, designed to challenge, educate, and nurture the whole child in a safe supportive atmosphere, with strong parent and community involvement, as we believe all children are capable of success, no exceptions."

2.1 **Non-Discrimination:** The School shall not discriminate in the hiring of licensed teachers, support staff, administrators, or admission of pupils on the basis of race, religion, national origin, gender, age, disability, sexual orientation or other protected class in accordance with applicable federal and state laws. The School shall conduct all of its activities in accordance with 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 school.

ARTICLE III BOARD

3. **Powers and Duties:** The BOARD is responsible for enacting, implementing, administering and revising policies, procedures, rules, and regulations and for the management, control, and day to day operation of the School.

3.1 **Formation:** The first Board formed after the approval of the charter shall consist of the members of the Committee to form the School. Former Committee Members prohibited from membership on the Board or who do not meet the qualifications to serve on the Board by NRS 386.549 or NAC 386.345 shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting or as soon thereafter as practicable.

3.2 **Composition & Qualifications:** The Board of Directors shall consist initially of five (5) members (hereinafter "Members"). That number may be increased from time to time upon a vote by a quorum of the BOARD. However, at no time shall the Board have less than (5) Members. The Board must be comprised of: Two members who are either teachers or school administrators or who previously held licenses as teachers or school administrators and are retired, as long as his or her licenses were held in good standing; One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; and Two members who possess knowledge and experience in either (1) Accounting;(2) Financial services;(3) Law; or (4) Human resources.

3.3. **Prohibited BOARD Membership:** Notwithstanding the above, (i) the BOARD shall not include more than two individuals who represent the same organization, business or otherwise represent the interest of the same business or organization; (ii) a member shall not be an employee of the BOARD or the School, including, without limitation, an administrator or teacher; (iii) a member shall not be a contractor of the BOARD or the School (iv) if a member serves as a member or as a representative of a nonprofit organization or business, no other member shall serve as a representative of such organization or business or represent the interests of such organization or business except in the event that a Member is a teacher in which case the Members may be affiliated with the same school or school system.

3.4 **Additional Requirements:** All BOARD Members serving shall:

- (i) be devoted to the purpose and mission of the School, shall represent the interests of the community, will possess the skills necessary to address the financial and operational matters affecting the School;
- (ii) be fingerprinted in accordance with NRS Section 386.588;
- (iii) shall submit an affidavit indicating that he or she has not been convicted of a felony relating to any offense involving moral turpitude and that he or she has read and understands the material concerning the roles and responsibilities of members of a BOARD of a charter school and all other material designed to assist the BOARDS of charter schools if such

material is provided to him or her by the State Public Charter School Authority in accordance with NRS Section 386.549; and

(iv) shall submit a resume to the President of the BOARD (the "*President*") and all other information and documents as required from time to time under applicable Laws relating to the operations of the School.

3.5 **Election and Tenure of Members:**

(a) *Election of Members.* The BOARD Members will be elected by a majority vote of those Members voting and in office at the annual meeting of the BOARD in May notwithstanding the BOARD's authority to fill a vacancy for an unexpired term in accordance with Section 3.6. Any Member may submit the name of a prospective member to the BOARD by nomination; provided that the individual so nominated must indicate his or her acceptance and willingness to serve by submitting to the BOARD, a letter of interest and a resume setting forth his or her education and employment experience. The BOARD may not discriminate against potential members on the basis of race, gender, religion, ethnicity, national origin, age, sexual orientation, marital status or non-disqualifying handicap or mental condition.

(b) *Tenure.* The initial Members shall serve staggered terms as follows. One half of the Majority of the Board shall serve a two year term. The other One-half of the Majority of the Board shall serve a three year term. The Majority of the Board shall be based on the total number of Members at the first Board Meeting such that if the Majority is an odd number then the Members serving the three year term will be the Majority of the Members and the Members serving the two year term shall be the minority of the Members. If the Number of Members equals an even number then the majority and minority will be evenly split. The Members may serve no more than three consecutive terms. Each Member shall be elected by a quorum of the existing Members.

(c) *Notification.* The School shall notify the Sponsor within ten business days of the selection of a new President or of any change to the Members of the Governing Body and must provide the Sponsor with a new Member's affidavit in accordance with NRS Section 386.549(1)(b). Additionally, within five business days after the initial Members are selected or any other member is elected, the Governing Body shall submit to the Department of Education: (i) the name and address of each director; (ii) the resume of each director; (iii) the state of residence of each director; (iv) if a member serves as teacher on the Governing Body, a photocopy of the license to teach; and (v) an affidavit in accordance with NRS Section 386.549(1)(b).

(d) *Training.* Newly elected Members shall be given an orientation by the President of the BOARD. All Members shall be provided general training with respect to their duties as a Member, compliance with applicable Laws relating to the operations of a Charter School and other matters.

3.6 **Resignation & Removal:**

(a) Any Member may resign at any time by delivering written notice to the President of the BOARD. Such resignation is effective upon receipt of the resignation unless the resignation provides for a later date. A Member may also verbally resign at a Board Meeting. In the event of a verbal resignation, the minutes shall constitute a written resignation within 15 days following the receipt by the Board of the verbal resignation. In the event of a verbal resignation, the Secretary of the Board will promptly send written confirmation of the resignation to the Board Member and shall submit the resignation to the State Public Charter School Authority .

(b) In the event that a BOARD Member is convicted of a felony while serving on the BOARD or any offense involving moral turpitude the Member must immediately resign. In the event that the Member does not inform the BOARD of his offense and the BOARD or any Member of the BOARD is made aware of the offense then that Member shall inform the BOARD and the BOARD must ask for the Member's immediate resignation. In the event that the Member refuses to resign then the BOARD may remove the Member on the Motion of one Member which is seconded by another member and affirmatively voted on by a majority of the other Members.

(c) The BOARD may remove a Member elected by the BOARD with cause if the number of votes cast to remove the Member constitutes three quarters (75%) of the Members then in office. Cause shall be defined as any conviction involving moral turpitude, any felony conviction, willful misconduct, misappropriation of school funds, failure to attend three or more scheduled Board Meetings without justification or valid reason, any other reason that in the opinion of a majority of the Board Members is detrimental to the school and the ability of the Board to carry on its business. Any Board action to remove a Member shall not be valid unless each Member is given at least seven (7) days written notice that the matter will be voted on at a BOARD meeting, except in the case of removal based on a felony or an offense involving moral turpitude in which case the BOARD may hold a special meeting upon three (3) days notice.

3.7 **Vacancy(ies) on the Governing Board.** Any vacancy on the BOARD created by a resignation, death or other incapacity of a Member or any removal will be filled as soon as is reasonably practicable by majority vote of the Members remaining in office. A new Member so elected will hold office only for the unexpired term created by the vacancy but will be eligible for a subsequent full-term appointment. The months of service of the Member filling the unexpired term will not be counted toward the term limit of the Member should he or she be elected to a subsequent full term(s). The Member(s) will have, and may exercise all their powers, notwithstanding the existence of one or more vacancies in their number.

3.8 **Board Meetings.**

- (a) *Compliance with Open Meeting Act:* Pursuant to NRS 386.549(2) the BOARD is considered a public body and accordingly must comply with the Open Meeting Act NRS Chapter 241. The BOARD shall provide written notice of all meetings at least 3 working days prior to the meeting. The notice must include an agenda consisting of a clear and complete statement of the topics scheduled to be considered during the meeting, a list describing the items on which action may be taken and clearly denoting that action may be taken on those items, a period of time devoted to public comment and discussion of those comments. Any action that is taken by the BOARD in violation of these provisions, or in violation of the Open Meeting Act is void.
- (b) *Protocol.* The Board shall as it deems appropriate use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the President, Vice President or Secretary of the Board prior to the Meeting
- (c) *Public Comment.* Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.
- (d) *Participation by Telephone.* To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.
- (e) *Closed Sessions.* Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the 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.
- (f) *Annual Meetings.* The BOARD will hold an annual meeting in May of each year for the purpose of electing Members and officers and for the transaction of such business as may properly come before such meetings. Written notice stating the place, day and hour of each meeting shall be given to each Member by facsimile transmission, e-mail or first class mail at least three business days prior to the date fixed for the annual meeting or the quarterly meetings.

Notice of the meeting must also be provided in accordance with the Open Meeting Law.

- (g) *Regular Meetings and Special Meetings.* The BOARD shall establish a regular day and place for regular meetings that shall occur at least once a calendar quarter, and such regularly scheduled meetings shall be held at least once a calendar quarter in the county in which the School is located. Special meetings of the BOARD may be called at any time by the President of the Board or by a majority of the BOARD. Notice of a meeting must be provided in accordance with the Open Meeting Law. Notice for the time and place of every regular or special meeting shall be given to each director by facsimile transmissions or first class mail at least three business days before the date fixed for the meeting and to all those individuals who request notice of meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting.
- (h) *Agenda.* The President will be responsible for preparing the meeting agenda in accordance with NRS Section 241.020(2) and for distribution of the agenda to all Members, along with other relevant meeting information, by at least 9 a.m. (Pacific Standard Time) three business days prior to each meeting, not counting the day the notice is provided . In addition to previously requested agenda items, any Member may provide additional agenda items for a meeting by providing, via facsimile or regular mail the requested agenda items, setting forth the appropriate place on the agenda format (as set forth below in this Section), and a realistic time requirement for such item to the President. Such request must be received at least 24 hours prior to the posting deadline pursuant to the Open Meeting Law and the President shall have the final decision as to whether to include the item in the agenda.
- (i) *Minutes.* Minutes of each BOARD meeting shall be taken and shall be approved at the next BOARD meeting. Minutes must also be recorded. The BOARD must submit the minutes of the meeting to the sponsor and the State Public Charter School Authority within thirty (30) days from the last BOARD meeting, whether approved or not. If the minutes have not been approved within 30 days the BOARD must submit a written statement with a copy of the minutes indicating that the minutes have not yet been approved and are subject to revision.
- (j) *Quorum.* A majority of the Members will constitute a quorum for the transaction of business at any meeting of the BOARD. At any meeting of the BOARD at which a quorum is present, a majority of those Members present may decide any matter, unless a different vote is specified by law or by these Bylaws.

- (k) *Attendance.* A Member who is absent for more than three consecutive Board meetings may be subject to removal.

3.9 **Compensation.** Pursuant to NRS 386.549 upon an affirmative vote of a majority of the members, each member is entitled to receive a salary of not more than \$80 for attendance at each meeting of the governing body not to exceed one meeting per month.

3.10 **BOARD Committees.** The President may elect or appoint standing or special committees (“*Committees*”), as the President may from time to time determine necessary or advisable, and may delegate, to the extent permitted by Law, the Charter or these Bylaws, such powers and duties thereto as they may deem advisable.. The members of any Committee will serve on such Committee at the pleasure of the President.

(a) *Standing Committees.* The creation of additional Committees will serve a limited purpose and for a limited period of time, and the BOARD will define the purposes, duties, timeline and particular powers for each Committee as set forth in a resolution approved by the BOARD. Standing Committees of the BOARD shall include the following:

(i) The Academic Committee reviews issues related to the School’s instructional program and the status of progress towards achieving school accountability goals and makes written reports to the BOARD regarding such issues;

(ii) The Finance Committee reviews the annual audited statements and makes recommendations relating to overall financial management issues; and

(iii) The Compliance Committee reviews the School’s compliance with all applicable Laws and recommends additional methods for such compliance.

(b) *Prohibited Activities of a Committee.* The BOARD shall not delegate the power to contract or the authority over matters relating to the finances or the budget of the School.

3.11 **BOARD Member Duties.** All members are expected to conduct themselves in keeping with a member’s duty of care and duty of loyalty to the School. Members are expected to attend meetings regularly, to avoid conflicts of interest and to annually file any statements required by applicable Law.

3.12 **Board Powers and Responsibilities.** The BOARD shall manage and oversee the business, operations and property of the School, subject to the Charter and these Bylaws. Without limiting the foregoing, the BOARD shall have the authority to:

(a) Perform any and all duties imposed on the BOARD by applicable Law relating to the operations of the School or by these Bylaws;

(b) Make and change policies, rules and regulations of the School for the management and operations of the School, including its employees and agents;

(c) Enter into agreements and contracts with any person for the lease, purchase or otherwise acquire, in the name of the School, any and all property deemed necessary for the operations of the School, and for any lawful purpose, including, without limitation, the School's educational management organization (the "EMO");

(d) Solicit, apply for and receive grants and other funding consistent with the missions of the School with the objective of raising funds for the operations of the School;

(e) Hire, supervise and direct an individual who will be responsible for all day-to-day- operations of the School commonly referred to as the Administrator and hire a person who will be designated as the individual responsible for drawing all orders for the payment of money belonging to the charter school.

(f) Develop an annual schedule of events and activities of the School;

(g) Determine the School's curriculum in consultation with the teachers;

(h) Establish and approve all educational and operational policies, including, without limitation, written rules of academic retention, behavior required or prohibited by the School and appropriate punishments for such violations and all other written rules and policies as required under applicable Law;

(i) Distribute all written rules and policies as required under applicable Law or as otherwise determined by the BOARD;

(j) Not later than May 1 of each year, adopt the annual budget of the School for the ensuing fiscal year in accordance with NAC Section 386.370, and submit such final budget to the State Public Charter School Authority, the Legislative Counsel Bureau and any other person required pursuant to applicable Law;

(k) Arrange for an independent annual audit in accordance with NAC Section 386.380, to be conducted by a certified public accountant or partnership or professional corporation registered pursuant to the provision of Chapter 628 of the NRS selected by the BOARD, and cause copies of such audit to be delivered to the State Public Charter School Authority and Legislative Counsel Bureau;

(l) Provide continuous fiscal oversight of the School;

(m) Review and make a determination of statutes and bills described in a memorandum pursuant to NRS Section 386.552 (3) or an addendum to a memorandum pursuant to NRS Section 386.552(4) that requires plans for implementation of statutes or bills ensuring that the School complies with such statutes or bills and prepare such plans in accordance with NRS Sections 386.552(2) and (3), and provide written notice as required under NRS Sections 386.552(2) and (3);

(n) Prepare, submit and file written reports as required under NRS Sections 386.600, 386.605 and 386.610 and distribute such reports as required thereunder;

(o) Cause to keep complete records of all minutes, acts and proceedings of the BOARD and the Committees;

(p) Uphold and enforce all laws relating to the operations of the School;

(q) Ensure adequate funding for the operations of the School, the academic progress and success of the School and Charter renewal; and

(r) Take any other reasonable action necessary to carry out the duties set forth in the Charter; provided that such action shall not conflict with applicable Law relating to the operations of the School.

ARTICLE IV OFFICERS

4.1 **Composition**: The officers of the school shall consist of a President, Vice President, Secretary, Treasurer and such other officers as may be appointed by the BOARD from time to time.

4.2 **Election and Tenure of Officers**. The officers will be elected for a term of one year at the annual meeting of the BOARD unless a shorter period will have been specified by the terms of his or her election or appointment, or until such officer dies, resigns or is removed. The officers of the BOARD must also be Members of the Board

4.3 **Power of Officers**. Officers will have the powers and perform the duties customarily belonging to their respective offices, including the powers and duties set forth below in this Section 4.3.

(a) *President*. The President will preside at all meetings of the BOARD and shall have general supervision over the business and operations of the School, subject to the control of the BOARD and the applicable laws. He or she shall sign, execute and acknowledge, in the name of the School all certificates, contracts and other instruments, authorized by the BOARD,; and, in general, shall perform all duties incident to the office, and such other duties as from time to time may be assigned to him or her by the BOARD.

(b) *Vice-President*. The Vice-President shall perform the duties of the President in the President's absence and such other duties as may be assigned from time to time by the BOARD or by the President.

(c) *Treasurer*. The Treasurer will oversee financial affairs, funds, securities and other valuable papers of the School. The Treasurer will also oversee all books of account accounting records, and accounting procedures of the School. The Treasurer will have such other duties and powers as designated by the Board and President.

(d) *Secretary.* The Secretary shall attend all meetings of the BOARD and shall record the proceedings thereof in a book or books to be kept for that purpose; see that notices are given and records and reports properly kept and filed by the School as required by Law. The Secretary shall be responsible for transcribing the minutes of the meetings of the BOARD in accordance with the Open Meeting Law and other applicable Laws. Additionally, the Secretary shall perform all duties incident to the office of secretary, and such other duties as may from time to time to assigned to him or her by the BOARD or the President.

4.4 **Resignation of Officers.** Any officer may resign by delivering his or her written resignation to the President or Secretary. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will not be necessary to make it effective. Any officer who verbally resigns at any meeting or to the President of the BOARD will be deemed to have submitted a written resignation if such officer fails to submit a written resignation within 15 days following the receipt by such officer of written confirmation of such verbal resignation from the Secretary. The Secretary will send such written confirmation promptly following any such verbal resignation.

4.5 **Removal of Officers.** Any officer may be removed, with or without cause, by two-thirds of the Members in office and voting. No officer will be removed from office unless the notice of the meeting at which removal is to be considered states such purpose and an opportunity to be heard at such meeting is given to the officer whose removal is sought. Removal as an Officer does not result in the removal of the individual as a Board Member without separate action.

4.6 **Officer Vacancy(ies).** Any officer vacancy may be filled by majority vote of the Members then in office and voting for the unexpired portion of the term.

ARTICLE V

Educational Management Organizations, Employees and Staff

5. **Educational Management Organization.** In the event that the Governing Body hires an Educational Management Organization “EMO”, which is defined as a corporation, business, organization or other entity that directly employs and provides personnel to a charter school to assist with the operation, management or provision and implementation of educational services and programs of the charter school. The EMO will assist the Board with the operation, management or provision and implementation of educational services and programs of the Charter School. Subject to the contract approved by the State Public Charter School Authority. Such contract will delineate the specific terms and conditions of services. At a minimum, and with the approval and oversight of the Board, the EMO will:

(a) Coordinate the development and delivery of the School’s curriculum and professional development activities in accordance with the School’s Charter;

- (b) Ensure effective and viable administration and operation of the School;
- (c) Report to the Governing Body as determined by the Governing Body on the above functions; and
- (d) Comply with all applicable Laws, the Charter, the policies of the Governing Body and these Bylaws.

5.1 **Staff.** The BOARD must hire the Administrator as well as the individual responsible for drawing all orders for the payment of money and shall employ a licensed teacher for each grade level that the Charter School offers instruction in. The BOARD shall make all decisions concerning the terms and conditions of employment with the Charter School and any other matter relating to employment with the Charter School. In addition, the BOARD shall make all employment decisions with regard to its employees.

ARTICLE VI TRANSACTION, CONTRACTS, LOANS, DEPOSITS & RECORDS

6.1 **Execution of Agreements.** Unless otherwise specified herein or required by Law, all contracts, agreements and documents purporting to bind the School or the BOARD shall require the signature of the President and the Treasurer.

6.2 **Loans.** No loans shall be made for or on behalf of the School and no evidence of indebtedness shall be made in the name of the School unless authorized in a resolution of the BOARD. Additionally, no loan shall be made to any officer or BOARD member of the School.

6.3 **Checks and Payments.** Pursuant to NRS 386.573 the BOARD has designated the Business Manager of the school as the person responsible for reviewing the invoices and requests for payment. The Business Manager shall be responsible for reviewing the accuracy of the invoices and presenting the invoices to the BOARD to request payment. The President or the Treasurer of the BOARD shall be responsible for signing all checks or drafts for payment. In the event that the amount of the payment exceeds \$25,000.00 both the President and Treasurer are required to sign the check or draft for payment.

6.4 **Deposits.** All funds of the School shall be deposited to the credit of the School in a bank, credit union or financial institution located in the State of Nevada.

6.5 **Gifts.** To the extent permitted by Law, the BOARD may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

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

6.7 **Books and Records.** The School will keep at the principal office of the School: (i) correct and complete books and records of account, minutes of the proceedings of the BOARD's meetings; (ii) a register of the names, telephone numbers and addresses of the staff and employees of the School; and (iii) such other records required under applicable Law relating to the operations of the School.

ARTICLE VII LIABILITY, INSURANCE & INDEMNIFICATION

7.1 **Personal Liability.** No BOARD Member or officer will be personally liable to the School for monetary damages for or arising out of a breach of fiduciary duty as an Officer or Member; *provided, however*, that the foregoing will not eliminate or limit the liability of a Member or Officer to the extent that such liability is imposed by applicable Law for:

(a) Acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the Law, or

(b) Any transaction from which the Member or Officer derived an improper personal benefit.

The Members and Officers will not be personally liable for any debt, liability or obligation of the School. All persons extending credit to, contracting with or having any claim against the School may look only to the funds and property of the School for the payment of any such contract or claim, for any money that may otherwise become due or payable to them from the School.

7.2. **Indemnification.** To the extent permitted by Law, the BOARD shall indemnify, the School's former and present BOARD Members and Officers, and their respective heirs, executors and administrators ("Indemnified Person") and advance expenses including amounts paid in satisfaction of judgment or as fines and penalties, and reasonable attorneys' fees in connection with the defense or disposition of any action, suit or other proceeding, whether civil or criminal, in which he or she may be involved or with which he or she may be threatened, while in office or thereafter by reason of such person acting as a Member or Officer of the BOARD. This indemnification with respect to Members and officers shall be mandatory. Notwithstanding the mandatory indemnification, in the event that the Officer or Member is adjudicated in any proceeding not to have acted in good faith or is found to have committed willful misconduct or his or her conduct is found to be grossly negligent then the School shall have no duty to indemnify the Officer or Member. Expenses, including attorneys' fees, reasonably incurred by the Indemnified Person in connection with the defense or disposition of any such proceeding may be paid from time to time by the School in advance of the final disposition thereof. However, such Indemnified Person shall be required to repay such amounts to the School if he or she is found to have committed willful misconduct or his or her conduct is found to be grossly negligent. The rights of indemnification hereby provided will not be exclusive or affect any other rights to which any Indemnified Person may be entitled.

Attachment B.1.3

By-Law Stipulations

Attachment B.1.3
BY-LAWS STIPULATIONS

1. The proposed Bylaws do not contain any reference to incorporation of the charter school.
2. A specific number of governing body members is identified in paragraph 3.2.
3. There are no “ex officio” members in the proposed Bylaws.
4. The types of training is outlined in paragraph 3.5(d).
5. The types of expertise is outlined in paragraph 3.2.
6. Assurances regarding utilization of Robert’s Rules of Order is stated in paragraph 3.8(b).
7. A description of how the Committee to Form will transition into the Governing Body is outlined in paragraph 3.1.
8. The identification of staggered terms is outlined in paragraph 3.5(b).
9. The term of Office for each Member and Officer is listed in 3.5(b) and 4.2.
10. The method for selecting, nominating, and electing Members is delineated in paragraph 3.5(a).
11. The section regarding utilizing only Nevada Financial institutions is handled in paragraph 6.4.
12. The section regarding amendment of the Bylaws and requirement that the sponsor must approve the amendment before it takes effect is stated in paragraph 9.1.
13. The section regarding no action taking place without the required membership is handled in paragraph 3.7 regarding vacancies on the Board.
14. Compliance with NAC 386.345 which restricts membership on the Governing Board is addressed by paragraph 3.3.
15. The section regarding hiring a diverse Governing Board is referenced in the Non-Discrimination paragraph 2.1.
16. The proposed Bylaws specifically reference that the Open Meetings will be recorded in paragraph 3.8.
17. In paragraph 2, the Mission Statement is included which matches the other mission statement contained in the school’s charter.

Attachment B.2.1

Assurances

Statement of Assurances
Revised March 25, 2009

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

NOTARIZED STATEMENT

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

Hadassa Lefkowitz
Signature of Member of the Committee to
Form the School

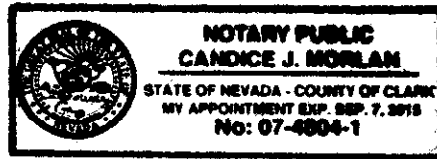
Hadassa Lefkowitz
Name Printed

Committee to Form Liason
Title

July 16, 2012
Date

Subscribed and sworn to before me

This 16th day of July 2012
date month year



(Notary Public Seal)

MAIL/DELIVER TO:

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

NO FAXED APPLICATIONS WILL BE ACCEPTED

Attachment B.2.2
Committee to Form Contact Information

Attachment B.2.2 Committee to Form Contact Information

Pursuant to NRS 386.520, the category each member fulfills is adjacent to the name.

Hadassa Lefkowitz (educator – license included) Chairperson of Committee to Form
1705 Plata Pico Drive
Las Vegas, Nevada 89128
Tel. 702-280-7078
wldsrvd@gmail.com

Anna P. Webb (educator – license included)
5240 Goldfield Street
N. Las Vegas, Nevada 89031
Tel. 702-799-1719
apwebb@interact.ccsd.net

Dennis E. Shinn (business – financial)
1625 Desert Fort
Las Vegas, Nevada 89128
Tel. 702-399-4410
dennisshinn@cox.net

Susan L. Aventi (accountant)
9901 Trailwood Drive #2162
Las Vegas, Nevada 89134-5909
Tel. 702-838-5528
Susan.aveni@howardhughes.com

Julie Williams (parent)
9360 Villa Tuscany Avenue
Las Vegas, Nevada 89129
Tel. 702-325-1942
julieannmassage@hotmail.com

Hadassa Lefkowitz

Objective

My professional goals are to create a positive and enriching learning environment by providing educational experiences for students and their families that promote relevant and long lasting academic and social success.

Experience

August 1994 –March 1996 The Milton I. Schwartz Hebrew Academy Las Vegas, Nevada

Pre-School Teacher / Pre-School – Kindergarten Judaic Studies Teacher

- Plan and implement curriculum, lessons and activities for children ages 3-5
- Plan and develop Judaic Studies and Hebrew Curriculum
- Work cooperatively with parents in the early childhood development of their children

August 1998 – July 2004 Clark County School District – Edythe and Lloyd Katz Elementary School Las Vegas, Nevada

General Education Teacher – Grades Two and Three

- Plan and implement classroom lessons / activities
- Evaluate student progress
- Served as a member and chairperson of the SIP team
- Developed SOAR Committee to meet the needs of High Achieving Students

August 2004- Present Clark County School District – Gifted and Talented Education Las Vegas, Nevada

Gifted and Talented Specialist

- Plan, Develop, and Implement Curriculum, Lesson, Activities
 - Assess students for eligibility into the GATE program
 - Provide staff development / training sessions
 - Work cooperatively with general classroom teachers to meet the needs of high achieving students / curriculum differentiation
 - Chairperson for Student Council – Doris Hancock E.S. 2005-2010
 - Work with family members to support the needs of our students
 - Support the Common Core State Standards by collaborating with staff and administration in developing relevant and high level academic experiences for students
 - Utilization of INFORM Data and Nevada Growth Model to help meet the academic needs of students
-

Hadassa Lefkowitz

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Education

June 1984 - May 1986	University of Nevada	Las Vegas, Nevada
Major: Bachelor of Science in Economics		
September 1986 – January 1989	Brooklyn College	Brooklyn, New York
Bachelor of Science in Economics		
September 1996 – June 1998	University of Nevada	Las Vegas, Nevada
Master of Education – Elementary Education, Curriculum and Development		
September 1998 – March 2000	University of Nevada	Las Vegas, Nevada
All But Dissertation – PhD Early Childhood and Gifted Education		
September 2003 – June 2005	University of Phoenix	Las Vegas, Nevada
Endorsement – Education Administration / Leadership		

Professional Affiliations

Association for Childhood Education International	1998 – Present
Council for Exceptional Children	2004 – Present
Board Member and Officer – Beacon Academy of Nevada	2008 - 2011
Board Member, Young Israel Aish, Las Vegas	2010 - Present

References

References are available on request.

State of Nevada

License for Educational Personnel

License No. 0000008626

This License Certifies That

HADASSA LEFKOWITZ

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
PROFESSIONAL	ELEMENTARY	K-8 12/14/2007	TEACHING (01/25/1999), EARLY CHILDHOOD EDUCATION (01/25/1999)	04/17/2014	
PROFESSIONAL	SPECIAL	K-8 12/14/2007	GIFTED & TALENTED (05/25/2004)	04/17/2014	
PROFESSIONAL	SPECIAL	K-12 03/30/2009	SCHOOL ADMINISTRATOR	04/17/2014	
PROFESSIONAL	SPECIAL	K-12 12/14/2007	SUBSTITUTE (01/25/1999)	04/17/2014	
		SUB			

Annemieke (Anna) P. Webb

7521 Cathedral Canyon Court
Las Vegas, NV 89129
(702) 799-1719
APWebb@interact.ccsd.net

Education

Elementary Educational Leadership Clark County School District Human Resources Division System Design and Staff Development Department	November 20, 1997
Masters of Education – Educational and Curricular Studies University of Nevada, Las Vegas	December 20, 1992
Bachelor of Arts – French and Comparative Literature San Francisco State University	January 2, 1974

Licensures (State of Nevada)

Professional Special K – 12 School Administration
Professional Elementary K – 8 Teaching
Professional K – 8 Reading

Employment History

Clark County School District, Las Vegas, NV – 1991 – Present

Academic Manager – Performance Zone 2, Area 1 • Supervising 14 ES, 3 MS and 2 HS (One (1) Turnaround HS – School Improvement Grant (SIG) and one (1) Turnaround ES under the Edison Learning model)	2011 – Present
Academic Manager – Area 1 • Supervised 24 ES/MS/HS	2009 – 2011
Assistant Region Superintendent – Southwest • Supervised 25 – 29 ES/MS/HS	2006 – 2009
Rex Bell Elementary School – Principal	2001 – 2006
Walter Bracken Elementary School – Assistant Principal	1999 – 2001
Wilhelm Elementary School – Learning Strategist	8/1998 – 3/1999
May Elementary School – Literacy Specialist	1993 – 1998
May Elementary School – Teacher Grade 2	1991 – 1993

Additional Professional Development

- Teachscape Framework for Teaching Proficiency System - CCSD 4/2012
- Advancement Via Individual Determination (AVID) Conference 12/2011
- Text Complexity for Site Administrators - CCSD 2011 – 2012
- Common Core State Standards (CCSS): Aligning Leadership, Instruction, Resources and Communication, Modules 1 – 3 - CCSD 2011 – 2012
- Secondary Science Sequence - CCSD 2011 – 2012
- K – 12 School Improvement Process – CCSD 2011 – 2012
- School Restructuring/Turnaround – Inquiry Process, Action Steps, Monitoring and Plan Evaluation – CCSD 2010 – 2012
- National Council on Educating Black Children Conference 5/2010
- Organizing Student Learning Through the Components of an Effective Lesson – CCSD 2010 - 2011
- Ensuring a Full Instructional Day for Students with Disabilities - CCSD 2010 – 2011
- Leading our Students with Certainty in Uncertain Times – CCSD 2010 – 2011
- Collaborative Learning = Student Achievement – CCSD 2009 – 2010
- Response to Instruction (RTI) in Elementary and Secondary Schools - Dr. John McCook - CCSD 2009 – 2010

Committees

Superintendent's Professional Development Planning Team
Schools Targeting Alternative Reform On-Site (STAR-On) Committee

Professional Organizations

Association for Supervision and Curriculum Development (ASCD)
Clark County Elementary Principal Association (CCEPA)
Clark County Association of Secondary Administrators and Professional Educators (CCASAPE)
National Association of School Administrators (NASA)

References/Supervisors

Mr. Pedro Martinez – Deputy Superintendent, CCSD	2011 – Present	(702) 799-5475
Dr. Andre Denson – Associate Superintendent, Area 1, CCSD	2009 – 2011	(702) 799-1719
Dr. Jolene Wallace – Associate Superintendent, Area 3, CCSD	2006 – 2009	(702) 799-2640

State Superintendent of Public Instruction

Paul W. Braxton

State of Nevada License for Educational Personnel

License No. 0000048691

This License Certifies That

ANNEMIEKE P WEBB

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

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) <small>(See reverse for explanation)</small>
PROFESSIONAL	ELEMENTARY	K-8	TEACHING (11/27/1991), READING (10/09/1997)	02/11/2009	09/15/2015
PROFESSIONAL	SPECIAL	K-12	SCHOOL ADMINISTRATOR (11/21/1996)	02/11/2009	09/15/2015
PROFESSIONAL	SPECIAL	K-12	SUBSTITUTE (11/27/1991)	02/11/2009	09/15/2015
		SUB			

Dennis E. Shinn
1625 Desert Fort
Las Vegas, NV 89031
(702) 203-4890

EXECUTIVE SUMMARY

A highly motivated and results oriented, course developer and trainer with extensive project management and operations management experience. Exceptional Oral and Written communications skills. Staff development skills in building effective customer partnerships and employee morale. Proven strengths in:

- * Technical Writing and Course Development
- * Seminar Development and Delivery
- * Training Techniques Seminars
- * Education Center Management
- * Implementing Quality Improvement
- * Team Building Concepts
- * Managing Vendor Relations
- * Project & Contract Management
- * Improving Customer Service
- * RFP Preparation and Response

PROFESSIONAL ACCOMPLISHMENTS

TRAINING

- * Education Center Manager and Instructor for BICSI certification program
- * Attended **OSHA 500** training, presently **OSHA 10 hour and 30 hour** authorized trainer.
- * Presented annual EEO Branch office seminars, **DII, ADA, and sexual harassment** segments
 1. * Designed an Education Center in Austin, Texas for IBM and conducted training for 3 years. Conducted Train the Trainer courses at the Atlanta training center. Have personally trained, via Lecture Lab environment, over 4000 students.
- * Developed, tested and conducted numerous computer repair courses and seminars including, Building Customer Partnerships, customer satisfaction, service excellence, communication skills and Quality Improvement for technical personnel. Conducted Beta testing for unannounced courses.
course.

MANAGEMENT

- * Successfully managed over 200 IT projects from \$10,000 to over \$15,000,000 in direct revenue.
- * Managed technical personnel whose main responsibilities were ensuring the highest level of customer satisfaction possible.

EMPLOYMENT HISTORY

Integrated Technologies Corporation

4801 Hardware
Albuquerque, New Mexico
March 2000 to Present

- * Instructor and Education Center Manager, teaching (BICSI), and (EIA/TIA) codes, standards and installation practices for communications installers and technicians. This training is required for both fiber and copper certification.
- * Served as Security liaison between DOE and ITC facilitating mandatory yearly training updates and processing all L and Q clearance paperwork.
- * Authorized OSHA trainer for 10 and 30 hour construction courses. Taught approximately 40 OSHA classes.
- * Prepare bids and statements of work for the communications side of the company.
- * Project managed selected projects for the company.
- * ACTIVE DOE (Q) CLEARANCE
- * Proficient in all aspects of Copper and Fiber installations, termination, and testing techniques along with outside plant for communications.

PB Incorporated

Albuquerque, New Mexico
Systems Integration Facility Manager, June 1996 to March 2000

- * Managed a service department with responsibilities for computer service for Sandia National Labs, Los Alamos National Labs, DOE, and numerous commercial customers. Responsible for growing network installation and administration business, selling network related hardware and software packages.
- * Successfully managed a \$1,525,000 Fixed Price network installation for DOE Albuquerque (AL).

Cerplex Corporation

Livermore California
Project Manager

- * Complete responsibility for setting up third-shift maintenance at the Hewlett Packard plant in Corvallis OR. Supervised four managers and 55 technicians servicing computers and printers. This effort involved the hiring and training of managers and technical support personnel in their various areas of responsibility.

DENNIS SHINN

Page 3

Image Systems, Albuquerque, NM

Service Manager, April 1994 - February 1995

- * Managed technicians from Socorro to Taos, New Mexico, in the repair of Minolta Copiers. Responsible for the customer satisfaction training, technical training, and the quality improvement process for the technicians.

IBM CORPORATION, Albuquerque, NM

Service Manager, 1982 - 1992

- * Managed service representatives covering 3,000 customers in three states. Customers included Sandia Labs, Los Alamos Labs, the State of New Mexico, the DOE and numerous banks and major businesses.
- * Obtained Q clearance at Los Alamos National Labs.

IBM Corporation, Albuquerque, NM

Project Manager, 1991 - 1992 (*concurrent with above*)

- * Developed a vendor contract business between IBM Albuquerque, and several contractors in the area. Managed numerous computer room installations, computer upgrades and the installations.
- * Authored customer satisfaction and team building seminars used throughout the western United States.

IBM Plant, Austin, TX, 1976 -1982

Course Developer and Instructor

- * Worked directly with the hardware and software engineers and designed course materials and delivered numerous courses over a five year period. Developed and facilitated "Train the Trainer" seminars and related technical training classes. Responsible for developing courses from phase "0" through the beta testing and final production, to delivering the courses to students and various Education centers for further training.

References;

EXPERIENCE

Assistant Accounting Manager, March 2001, to Present, The Howard Hughes Corporation, Las Vegas, Nevada

- Mentor and manage employees' accounting and customer service skills for Summerlin North Community Association, including accounts payable, accounts receivable, and collections, using Avgar and Jenark property management software as well as Microsoft Windows, Word, Outlook, Excel and Access.
- Establish procedures and oversee all accounting policies according to generally accepted accounting principles and internal control concepts.
- Recognize needs and perform analytic projects from inception through completion.
- Month end closing processes including bank reconciliation and supporting schedules and Financial Statement preparation for multiple entities.
- Coordinate and assist with annual budgets and audits.
- Set up and Process all electronic deposits including Lockbox, Bill Consolidator, and ACH.
- Prepare computer files for payment coupon book and late statement orders, positive pay files for association issued checks, and mailing lists for related entities.
- Responsible for builder and commercial accounts receivable.

Accountant, Nov 2000 to March 2001, Total Management Services, Las Vegas, Nevada

- Responsible for all accounting transactions for payroll, real estate purchases, sales, and financing through financial statement preparation for several entities employing Quickbooks software.

Internal Auditor, 1997 to 2000, E. & J. Gallo Winery, Modesto, California

- Responsible for engagement planning, evaluating internal controls, compliance review, development of findings, and preparation of audit reports.
- Assisted with development of cost accounting system for the winery.
- Temporary assignment at Gallo distributor: **Accounting, Special Projects**, Feb 1999 to March 2000, Alternative Beverage Distributors, Las Vegas, Nevada
 - Identify needs and perform internal audit projects.
 - Responsible for product setups and accurate pricing through a custom AS400 program.
 - Experience with commission payroll and sales reports.

Jr. Accountant, 1996-97, James M. Maltese, CPA, Sonora, California

- Assisted in Auditing and Court Accounting.

Bookkeeper, 1987-95, Victor F. Child, O.D., Sonora, California

- Implemented and maintained Eyecom software system.
- Performed bookkeeping duties for the Optometric Corporation, Cattle Company, and land development partnerships.

EDUCATION

Bachelor of Science Degree, Cum Laude, 1997, California State University, Stanislaus, Turlock, California

Major: Business Administration

Concentration: Accounting

Associate of Science Degree, With Honors, 1995, Columbia College, Columbia, California

Major: Business Administration Professional

International Sommelier Guild, ISG Wine Fundamentals Certificate Level 2, 2008, UNLV Las Vegas, Nevada

- ISG Sommelier Diploma Program, 2009, viticulture, vinification, tasting techniques, cellaring, investment strategy, menu design, and regional analysis of wines.

Julie Williams

9360 Villa Tuscany Ave

Las Vegas, NV 89129

702.325.1942

EXPERIENCE

Owner 2004 to present

Clear Waters, Las Vegas NV

A full-service pool care company specializing in monthly maintenance and equipment repair.

In the past 7 years, we have grown our business from 8 pools to 74 pools.

Responsible for the daily business operations of the company. Including accounts payable, accounts receivable, supply management and customer service and communication.

Licensed Massage Therapist 2000 to present

I currently run my own business treating clients at their home but I have worked in a spa setting, and chiropractic clinic.

Preschool Teacher 1997 to 2000

Mark Taper J.O.Y., Encino CA

An innovative intergenerational program that provided care for infants, preschool age children and dependent seniors.

Responsible for designing lesson plans each week that included daily art, music and outside play activities for preschool age children. Assisted the school Director in planning school fundraisers and intergenerational events for the children and seniors.

CERTIFICATIONS

Advanced Massage Education 2000 to Present
The Touch Therapy Institute, Encino, CA

525 hours of continuing massage therapy education.

The National Certification Board for Therapeutic Massage and Bodywork 2004
(NCBTMB)

Massage Therapist Certification 2000
The Touch Therapy Institute, Encino, CA

200 hours of basic massage certification, including classes in anatomy, physiology, kinesiology, body mechanics, energy and color therapy, business management and ethics, business communication, hygiene and nutrition, CPR, first aid, and supervised massage practices.

Early Childhood Development Classes 1995

Santa Barbara Community College, Santa Barbara, CA

Los Angeles Pierce College, Woodland Hills, CA

Attachment B.2.3
Request for Information from
5 Committee to Form Members

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School Imagine Centennial

Name: **Hadassa Lefkowitz**

Date: June 18, 2012

I. Background

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

I affirm that I meet the age requirement.

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 this opportunity through Anna Webb, a member of the Committee to Form.

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

I would like to serve on the governing board of Imagine Centennial because my purpose in life is to ensure that our children are receiving the best possible education, meeting the individual needs of each student. Doing so will hopefully ensure their success in the future as innovative, positive contributors to their communities. I feel it is important for parents to have choices in where their children attend school and the education they receive. I believe Imagine Centennial will provide an excellent education for the children in our care.

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 previously served on the governing board of Beacon Academy from its inception as a governing body through March 2011. I served as its secretary and then president. I was involved in the process for obtaining its charter, and in responsibilities associated with the positions I held.

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

The governing board of a public charter school is responsible for the policy making under which the school will operate, overseeing the budget, overseeing administration, and the implementation of curriculum.

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

As a seasoned educator and specialist in the Gifted and Talented Education program in the Clark County School District, I bring a unique foundation in terms of learning strategies and an innovative perspective related to the academic rigor and learning outcomes set forth in the mission for Imagine Centennial.

Having experience serving on the governing body of a public charter school, I have experience in the charter process, the responsibilities and roles of governing board members perform.

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, we hope to see our students having made significant learning gains in all academic areas. Our faculty, staff, students, and parents will have created and nurtured a positive, fun learning environment, where each are involved in promoting shared values, integrity, justice, leadership skills, and character development. Additionally, we anticipate Imagine Centennial to be fiscally sound with increased enrollments for the following years.

After four years, Imagine Centennial will continue to thrive from both an economic and academic standpoint. Enrollment will continue to increase as our students continue to make substantial academic gains. The test data and teacher assessments will indicate consistent and substantial learning gains for all Imagine Centennial students. The rigor and innovation of our curriculum will continue to evolve to meet the needs of each of our students.

II. Educational Philosophy

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

The mission of Imagine Centennial is to provide each student with a 21st century learning experience that incorporates the six measures of excellence

along with a rigorous academic curriculum. It is firmly believed that all our children will learn and be successful, productive citizens.

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

The overall philosophy and mission of Imagine drive the educational program. The educational program focuses not only on a rigorous academic curriculum designed to meet the special needs and gifts of all our students, it also is designed to foster a strong sense of integrity, character development, and leadership. Together these skills we serve our students well into the future as the essential elements for life-long success.

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

A successful school is one who is successful achieving Imagine Schools' Six Measures of Excellence. These performance measures include the following: Academic Growth, Character Development, Economic Sustainability, Parent Choice, School Development, and Shared Values.

In the first two years, the board will need to work closely with and support the principal, teachers, and school staff in the decision-making process to help meet the needs and challenges, as well as welcoming opportunities for growth presented to our school community. We will also need to implement an accurate system of accountability to ensure the Measures of Excellence are achieved. The education and learning experience of our students is primary, and to that end we will encourage innovative teaching practices that meet the individual needs and gifts of each student both in academic excellence and character development. Economic sustainability is directly related to our enrollment levels. As such, we will work with administration, faculty, staff, parents and Imagine to creating a learning environment that provides an excellent choice for parents and children in our community.

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 known Anna Webb through Clark County School District

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

No.

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

John McMillan – Legal Counsel for the Governing Board of Imagine Centennial
Sharon McNair – Independent Auditor

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

No.

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

No.

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

No.

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

No.

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

Pursuant to statute, this behavior would not be tolerated.

**Request for Information from Prospective Charter School Board
Members and Members of the Committee to Form the School
Imagine Centennial**

Name: **Anna Webb**

Date: **July 4, 2012**

I. Background

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

I affirm that I meet the age requirement.

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

As a Clark County School District (CCSD) administrator I am familiar with the charter schools operating in Las Vegas. I am a strong proponent for school choice and when Mr. George Burns, an acquaintance, brought to my attention that another charter school would be under consideration, I inquired about an opportunity to serve on that board.

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

As an educator in public education for 21 years and a strong proponent of school choice, I would like the opportunity to serve on the board of an autonomous school of choice.

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 board but I know that I have the background and expertise to serve on this board. In addition, in my capacity as a CCSD Academic Manager, I have been involved in the opening of several new schools and understand the challenges and successes associated with opening and operating a new school.

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

The role of a public charter school board member is to ensure that students have access to the highest levels of quality evidence-proven instruction, are exposed to innovative instructional opportunities, to ensure collective staff accountability/responsibility for student achievement and to promote staff personal and professional growth in curriculum, instruction, assessment and pedagogy. Additional roles would be related to policy making and oversight of the budget.

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

I have been an educator in CCSD for 21 years and served as an elementary classroom teacher, Literacy Specialist, Instructional Strategist, Principal and currently as an Academic Manager. As an experienced educator, I believe that I will bring expertise to the table that would support the vision and mission of Imagine Centennial and ensure that all students receive the highest level of academic success.

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 we will see curriculum, instruction and pedagogy solidly embedded and the learning trajectory showing consistent student achievement. After four years Imagine Centennial will show economic stability, strong parent and community involvement/ support and academic gains above Common Core State Standards expectations.

II. Educational Philosophy

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

My interpretation of the school's mission and/or philosophy is to ensure that all children reach their full personal and academic potential. In addition, the mission is to develop life-long learners who foresee their future roles as successful leaders and /or participants in the nurturing and growth of future generations.

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

The proposed educational program centers around educating the whole child in correlation to providing grade level Common Core State Standards instruction, utilization of research-proven best practices and innovations, character

development and social responsibility, accountability for performance and continual improvement, staff autonomy to make the best decisions for students and the development and sustainability of strong parent-school community relationships.

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

Successful school indicators are driven by consistent in-depth analysis of student achievement data to gauge if students are catching up, keeping up and moving up.

The board will need to be involved in consistent reviewing of student performance/achievement data and instructional practices to determine what is working well and what instructional realignments need to be considered to reach higher levels of student achievement. In addition, the board must determine if the staff of Imagine Centennial is adhering to Imagine Schools' established vision/ mission as well as maintaining the collective commitment of the Six Measures of Imagine Schools' Performance indicators.

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.

Dennis Shinn, a personal friend.

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

No

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

No

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

No

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

No

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

No

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

No

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

This would be unacceptable behavior, would need to be reported and this individual or individuals needs to be encouraged to resign and/or remove themselves from the board.

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School Imagine Centennial

Name: **Dennis E. Shinn**

Date 6/11/2012

I. Background

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

I so affirm.

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

I have two close friends, George Burns and Mark Brandon who are associated with Imagine Schools and presently serve on the Board of Directors of Imagine Mountain View.

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

After discussing the school with Mark and George, I found the opportunity to serve and help form a school that would afford children in the community with an additional choice in their education. I wanted to be involved.

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.

As mentioned above, the opportunity to be of help to further the education of our young and most important, assets in our community, seemed a worthwhile endeavor.

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

The appropriate role of a board member is to provide general oversight of the school, assist in the policy decisions that will affect the students, and to help with the administration and implementation of those decisions.

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

Having spent over 40 years, most of what was with Fortune 500 companies, I managed hundreds of employees with multimillion dollar budgets. I also spent a number of those years assisting in the creation of education facilities and developing curriculum.

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?

The school will be a place that the students are proud to call their school; a safe environment that allows the students to achieve goals that make them, their parents and the staff proud. It should also meet the goals and budget set forth. After four years, this school should be the standard that will encourage other schools to copy.

II. Educational Philosophy

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

The program should be one that encourages learning, personal responsibilities and a willingness to succeed. Character development will follow as the students enjoy the successes they enjoy.

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

The school supports learning, care of the students and fosters a positive belief in the success of ALL of the students.

3. 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?

It will be important to test early to assess the position and needs of the students. An ongoing process of Inspection of what you Expect is very important. The staff's intent should be to ensure students in need of "catching up" receive the additional help they need.

III. Conflict of Interest Disclosure

1. 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.

Anna Webb is a personal friend, and Susan Avanti is a personal friend.

2. 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

3. 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.

John McMillan, Esq. Flangas McMillan Law Group

4. If the school proposes to partner with an educational service (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").

As a member of the Committee to Form, I recently met Nancy Hall, Executive Vice President of Imagine Schools.

5. 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

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

No

7. 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

8. 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)?

There is no room on the board for such behavior. I would expect that member to resign from the board with a letter.

**Request for Information from Prospective Charter School Board
Members and Members of the Committee to Form the School
Imagine Centennial**

Name Susan Aventi

Date 7/4/2012

I. Background

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

I affirm that I meet the age requirement.

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

My acquaintances Anna Webb and Dennis Shinn, mentioned that they were involved in a committee to form a new charter school. I was interested in the opportunity to contribute my services to benefit and increase the educational options available in Las Vegas.

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

Education is the most powerful tool available to improve our society. Imagine Schools' Measures of Excellence sets them apart from public schools and I would like to contribute to their success.

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

I have not served on a board for a school. I am currently serving as secretary on the board of my homeowners association.

I would like to serve Imagine Centennial by offering my experience in business and accounting to aid the efforts of the school board.

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

The role of the board members is to oversee the policy making for operations including administration, budget, and curriculum.

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

I bring knowledge and experience in accounting and business to the board. Economic stability is key to the success of a charter school. My experience with budgets and fiduciary responsibilities will benefit the organization.

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

My image of the first year of the school's operation is one of teachers and students being excited by this forward thinking learning environment and making strides academically.

After four years, I expect enrollment to be very high as it will be a popular choice for parents who want to provide the best learning opportunity and character building activities available for their children.

II. Educational Philosophy

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

Imagine Schools' mission is to provide high quality schools that prepare students for productive leadership, accomplishment, and exemplary character.

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

With the goal of educating the whole child, Imagine Schools' educational program is superior to public schools. Due to the diligent and robust academic evaluations as well as attention to individuals' strengths and needs, a higher level of learning becomes possible. The structure of the shared values of integrity, justice, and fun supports the accountability for performance and continual improvement.

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 has cohesiveness between management, teachers, parents and students. This is possible when they all share a common goal. The first year or two will include a lot of learning opportunities for all involved.

Beyond idealistic goals, however, is the task of running a business successfully. Operating within a realistic budget is critical.

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 am acquainted with Anna Webb and Dennis Shinn because we frequent a particular restaurant and occasionally have lunch together.

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

No.

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

No.

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

No.

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

No.

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

No.

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

No.

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

I would have the arrangements stopped. It would not be tolerated.

**Request for Information from Prospective Charter School Board
Members and Members of the Committee to Form the School
Imagine Centennial**

Name: Julie Williams

Date: 7/7/2012

I. Background

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

Yes, I affirm that I meet this requirement.

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

My son will be attending kindergarten at Imagine at Mountain View in the fall. I live on the northwest side of Las Vegas, and I was told there was interest in opening another campus in this area of Las Vegas.

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

I believe all children should have the opportunity for a good public education such as the one provided by Imagine Centennial charter schools. I want to be part of the team that helps open more charter schools so this type of quality education is available to more students around the greater Las Vegas area.

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 any type of board – this would be my first.

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

To help create and implement the operating policies and budget for the school. To ensure that all administrative and teaching staff are delivering on the goals and expectations of the school.

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

I am a parent of a school age child. My sons will directly benefit from the Imagine Centennial School. I bring the perspective of a parent. I know what parents desire and need from a school.

I have worked as a preschool teacher so I know the value of a strong educational foundation in the early years as well the importance of having teachers and a school that cares and believes in its students.

I also currently run my own business. So in addition to my experience in early education I also have business knowledge – from managing budgets, my clients and employees.

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 be fully staffed with qualified teachers excited to teach, children will be in the classrooms eager to learn and parents will be excited and proud to send their children to our school.

After four years, the reputation of this school will be one of high academic achievement in an environment that truly cares about the success of its students. We will be graduating students that are well-rounded and prepared for the next level of education. It will be a sought after school that parents will want to send their children to.

II. Educational Philosophy

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

To give children the foundation and tools to excel academically and create an environment where children can flourish socially.

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

I would describe the school's proposed educational program as one that looks at each child as an individual. Understands that there is not one standard way all children learn. But strives to nurture and teach each student in a way that they can best achieve success.

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

Characteristics of a successful school:

- A solid administration team that leads the school with a clear vision.**
- Dedicated and talented teachers.**
- A facility that has the latest technology and tools needed for the classroom.**
- Offers a wide range of programs to its students – from art to music to physical education to tutoring.**
- Students that are learning and growing as students and confident young people.**

One of the most important things the board will need to take care in the first 1-2 years is that we get the right people in the right positions to lead this school. And that the facility is one that enriches the student's education--it should provide them with an opportunity to learn on the latest technology from computers to tablets, and a place that students want to come to learn and where teachers want to teach.

III. Conflict of Interest Disclosure

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

No

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

No

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

John McMillan – Legal Counsel for the Governing Board of Imagine Centennial

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

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

/

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

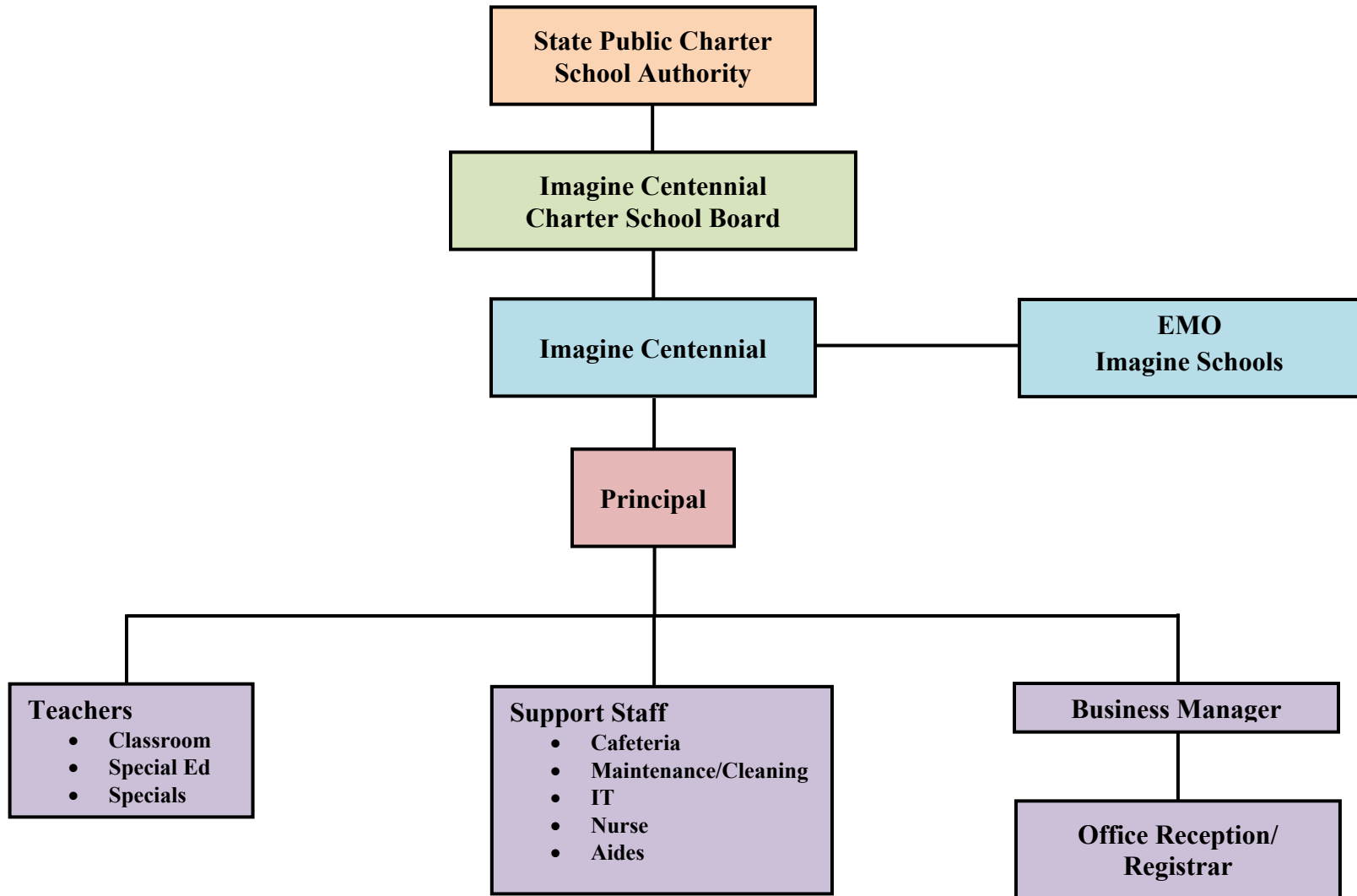
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
No.

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

I believe this type of behavior is unacceptable. I would make the other members of the board aware of the situation as well as the person(s) that the board ultimately answers to. I believe this type of transaction would require that board member to resign.

Attachment B.3.3 Organizational Chart

Imagine Centennial Organizational Chart



Attachment B.3.8
Information Regarding EMO's Assistance with Application

B.3.8 Attachment

The application was prepared by members of the Committee to Form and by Nancy Hall, Executive Vice President, Imagine Schools. This endeavor was undertaken with equal commitment and effort by all parties. Dr. Hall is affiliated with numerous charter schools operated by Imagine Schools within the southwest area.

a) Nancy G. Hall, Ph.D

b) As Executive Vice President of Imagine Schools, Dr. Hall is affiliated with or was affiliated with the following schools in Nevada:

- 1) 100 Academy of Excellence
2341 Comstock Drive
North Las Vegas, Nevada 89032
- 2) Imagine School at Mountain View
7885 E. Rochelle Avenue
Las Vegas, Nevada 89147
- 3) *Imagine School in the Valle
6610 Grand Montecito Parkway
Las Vegas, Nevada 89149

In addition to campuses in Nevada, Dr. Hall oversees the following campuses in Arizona, Colorado, and California: (Region Directors, under Dr. Hall's supervision, work directly with the School Leaders.)

Imagine Avondale, Avondale, Arizona
Imagine Bell Canyon, Phoenix, Arizona
Imagine Camelback, Phoenix, Arizona
Imagine Coolidge, Coolidge, Arizona
Imagine Cortez Park, Phoenix, Arizona
Imagine Desert West, Phoenix, Arizona
Imagine Early Learning Center, Sierra Vista, Arizona
Imagine East Mesa, Mesa, Arizona
Imagine Prep, Coolidge, Coolidge, Arizona
Imagine Prep, Superstition, Apache Junction, Arizona
Imagine Prep Surprise, Surprise, Arizona
Imagine Rosefield, Surprise, Arizona
Imagine Sierra Vista, Sierra Vista, Arizona
Imagine Tempe, Tempe, Arizona
Imagine West Gilbert, Gilbert, Arizona
Imagine Imperial Valley, El Centro, California
Imagine Firestone, Firestone, Colorado
Imagine Indigo Ranch, Colorado Springs, Colorado

As an officer of Imagine Schools, Inc., Dr. Hall is affiliated with the following Imagine Schools campuses outside the Imagine Southwest Region:

Imagine Hope Community, Lamond Campus, Washington, D.C.
Imagine Hope Community, Tolson Campus, Washington, D.C.
Imagine Southeast, Washington, D.C.
Imagine Andrews, Joint Base Andrews, Maryland
Imagine Discovery, Woodlawn, Maryland
Imagine Foundations at Leeland, Upper Marlboro, Maryland
Imagine Foundations at Morningside, Morningside, Maryland
Imagine Lincoln, Temple Hills, Maryland

Imagine Broadway, Fort Wayne, Indiana
 Imagine Indiana Life Sciences East, Indianapolis, Indiana
 Imagine Indiana Life Sciences West, Indianapolis, Indiana
 Imagine MASTER, Fort Wayne, Indiana
 Imagine Renaissance, Mount Pleasant, Michigan
 Imagine Sullivant, Columbus, Ohio
 Imagine Academy of Columbus, Columbus, Ohio
 Imagine Akron, Akron, Ohio
 Imagine Bella, Cleveland, Ohio
 Imagine Clay, Toledo, Ohio
 Imagine Cleveland, Cleveland, Ohio
 Imagine Great Western, Columbus, Ohio
 Imagine Groveport, Groveport, Ohio
 Imagine Harrisburg Pike, Columbus, Ohio
 Imagine Harvard Avenue, Cleveland, Ohio
 Imagine Hill Avenue, Toledo, Ohio
 Imagine Integrity, Columbus, Ohio
 Imagine Romig Road, Akron, Ohio
 Imagine Superior, Canton, Ohio
 Imagine Woodbury, Dayton, Ohio
 Imagine Broward, Coral Springs, Florida
 Imagine North Lauderdale, North Lauderdale, Florida
 Imagine Weston, Weston, Florida
 Imagine Kissimmee, Kissimmee, Florida
 Imagine Plantation, Plantation, Florida
 Imagine Chancellor, Boynton Beach, Florida
 Imagine Evening Rose, Tallahassee, Florida
 Imagine Lakewood Ranch, Bradenton, Florida
 Imagine Land O'Lakes, Land O'Lakes, Florida
 Imagine NAU, Port St. Lucie, Florida
 Imagine North Manatee, Palmetto, Florida
 Imagine North Port, North Port, Florida
 Imagine South Vero, Vero Beach, Florida
 Imagine St. Petersburg, St. Petersburg, Florida
 Imagine Town Center, Palm Coast, Florida
 Imagine West Melbourne, West Melbourne, Florida
 Imagine Columbia, Columbia, South Carolina
 Imagine International, McKinney, Texas
 Imagine Penn Hills, Verona, Pennsylvania
 Imagine Environmental, Pittsburg, Pennsylvania

Dates of Affiliation

- 1) 100 Academy of Excellence – May, 2008 - present
 - 2) Imagine School at Mountain View – July, 2011- present
 - 3) Imagine School in the Valle – May, 2008 – June, 2010
- c)
- 1) 100 Academy of Excellence – Affiliation continues.
 - 2) Imagine School at Mountain View – Affiliation continues.
 - 3) *Imagine School in the Valle – Affiliation is discontinued.
- d) The Governing Board of Imagine School in the Valle decided not to further engage Imagine Schools as the EMO for a new contract.
- e) Nancy Hall's resume

NANCY G. HALL, Ph.D

· 7412 E. Black Rock Road, Scottsdale, Arizona 85255
· 602-614-0193 nancy.hall@imagineschools.com

EXPERIENCE

EXECUTIVE VICE PRESIDENT JUNE, 2004 - PRESENT
IMAGINE SCHOOLS
SOUTHWEST GROUP

Oversee operations and new school development for the Southwest. Responsible for operations and development in Arizona, California, Colorado, and Nevada. Oversight of school teams on 18 campuses serving over 11,000 students and their families.

REGIONAL VICE PRESIDENT JULY, 2000-JUNE, 2004
CHANCELLOR BEACON ACADEMIES *Phoenix, Arizona*

Manage all aspects of the Chancellor Beacon schools in Arizona, including operations, procedures, marketing and enrollment activities and budgets. Responsible for training, providing information, and facilitating governing boards, and for being the liaison with the Arizona State Board for Charter Schools. Hire, supervise, and mentor charter school principals and preschool director. Responsible for overseeing special education programs, ELL programs, providing professional development, and for monitoring curricula implementation and assessment.

VICE PRESIDENT OF OPERATIONS, NOVEMBER, 1999-MAY, 2000
CHARTER SCHOOLS *Scottsdale, Arizona*
Owned and Operated by The Tesseract Group

Manage all aspects of charter schools, including operations, policies, procedures, the charter board, liaison with sponsoring school district, special education, and budgets. Responsible for overseeing the operations of four charter schools and eight satellite locations serving approximately 1800 students. Supervisor and mentor for administrative staff and special education coordinator in managing budgets, providing professional development for faculty, and working with Snowflake School District consultants (Charter Sponsor).

ACTING PRINCIPAL JANUARY, 2000-PRESENT
PARADISE LANE CHARTER SCHOOL *Phoenix, Arizona*
Owned and Operated by The Tesseract Group

Responsible for managing this K-6 elementary school with 230 students due to mid-year change in administration. Retained all present students, implemented new programs, provided professional development for faculty, established needed policies and procedures, and completed evaluations on all staff. Re-enrollment for 2000-2001 is complete with filled classes and waiting lists.

VICE PRESIDENT OF OPERATIONS, JANUARY, 1998-NOVEMBER, 1999

SUNRISE PRESCHOOLS
Owned and operated by The Tesseract Group

Scottsdale, Arizona

Responsible for managing 24 Sunrise Preschools employing 650 personnel and serving approximately 3000 children. Developed and met financial budgets, improved and maintained facilities, provided orientation and training opportunities for all personnel, worked collaboratively to develop all aspects of marketing, managed special education, and supervised the opening of new facilities.

VICE PRESIDENT OF PROFESSIONAL DEVELOPMENT
THE TESSERACT GROUP, INC.

JUNE, 1997-DECEMBER, 1998
Scottsdale, Arizona

Responsible for teacher training, nationwide, for all schools owned and operated by The Tesseract Group.

CO-EXECUTIVE DIRECTOR
THE TESSERACT PARADISE VALLEY PRIVATE SCHOOL
Owned and operated by The Tesseract Group

SEPTEMBER 1996-JUNE ,1997
Paradise Valley, Arizona

Responsibilities included planning, developing, and coordinating all aspects of the elementary and middle school programs including supervision of teachers, training of all personnel, meeting budget, and partnering with parents.

CONSULTANT, THE TESSERACT GROUP
The Children's School

JULY, 1995-MAY, 1997
La Jolla, California

Through workshops, individual and group meetings, and in-class training, worked with faculty on a weekly basis to create and implement curricula, appropriate classroom routines, behavior management techniques, classroom environments, and cooperative learning.

DIRECTOR OF ADMISSIONS AND MARKETING
COORDINATOR FOR CURRICULUM/INSTRUCTION
Tesseract Paradise Valley Private School
Owned and operated by The Tesseract Group, Inc.

JULY, 1990-MAY, 1996
Paradise Valley, Arizona

Responsible for touring prospective families, arranging visits of prospective students, overseeing all family and marketing events for the school, creating all marketing products, and writing the school newsletter. During my years in this position, the school reached a consistent 95% utilization rate. In addition to these responsibilities, duties included working with faculty to develop and refine curricula and instruction.

EARLY CHILDHOOD COORDINATOR
The Upward Foundation

1987-1990
Phoenix, Arizona

Responsible for all aspects of an integrated preschool program for children with developmental disabilities. Hired, trained, and evaluated staff. Implemented and facilitated the I.E.P. process. Supervised ancillary services, i.e., daycare, maintenance, and food services.

INSTRUCTOR, CHILD DEVELOPMENT
Scottsdale Community College

1985-1989
Scottsdale, Arizona

Taught fifteen different courses including Child Development, Enhancing Infant/Toddler Development, Preschool Education, Preschool Curriculum Development, and Discipline/Guidance. Supervised student teachers in a variety of preschool settings.

CHILD DEVELOPMENT SPECIALIST 1986
CIGNA Health Plan *Phoenix, Arizona*

Responsible for developmental evaluations of children, ages birth to 6 years of age. Conducted Parent/Infant and Parent/Toddler classes. Provided counseling and referrals for high risk newborns and toddlers and preschoolers with disabilities.

INSTRUCTOR, EARLY CHILDHOOD EDUCATION 1982-1984
Arizona State University *Tempe, Arizona*

Taught Early Childhood Education courses, including Preschool Curriculum, Early Childhood Education Methods and Programs, and Enhancing Infant Development. Supervised approximately thirty student teachers in elementary schools throughout the metropolitan area.

TEACHER 1981-1982
The Upward Foundation *Phoenix, Arizona*

Facilitated classroom of students, ages 3 through 7 years, with developmental disabilities.

OTHER PRIOR EMPLOYMENT:

Teacher, Third Grade, Goldsboro North Carolina
Teacher, Early Childhood Education, Goldsboro, North Carolina
Teacher, Early Childhood Education, Columbia, Missouri

EDUCATION

Ph.D Elementary Education Arizona State University	1980-1983 <i>Tempe, Arizona</i>
MASTERS OF ARTS, Elementary Education California State University	1973-1975 <i>Northridge, California</i>
BACHELOR OF ARTS Stephens College	1964-1968 <i>Columbia, Missouri</i>

PUBLICATIONS

Establishing productive communications through the teacher-principal conference. *Momentum* 15: 60-61, 1984.

Outdoor curriculum for the preschooler: A synthesis of cognition and affect. *Dimensions* 12, 4-7, 1984.

Attachment B.3.1.2
Information Related to the EMO

Attachment B.3.1.2 Information Related to the EMO

- a) **Name of the Education Management Organization:** Imagine Schools, Inc.
- b) **The name of the contact person for the EMO:** Nancy G. Hall
- c) **The telephone number and mailing address of the EMO:**

Home Office: 1005 North Glebe Road, Suite 610
Arlington, Virginia 22201
Tel. 703-5272600

Southwest Group Office: 18052 North Black Canyon Highway
Phoenix, Arizona 85053
Tel. 602-547-7960

- d) **A list of any other Nevada schools with which the EMO contracts to provide services of any kind:**

100 Academy of Excellence
2341 Comstock Drive
North Las Vegas, NV 89032
Tel. 702-636-2551

Imagine School at Mountain View
7885 W. Rochelle Avenue
Las Vegas, NV 89147
Tel. 702-253-0251

- e) **Relevant evidence of the EMO's educational and management success:**

100 Academy of Excellence:

1. On April 12, 2012, Clark County School District renewed the school's charter for six (6) years. The approval was met by resounding applause from parents, students, school staff, board members, and community supporters in a filled district board room.
2. Community organizations and elected public officials continue to support the school and hold meetings on campus.
3. Parents volunteered over 5663 hours during the 2011-2012 school year.
4. Middle school students continue to exemplify positive character traits and mentor elementary school students.
5. Over 90% of parents participate in Parent/Teacher Conferences.
6. Over 83% of parents are re-enrolling their children for the 2012-2013 school year.
7. Enrolled students come from 29 zip codes in the city and travel from as far away as Henderson, NV.
8. All teachers are highly qualified.
9. Several positive stories have appeared in the local newspaper and on television about the school this year.

10. Family survey results reveal that parents are very satisfied with the school and feel their children are safe.
11. Nevada Energy provides funding through the 100 Black Men for the middle school after-school tutoring.
12. State Farm installed a technology laboratory for middle school students

Imagine School at Mountain View (2011-2012 first year of operation)

1. For the 2012-2013 school year, each grade level has an extensive wait list.
2. 98% of parents re-enrolled for the 2012-2013 school year.
3. Parent volunteer hours totaled over 1,700 hours with an enrollment of 225 students.
4. Parents travel up to 20 miles to attend Imagine School at Mountain View.
5. Parent surveys indicate parents believe their children are safe and receive a quality education at Imagine School at Mountain View.

Imagine School at Camelback, Phoenix Arizona: Recognized as a model federal improvement turnaround school.

Imagine schools in Florida: Recently awarded state grades: 8 A's and 3 B's

Imagine schools in Arizona: Recently awarded state grades: 2 A's and 10 B's

Thirteen National Character Promising Practices awards were presented to Imagine campuses and the national office in 2012.

Imagine Charter School in Weston, Florida was ranked the third best elementary school in the state of Florida (2012) out of 1,800 schools. This campus has a wait list of over 1,300 students.

Of 862 public schools in Michigan, Imagine Renaissance was one of 286 Reward Schools identified as in the top five percent of schools on the annual Top-to-Bottom ranking of all Michigan schools, and the top five percent of schools making the greatest academic progress over the previous four years.

Just as other large national organizations experience a performance range with some individual locations achieving stellar results while a select few need marked improvement, Imagine Schools experienced some challenges and disappointments this last year, particularly in St. Louis, Missouri. The combination of weak leadership, political opposition, and low proficiency test results created an urgent need to turn around the six St. Louis campuses, all of which served high minority, high free and reduced lunch populations.

Even with the challenges of a highly transient population and students entering Imagine's schools achieving far below grade level, our leadership in Missouri recognized that students attending the St. Louis Imagine campuses needed more accelerated growth to reach proficiency

within a reasonable timeframe. In an effort to resolve the problem, in February 2011, Imagine Schools began working with the sponsor, Missouri Baptist University, and the governing boards, to develop school improvement plans (SIP) for five of the six campuses. Four of those campuses had been open since 2007, and one since 2010. The SIP plans were approved in August 2011, and implementation began with the new school year. The graduation and college acceptance rates at Imagine College Prep, which opened in 2008, were very strong indicators of positive academic performance and growth at that campus, and it was not required to have a SIP, though it received regular sponsor reviews as well.

Imagine Schools school-based, regional, and national staff implemented aggressive academic and operational changes, which followed the SIP plans. In November 2011, Imagine made significant leadership changes in St. Louis. The new executive and regional leaders had significant experience. MBU monitored the SIP implementation, and on March 6, 2012, MBU notified the board chair that Imagine Environmental Science and Math had made sufficient progress and was removed from probation.

Shortly thereafter, MBU announced that it would be relinquishing its sponsoring authority. The state board became the charters' sponsor on April 16. The next day, they took action to close six schools without reviewing the SIP progress, performing detailed school site visits, or without waiting for the results on state tests, which students had just taken. Further, all six campuses were lumped together despite the Imagine College Prep record of strong graduation rates and 100% college acceptance for the prior two graduating classes. The improvements that had taken place over the last school year were ignored and were essentially not considered. The boards, as holders of the charters, elected not to appeal the decision, and therefore, all six campuses closed in June 2012.

Imagine Schools came to St. Louis to bring more options to parents who wanted something different for their children, and 3,500 children were entrusted to us by their parents and guardians. As an organization, we have learned from this experience in St. Louis. Over the last three months, a national task force has developed an Academic Growth Plan to replicate our academic successes and

best practices as well as to enhance our internal accountability. Every Imagine leader from the national to school level will be responsible for implementing this plan and will be held accountable for the results. Additionally, we have revamped our school of excellence reviews, which will involve more regular and detailed evaluations of performance across all aspects of school operations. As a national network of 71 campuses in the upcoming school year, we believe that these improvement steps will result in all campuses moving up the performance scale relative to our expectations as well as those of the governing boards and authorizers.

Attachment B. 3.1.3
Draft Contract

CHARTER SCHOOL OPERATING AGREEMENT

This Charter School Operating Agreement (hereinafter referred to as the “Agreement”) is made and entered into as of the ____ day of _____, 2012, by and between IMAGINE Schools, Inc. (“IMAGINE”), a Delaware corporation having a principal address of 1005 North Glebe Road, Suite 610, Arlington, Virginia 22201, and the Governing Board (the “BOARD”) of Imagine Centennial (the “Charter School”).

RECITALS

The BOARD has a Charter (the “Charter”) from the State Public Charter School Authority (the “Sponsor”) to organize and operate a charter school.

IMAGINE is in the business of organizing, developing, and managing charter schools and has developed a proprietary Educational Program based upon “Six Measures of Excellence”, which IMAGINE seeks to incorporate with the overall educational requirements within the State of Nevada (hereinafter “Educational Program”).

The BOARD wishes to employ IMAGINE, and IMAGINE wishes to be employed by the BOARD, to manage the Charter School upon the terms and conditions set forth herein.

Therefore, for good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually agreed as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Authority. The BOARD represents that it is authorized by law to contract with a private entity and for that entity to provide educational management services. The BOARD further represents that it has a Charter from the Sponsor to organize and operate the Charter School. The BOARD is therefore authorized by the Sponsor to supervise and control the Charter School and is invested with all powers necessary or desirable for carrying out the Educational Program contemplated in this Agreement.

B. Contract. The BOARD hereby contracts with IMAGINE, to the extent permitted by law, to provide Charter School management services delegated on the terms and conditions set forth in this Agreement which include the provision of educational services to students and the operation and maintenance of the Charter School in accordance with the Charter School mission, educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the BOARD and included in the Charter between the BOARD and Sponsor. It is understood between the parties that although the BOARD has delegated certain responsibilities to IMAGINE that the BOARD maintains overall control and is responsible for the day to day operation of the Charter School.

C. Designation of Agents. The BOARD designates the employees of IMAGINE as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. § 1232g, the Family Rights and Privacy Act (“FERPA”). IMAGINE agrees that its employees shall comply with the requirements of FERPA.

D. Status of the Parties. IMAGINE is a for-profit corporation organized under the laws of Delaware, and is not in any way affiliated with the BOARD. The BOARD is duly constituted and organized under the laws of the State of Nevada and is not in any way affiliated with IMAGINE. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee. The relationship between IMAGINE and the BOARD is based solely on the terms of this Agreement, and the terms of any other written agreements that may now or hereafter be executed between IMAGINE and the BOARD.

ARTICLE II

TERM

This Agreement shall be effective as of July 1, 2012 and, unless terminated or cancelled earlier pursuant to the provisions of this Agreement, shall continue through June 30, 2014 (the “Expiration Date”). This Agreement may be extended or renewed by mutual written agreement of the parties and in accordance with applicable law.

ARTICLE III

OBLIGATIONS OF IMAGINE

A. Responsibility. IMAGINE shall be responsible and accountable to the BOARD for implementing, monitoring, and enforcing the educational goals and values as set forth in the Educational Program, operational policies and procedures and economic sustainability as prescribed by the BOARD in accordance with the Charter, Nevada law and this Agreement. IMAGINE’s responsibility, as set forth in this Agreement, is expressly limited by: (i) the Charter School’s Budget, which is to be submitted to and approved by the BOARD as provided in this Agreement, and (ii) the availability of governmental funding, whether state, city or federal, to pay for said services. Neither IMAGINE nor the BOARD shall be required to expend Charter School funds on services in excess of the amount described in the Charter School Budget unless expressly approved by the Board.

B. Educational Program. IMAGINE shall supervise and support to the extent permitted by Nevada law and as further limited by Article VI Section A of the Operating Agreement, the Charter School staff in the implementation of the educational goals and programs as set forth in the Charter and the Educational Program. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement, effectiveness, and efficiency, and that the BOARD and IMAGINE are interested in results and not in inflexible prescriptions. In the event IMAGINE

determines that it is necessary to modify the Educational Program, IMAGINE shall inform the BOARD of the proposed changes and obtain BOARD approval, which shall not be unreasonably withheld, and if required under the Charter, approval of the Sponsor. Not less than semi-annually, and otherwise as reasonably requested, IMAGINE will provide the BOARD with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program. Notwithstanding anything to the contrary herein, the BOARD shall have the right to require that IMAGINE discontinue elements of the Educational Program being used by IMAGINE at the Charter School.

C. Charter School Facility. The Charter School is located at 6610 Grand Montecito Parkway, Las Vegas, Nevada 89149("Charter School Facility"). In the event that the BOARD desires to make any modifications or renovations to the existing facility, the BOARD shall seek input from IMAGINE prior to making or accepting any material modification to the Charter School Facility and shall exercise good faith in acting upon the reasonable recommendations of IMAGINE related to the Charter School Facility. In the event that the BOARD utilizes DSA funds to purchase the facility, the BOARD will assign a security interest to the State of Nevada. IMAGINE, with cooperation from the BOARD as needed, shall be responsible for compliance with the Asbestos Hazard Emergency Response Act ("AHERA").

D. Purchases. IMAGINE shall assist the BOARD in identifying and, subject to BOARD approval, procuring such suitable materials, furniture, fixtures, equipment and supplies as may be necessary to the operation of the Charter School. Purchases made by IMAGINE on behalf of the BOARD with Board approval and with Charter School funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the BOARD, exclusive of items leased or purchased by IMAGINE pursuant to the terms of this Agreement. IMAGINE agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by IMAGINE on behalf of the BOARD, except interest charges if the purchases are financed pursuant to an equipment lease or equipment use agreement. In the event that IMAGINE makes purchases on behalf of the BOARD with Charter School funds, IMAGINE shall comply with all applicable laws. In the event that the BOARD, or IMAGINE on behalf of the BOARD, utilizes DSA funds to purchase equipment for the Charter School, a security interest in such equipment will be assigned to the State of Nevada. All purchases made by either the BOARD or IMAGINE shall comply with the Local Government Purchasing Act, NRS 332 et seq. The BOARD and/or IMAGINE on behalf of the BOARD shall advertise all contracts for which the estimated annual amount required to perform the contract exceeds \$5,000.

IMAGINE MAKES NO EXPRESSED OR IMPLIED WARRANTIES AS TO ANY MATTER WHATSOEVER WITH REGARD TO ANY EQUIPMENT, MATERIALS OR SUPPLIES PURCHASED ON BEHALF OF THE BOARD FOR USE AT THE CHARTER SCHOOL, INCLUDING WITHOUT LIMITATION THE CONDITION OF ANY SUCH ITEM, ITS MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE. NO DEFECT OR UNFITNESS OF ANY EQUIPMENT, MATERIALS OR SUPPLIES, DELIVERY OF WHICH HAS BEEN ACCEPTED BY THE CHARTER SCHOOL, SHALL RELIEVE THE BOARD OF ITS OBLIGATIONS TO PAY FOR USE OF THE ITEM OR OF ANY OTHER OBLIGATION UNDER THIS AGREEMENT. NOTWITHSTANDING THE

FOREGOING, IMAGINE WILL ENFORCE ANY EXISTING MANUFACTURER WARRANTIES ON ALL EQUIPMENT, MATERIALS OR SUPPLIES PURCHASED ON BEHALF OF OR FOR USE AT THE CHARTER SCHOOL.

E. Proprietary Rights/Confidentiality. IMAGINE shall own all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by IMAGINE, its employees, agents or subcontractors, or developed by Charter School personnel supervised by IMAGINE pursuant to this Agreement during the routine performance of their duties. IMAGINE shall have the sole and exclusive right to license such materials for use by other school districts or customers. The BOARD shall own all proprietary rights to curriculum or educational materials that are (i) directly developed and directly paid for by the BOARD, or (ii) developed by IMAGINE at the direction of the BOARD with funds specifically dedicated by the BOARD for the development of such curriculum or materials. Nothing in this Section shall be construed to grant the BOARD proprietary rights over curriculum or educational materials that are part of the Educational Program of IMAGINE.

During the term of this Agreement, IMAGINE and the BOARD may each disclose proprietary information to the other, including currently existing proprietary information and proprietary information created in the future. The receiving party shall use all such efforts as may be reasonably requested by the owner of such proprietary information so as not to disclose, publish, copy, transmit, modify, alter or utilize such proprietary information during the term of this Agreement or at any time after its termination or expiration other than to the extent reasonably necessary for implementation of this Agreement. Notwithstanding anything to the contrary herein, educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by applicable state or federal law.

F. Subcontracts. Pursuant to NAC 386.345 the BOARD is responsible for evaluation and selection of all contractors. The BOARD may contract with the board of trustees for the school district in which it is located to perform any service relating to the operation of the Charter School. With the approval of the BOARD, IMAGINE may subcontract any and all aspects of all services that are necessary to operate the Charter School, including, but not limited to building cleaning, security, and/or food service; provided, however, that IMAGINE shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the BOARD. All subcontracts shall be subject to prior BOARD approval. All subcontracts for services by subcontractors made by either the BOARD or IMAGINE shall comply with the Local Government Purchasing Act, NRS 332 et seq. The BOARD and/or IMAGINE on behalf of the BOARD shall advertise all contracts for which the estimated annual amount required to perform the contract exceeds \$5,000.

G. Place of Performance. With the approval of the BOARD, IMAGINE may perform functions other than instruction, such as purchasing, professional development and administrative functions, off-site, unless prohibited by state or local law.

H. Student Recruitment. IMAGINE shall be responsible for the recruitment of students and the BOARD may assist subject to agreement on general recruitment and admission policies.

Students shall be selected in compliance with the procedures set forth in the Charter and state and federal law.

I. Due Process Hearings. Pursuant to NRS 386.585 if suspension or expulsion of pupil is used as a punishment for a violation of the rules, IMAGINE shall ensure that, before the suspension or expulsion, the pupil has been given notice of the charges against him, an explanation of the evidence and an opportunity for a hearing.

J. Rules and Procedures. Pursuant to NRS 386.585 the BOARD shall adopt written rules of behavior required of and prohibited for pupils attending the Charter School and appropriate punishments for violations of the rules. IMAGINE shall recommend to the Board reasonable rules, regulations and procedures applicable to the Charter School. IMAGINE is hereby authorized by the BOARD to enforce such rules, regulations and procedures as may be adopted by the BOARD.

K. School Year and School Day. The school year and the school day shall be as provided in the Charter submitted to and approved by Sponsor.

L. Pupil Performance Standards and Evaluation. Pursuant to NRS 386.650 the Department of Education is required to establish and maintain an automated system of accountability information including, without limitation, the results of the achievement of pupils. Furthermore, The Superintendent of Public Instruction must prescribe the data to be collected and reported to the Department by the sponsor of a charter school. IMAGINE shall implement the system and collect the data as required by the Department of Education and transmit this data to the BOARD and the Sponsor. IMAGINE in conjunction with the Administrator shall implement pre and post student testing in the same academic year in order to measure the educational progress of each Charter School student. Consistent with the Six Measures of Excellence IMAGINE will utilize assessment strategies required by the Charter. The BOARD and IMAGINE will cooperate in good faith to identify other measures of and goals for the Charter School students and Charter School performance, including but not limited to parent satisfaction.

M. Services to Disabled Students and Special Education. IMAGINE shall oversee the provision of special education services to students who attend the Charter School in conformity with the requirements of state and federal law and the Charter. IMAGINE shall assist the BOARD in identifying appropriate contractors for the provision of special education services.

N. Compliance with Charter and Applicable Laws. IMAGINE shall take those steps necessary to ensure that it complies with the Charter, and any laws, ordinances, rules and regulations applicable to IMAGINE or its responsibilities with regard to the Charter School as set forth in this Agreement and Nevada law. If IMAGINE is notified by the state, by the Sponsor, or by any other governmental authority or by any other person or entity that IMAGINE or the BOARD may be in violation of the Charter or any applicable laws, ordinances, rules and regulations, IMAGINE shall immediately notify the BOARD of the claimed violation and shall

take steps to cure in a timely fashion any and all such violations which relate to responsibilities of the BOARD and/or IMAGINE hereunder.

O. Unusual Events. IMAGINE agrees to immediately notify the BOARD and/or Administrator of any anticipated or known: (i) material health or safety issues, or (ii) problems of any other type that could adversely affect the Charter School or the BOARD in complying with its responsibilities hereunder.

P. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are the property of the BOARD, and such records are subject to the applicable provisions of state law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter and applicable law, the Sponsor and the public shall, upon reasonable request, have access to the records of the Charter School. The BOARD, shall not release the education records of a pupil to a person or an agency of a federal, state or local government without the written consent of the parent or legal guardian of the pupil.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The BOARD shall establish reasonable fiscal and academic policies governing the operation of the Charter School. The BOARD and IMAGINE shall each exercise good faith in acting upon the recommendations of of the other in all matters covered by this Agreement.

B. Assistance to IMAGINE. The BOARD shall cooperate with IMAGINE in furnishing all information and submitting all forms and reports required in connection with the Charter or this Agreement, including providing timely notice of all BOARD meetings. The BOARD shall timely furnish IMAGINE all information, documents and records necessary for IMAGINE to properly perform its responsibilities under this Agreement.

C. Board Meetings. Pursuant to NRS 386.549(2), the BOARD is considered a public body and accordingly must comply with the Open Meeting Act NRS Chapter 241. The BOARD shall provide written notice of all meetings at least three (3) working days prior to the meeting. The notice must include an agenda consisting of a clear and complete statement of the topics scheduled to be considered during the meeting, a list describing the items on which action may be taken and clearly denoting that action may be taken on those items, a period of time devoted to public comment and discussion of those comments. In the event that IMAGINE requests a Board Meeting prior to the time that the BOARD is required to hold a Board Meeting, the Board may hold a meeting before the next required meeting.

D. Compliance with Charter and Applicable Laws. The BOARD shall take those steps necessary to ensure that it complies with the Charter, and any laws, ordinances, rules and regulations applicable to the BOARD or its responsibilities with regard to the Charter School as set forth in this Agreement. If the BOARD is notified by the state, by the Sponsor, or by any

other governmental authority or by any other person or entity that the BOARD or IMAGINE may be in violation of the Charter or any applicable laws, ordinances, rules and regulations, the BOARD shall soon after notify IMAGINE of the claimed violation and shall take steps to cure in a timely fashion any and all such violations which relate to responsibilities of the BOARD hereunder.

E. Unusual Events. The BOARD agrees to immediately notify IMAGINE of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect IMAGINE in complying with its responsibilities hereunder.

F. Retained Authority. The BOARD shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management and administration of the Charter School as required by state law.

G. Evaluation. Pursuant to NAC 386.405, the BOARD shall, not later than sixty (60) days following the end of the school year, review the performance of IMAGINE to determine whether the terms and conditions of the Charter are being satisfied. Such review shall be in written form and the BOARD shall provide IMAGINE with a copy within fifteen (15) days of the date the report is completed. In the event the report states that the goals are not being satisfied, IMAGINE, in consultation with the BOARD, shall prepare a corrective action plan, including the steps which will have to be taken to satisfy the terms and conditions of the Charter. Notwithstanding anything to the contrary in this Section, in no event shall the BOARD be precluded from exercising its rights to terminate this Agreement pursuant to the provisions of Article VII hereof.

ARTICLE V

FINANCIAL ARRANGEMENTS

A. Charter School Revenues. Except as specifically excluded by the terms of this Agreement, the term “Revenues” shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding provided by state and local governments to the Charter School for regular public school students enrolled in the Charter School.
2. Special education funding provided by federal and state governments to the Charter School that is directly allocable to students at the Charter School.
3. Gifted and talented funding provided by federal and state governments to the Charter School that is directly allocable to gifted and talented students at the Charter School.
4. At-risk funding provided by federal and state governments to the Charter School that is directly allocable to at-risk students at the Charter School.

5. Funding provided by federal and state governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal and state funding sources, including without limitation Title I, National School Lunch Program, Medicaid and other government funded grants or programs, which are directly allocable to the Charter School.
7. Fees charged to students for extra services, as and to the extent permitted by law.
8. Grants from governments (except the Planning Grant from the Federal Government) for facilities, professional development, school start up or other needs of the Charter School.

Revenues shall not include Other Funds or Operating Advances, as those terms are hereafter defined. Revenues shall be managed and expended by the BOARD consistent with the annual Budget, as hereafter defined, and this Agreement.

B. Other Funds. Donated funds and the proceeds of fundraisers, grants from private sources obtained by the Charter School, and funds, other than Operating Advances, received in excess of those provided in Article V, Section A.1 through A.8 above shall be deemed “Other Funds” to be expended on such non-recurring Charter School expenses as the BOARD shall direct, which expenditures shall in each instance be made for the direct benefit of the Charter School and consistent with the terms of this Agreement. Other Funds shall be deposited in the Charter school Operating Account established by the BOARD pursuant to Article V, Section G below.

C. Budget

1. Projected Budget. IMAGINE shall work with the Charter School staff and the Charter School Business Manager to prepare the annual projected Budget (the “Budget”). The Budget for each subsequent Fiscal Year shall be submitted to the BOARD on or before April 1st of the immediately preceding Fiscal Year. As used in this Agreement, the term “Fiscal Year” shall mean the annual period beginning on July 1 and ending on the next succeeding June 30. The Budget shall be consistent with the Charter, including without limitation the Charter School mission as set forth therein, and this Agreement.
2. Budget Detail. The Budget shall contain reasonable detail as requested by the BOARD and as required by the the State Public Charter School Authority. The Budget shall include projected expenses and costs reasonably associated with operating the Charter School and the IMAGINE Educational Program including, but not limited to: BOARD Expenses; the projected cost of instructional services and programs provided to the Charter School; leasehold and other lease or purchase costs incurred for the Charter School Facility; maintenance and repairs to the Charter School Facility and capital improvements, except as otherwise agreed upon; personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the Charter School; all

taxes of any kind that are assessed or imposed; insurance premiums and deductible payments; utilities; transportation expenses; food service expenses; professional fees and school development; net reductions in Revenue from under enrollment; general and administrative expenses, including costs of audits in connection with this Agreement; financial service supervision; IMAGINE Reimbursable Expenses; Administrative Allocation; and other costs and expenses connected to operating the Charter School.

3. Approval. The Budget shall be prepared by IMAGINE and submitted to the BOARD for approval. The BOARD shall then be responsible for submitting the Budget to the Sponsor. The Budget shall include all expenditure items identified in this Agreement and such other expenditure items as may hereafter be approved by the BOARD. The BOARD shall notify IMAGINE in writing that it approves or disapproves the annual Budget within thirty (30) days of submission by IMAGINE. If the BOARD provides written notification to IMAGINE within thirty (30) days that it does not approve the annual Budget as submitted, the BOARD shall identify specific reasons therefore. In such event, IMAGINE shall work with the BOARD to make revisions to the annual Budget, which revisions shall be subject to BOARD approval pursuant to the procedure set forth in this paragraph. IMAGINE shall continue to manage the Charter School from the Revenues available without an annual Budget and continue to fulfill its obligations under this Agreement, the Charter and applicable law; provided such management shall not extend more than one hundred twenty (120) days beyond the BOARD'S written notice that it does not approve the annual Budget as submitted, or beyond the last day of the school year which is the subject of the disputed budget, whichever is earlier. The annual Budget may be amended from time to time as deemed necessary by the BOARD. All budget amendments must be approved by the Board.

D. Financial Reporting. IMAGINE shall work with the Charter School staff and the Charter School Business Manager to provide the BOARD with:

1. The projected annual Budget as required by the terms of this Agreement.
2. Monthly cash basis statements of all Revenues received, and of all direct expenditures for services and or expenses rendered to or incurred on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. The annual financial report required pursuant to NAC 386.405(6).
4. Such other information as may be reasonably requested by the BOARD to enable its (i) monitoring of IMAGINE'S performance and the efficiency of IMAGINE'S operation of the Charter School, or (ii) furnishing of reports and information which the BOARD is required to provide pursuant to its Charter or applicable law.

E. Access to Records. The BOARD, with the assistance of IMAGINE shall keep accurate financial records pertaining to the operation of the Charter School, together with all Charter School financial records prepared by or in possession of IMAGINE, and shall retain all of the said records for a period of seven (7) years from the close of the Fiscal Year to which such books, accounts, and records relate, or such longer period as may be required by law. IMAGINE and the BOARD shall maintain the proper confidentiality of personnel, students, and other records as required by law.

F. Annual Audit. The BOARD shall select and retain an independent auditor to conduct an annual audit of the Charter School in accordance with the Charter. The annual audit for each Fiscal Year shall be completed no later than September 28 of the immediately succeeding Fiscal Year. Subject to applicable law, all finance and other records of IMAGINE related to the Charter School will be made available to the BOARD'S independent auditor.

G. Charter School Operating Account. Except as hereinafter provided, all monies received by the BOARD on behalf of the Charter School shall be immediately deposited in the operating account established by the BOARD for the benefit of the Charter School (the "Charter School Operating Account") in a financial institution located in the State of Nevada. The signatories on the Charter School Operating Account shall not be more than two designated BOARD members or designated BOARD employees. Interest income earned on the Charter School Operating Account shall accrue to the BOARD. Monies on deposit in the Charter School Operating Account shall be used to pay the Operating Expenses of the Charter School. As used in this Agreement, the term "Operating Expenses" shall mean the current expenses of operating the Charter School, including, without limiting the generality of the foregoing: Charter School Facility payments; equipment lease payments; payroll processing expenses; personnel salaries and benefits expenses; cost of assessment materials; cost of furniture, fixtures, equipment, technology, textbooks and other materials and supplies; insurance premiums and deductible payments; costs for public utility services; transportation expenses; food service expenses; custodial expenses; expenses for maintenance and repair of grounds and buildings; marketing expenses; auditing expenses; legal fees; IMAGINE Reimbursable Expenses, Administrative Allocation; and other items reflected in the annual Budget. Monies in the Charter School Operating Account shall be applied and allocated within three (3) business days of receipt thereof in the following manner and order of priority:

1. Personnel Salaries & Benefits Payments
2. Charter School Facility Payment.
3. Equipment Lease Payments.
4. Other Operating Expenses.

H. Payment of IMAGINE Personnel Expenses. The BOARD shall cause sufficient funds to be deposited within three (3) business days of receipt thereof into a separate Charter School account established by the BOARD and IMAGINE at a financial institution located in the State of Nevada for the purpose of paying salary and benefits expenses of the up to thirty percent (30%) of teachers and other personnel hired by IMAGINE and such other miscellaneous Charter School Operating Expenses as may be approved by the BOARD for payment from said account (the "IMAGINE Expense Account") consistent with the annual Budget and this Agreement. The signatories on the IMAGINE Expense Account shall not be more than two designated BOARD

members or designated BOARD employees. Interest income earned on the IMAGINE Expense Account shall accrue to the BOARD.

I. Reimbursement of Direct Expenses. IMAGINE shall be entitled to reimbursement, in accordance with the annual Budget and the terms of this Agreement, for direct expenses incurred by IMAGINE on behalf of the Charter School, including without limitation expenses related to staff and teacher recruitment, support and management; professional development and supervision; benefits management; school development; lease administration; facility and equipment procurement and administration; provision of financial and legal services, risk management; information technology infrastructure and management; and instructional and education program assessment (“IMAGINE Reimbursable Expenses”). IMAGINE shall invoice the Charter School for all IMAGINE Reimbursable Expenses. Payment thereon shall be due within thirty (30) days of the Charter School’s receipt of each invoice.

J. Insufficient Funds. To the extent that there are not sufficient funds in the Charter School Operating Account to pay Operating Expenses, IMAGINE may, but is not required to, pursuant to a request from the BOARD, deposit funds into the Charter School Operating Account or the IMAGINE Expense Account for the payment of such budgeted and unpaid Operating Expenses as may then be due and owing (“Operating Advances”). If IMAGINE elects to make Operating Advances it will only deposit funds that are necessary to pay for the then current due and owing Operating Expenses. On the first date of any month during such Fiscal Year that funds reside in the Charter School Operating Account, which funds are not otherwise reserved under the approved Budget, IMAGINE shall be automatically reimbursed for any outstanding Operating Advances. Operating Advances shall only be subject to automatic payment from the amounts set forth in Article V Section A.1 and Other Funds available during the Fiscal Year in which such Operating Advances are made. In the event that Operating Advances are not automatically reimbursed during the Fiscal Year, the obligation to repay the Operating Advances will be deemed waived.

K. Administrative Allocation. IMAGINE shall be entitled to payment, in accordance with the annual Budget and the terms of this Agreement, for the performance of its responsibilities hereunder (the “Administrative Allocation”). The Administrative Allocation shall be equal to twelve percent (12%) of the amounts set forth in Article V Section A.1, exclusive of fees charged to students for extra services and any entitlement funds received from the Federal government for a targeted student population. Four percent (4%) of the Administrative Allocation will be allocated to payment for administration and eight percent (8%) for the Educational Program. The Administrative Allocation shall be paid monthly, in an amount equal to one-twelfth (1/12th) of the annual budgeted amount. On or before August 31st of each year, IMAGINE shall provide to the BOARD a reconciliation of actual Revenues for the immediately preceding Fiscal Year. Any shortfall of the Administrative Allocation shall be immediately paid to IMAGINE. Any overpayment of the Administrative Allocation for the immediately preceding Fiscal Year shall be applied to the Administrative Allocation due for the then current Fiscal Year; provided, however, that in the event this Agreement terminates or expires without renewal, any overpayment of Administrative Allocation shall be remitted by IMAGINE to the Charter School within fifteen (15) days of the reconciliation.

L. Other Public Schools. The BOARD acknowledges that IMAGINE may enter into similar operating agreements with other public charter entities. IMAGINE shall maintain separate accounts for expenses incurred by and on behalf of the Charter School and other schools operated by IMAGINE, and shall only charge the Charter School for expenses incurred by or on behalf of the Charter School.

M. Compliance with State Law. Any expenses, costs, or allocations made to Imagine under this Operating Agreement must comply with Nevada law. These laws include, but are not limited to: NAC 386.345(6) (the Board maintains overall control of the Charter School); NAC 386.403(1) (Imagine may not be given direct control of financial decisions); NAC 386.403(9) (Imagine is not entitled to recover any of its indirect costs); and NAC 386.403(10) (Imagine is not entitled to recover any fees, expenses, costs, or allocations which are not attributable to actual services provided).

ARTICLE VI

PERSONNEL & TRAINING

A. Personnel Responsibility. Pursuant to NRS 386.590 the BOARD shall employ a licensed teacher for each grade level that the charter school offers instruction. The BOARD shall make all decisions concerning the terms and conditions of employment with the Charter School and any other matter relating to employment with the Charter School. In addition, the BOARD has authority to make all employment decisions with regard to its employees. Pursuant to NAC 386.407, IMAGINE may hire thirty percent (30%) of the teachers or other personnel who are required to be licensed pursuant to NRS 386.590. IMAGINE may also employ teachers or other personnel who (i) hold an endorsement pursuant to NAC 391.223, 391.243, 391.277, 391.279, 391.315, 391.340, 391.343, 391.350 to 391.383, inclusive, 391.390 or 391.391; and (ii) work at the Charter School in the field in which they hold the endorsement. The BOARD shall be responsible for approving the appointment or change in the appointment of all “key personnel”. All personnel who are not required to be licensed pursuant to NRS 386.590 shall be employees of IMAGINE. Pursuant to NAC 386.400, IMAGINE shall inform all personnel employed by IMAGINE that provide a direct service to the Charter School that: (i) the person is not employed by the BOARD and (ii) the provisions of NRS 386.595 do not apply to an employee of IMAGINE or any person hired by IMAGINE to perform a service to the Charter School, including, without limitation, the provisions regarding the status of employees of a charter school and their collective bargaining rights and benefits.

IMAGINE shall, on an annual basis and more frequently as deemed necessary, recommend to the BOARD the selection, retention and termination of such teachers or other personnel who are required to be licensed pursuant to NRS 386.590 that are employed at the Charter School by the BOARD. The BOARD and IMAGINE shall each exercise good faith in considering the recommendations of other regarding the continued employment or termination of such personnel.

B. Principals and Teachers. Either IMAGINE or the BOARD may recruit such teachers, qualified in the appropriate grade levels and subject areas, as are required to operate the Charter

School. The curriculum taught by such teachers shall be consistent with the Educational Program and the State of Nevada curriculum approved by the BOARD. Teachers that are employed by the BOARD may, at the discretion of the BOARD in consultation with the Administrator, work at the Charter School on a full or part time basis. Teachers that are employed by IMAGINE may, at the discretion of IMAGINE in consultation with the Administrator, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, teachers employed by IMAGINE may also work at other schools managed or operated by IMAGINE. Each teacher assigned to the Charter School shall hold a valid teaching certificate issued by the state board of education or be working toward such certification, as permitted by state law.

C. Other Staff. IMAGINE shall determine with the approval of the BOARD, the number and the functions of other non-instructional staff required for the operation of the Charter School as set forth in this Agreement. IMAGINE shall recruit, sufficient qualified staff to effectively operate the Charter School in accordance with this Agreement. Non-instructional staff may, at the discretion of IMAGINE and with approval of the BOARD, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, teachers and other staff members may also work at other schools managed or operated by IMAGINE.

D. Professional Development. IMAGINE shall provide education in its methods, curriculum, program, and technology to all teaching personnel. Non-instructional personnel shall receive such professional development as IMAGINE determines reasonable and necessary under the circumstances; provided, however, that the BOARD shall only be responsible for the cost thereof to the extent included in the approved Budget.

E. Limitations on Discretion. All decisions made by IMAGINE, and any discretion exercised by IMAGINE, in its decisions regarding staffing levels and its selection, evaluation, assignment, discipline, and transfer of Charter School personnel, shall be consistent with state and federal law, and consistent with the parameters adopted and included within the Charter and this Agreement, and written policies duly adopted by the BOARD and in effect at the time of the decision; provided, however, that if the BOARD during the term of this Agreement adopts personnel policies pursuant to Section A of this Article VI that are inconsistent with the personnel policies and operating principles of IMAGINE, the BOARD personnel policies will apply to BOARD employees but not to IMAGINE employees.

ARTICLE VII

TERMINATION OF AGREEMENT

A. Termination.

1. By IMAGINE. IMAGINE may, by a majority vote of its Board of Directors, terminate this Agreement prior to the end of the term specified in Article II in the event the BOARD fails to remedy a Material Event within thirty (30) days after written notice from IMAGINE. As used in this Section, a “Material Event” includes, but is not limited to: (i) IMAGINE’S failure to receive for any reason, the contracted for revenues,

compensation, or reimbursement as required by the terms of this Agreement; or (ii) in the event the number of enrolled students suddenly falls and results in the inability of the Charter School to remain financially viable; or (iii) fraudulent misrepresentation or other willful misconduct by the BOARD that has a material adverse effect on the Charter School; or (v) the insolvency or bankruptcy of the Charter School; (vi) the loss or suspension of the Charter; or (vii) the enactment, repeal, promulgation or withdrawal of the state charter law such that this Agreement or the operation of the Charter School in conformity with this Agreement or the BOARD'S Charter violates the law; or (viii) in the event of any material amendment or modification to the Charter; or (ix) in the event that use of the Charter School Facility becomes impractical by reason of fire, flood or other act of God.

2. By the BOARD. The BOARD may, by a majority vote of said BOARD, terminate this Agreement prior to the end of the term specified in Article II in the event that IMAGINE shall fail to take reasonable steps to remedy a Material Event within thirty (30) days after written notice from the BOARD. As used in this Section, a "Material Event" includes, but is not limited to: (i) failure of IMAGINE to provide services in accordance with the terms of this Agreement; or (ii) failure of IMAGINE to follow policies, procedures, rules, regulations or curriculum duly adopted by the BOARD that are not in violation of federal or state laws, the Charter, or this Agreement; or (iii) in the event the number of enrolled students suddenly falls and results in the inability of the Charter School to remain financially viable; or (iv) fraudulent misrepresentation or other willful misconduct by IMAGINE that has a material adverse effect on the Charter School; or (v) the insolvency or bankruptcy of IMAGINE; or (vi) the loss or suspension of the Charter; or (vii) the enactment, repeal, promulgation or withdrawal of the state charter law such that this Agreement or the operation of the Charter School in conformity with this Agreement or the BOARD'S Charter violates the law; or (viii) in the event that use of the Charter School Facility becomes impractical by reason of fire, flood or other act of God.

B. Termination/Expiration.

1. Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, absent extraordinary circumstances, including without limitation the fraudulent misrepresentation or willful misconduct of either party, the termination will not become effective until the end of the academic year during which the notice of termination is delivered.

2. Personal Property. Upon termination or expiration of this Agreement, IMAGINE shall have the right to: (i) remove equipment and other assets owned or leased by IMAGINE and purchased solely with IMAGINE funds; or (ii) may offer to sell to the BOARD any equipment purchased by IMAGINE with IMAGINE funds and used for purposes of the Charter School pursuant to Article III Section D; or (iii) may offer that the BOARD remit to IMAGINE such amounts as may remain outstanding under any equipment lease entered into pursuant to Article III Section D, including without limitation any amounts due to exercise any option to purchase under any such lease and

complete transfer of title to the Charter School. Equipment and other assets owned by the Charter School shall remain the property of the Charter School.

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

4. Payment. Subject to the provisions of Nevada law regarding closure of charter schools, including without limitation NRS 386.536, NRS 386.575, NAC 386.335, and NAC 386.342, upon termination or expiration of this Agreement for any reason, the BOARD shall immediately remit payment to IMAGINE for all outstanding IMAGINE Reimbursable Expenses and Administrative Allocation and shall reimburse IMAGINE for any outstanding Operating Advances made during the last Fiscal Year in which services are provided under this Agreement. All such amounts due upon termination shall be payable solely from assets of the Charter School, including without limitation the amounts set forth in Article V Section A.1, Other Funds and such other assets as may be acquired by or on behalf of the Charter School; provided, however, that if the BOARD receives any grant monies or other designated funds which are governed by a use agreement that prohibits the use of such funds to make payment to IMAGINE pursuant to this subsection (the "Restricted Funds"), the BOARD shall not be required to include the Restricted Funds in such payment to IMAGINE.

5. New Service Provider. Pursuant to NAC 386.405, in the event this Agreement is terminated for any reason, nothing herein shall be construed to prohibit the BOARD from entering into a contract with another educational management organization; provided, however, that IMAGINE shall not be required to provide any assistance to another educational management organization.

C. Transition. In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, IMAGINE will, at no cost to IMAGINE, provide the BOARD reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement; provided, however, that IMAGINE shall not be required to provide any assistance to another management company or service provider.

ARTICLE VIII

INDEMNIFICATION

Indemnification. Each party hereto shall indemnify and hold harmless the other party, its officers, employees, agents and consultants from and against any and all actions, claims, suits, liabilities, proceedings, penalties, fines, costs, and expenses (including reasonable attorneys' fees at both the trial and appellate levels, including paralegal expenses) relating directly or indirectly to any breach of this Agreement or of the Charter or any violation of the state Charter law or any other applicable law by such indemnifying party, its officers, employees, agents and consultants, servants or subcontractors, as applicable. Such indemnification may be achieved by the purchase

of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX

INSURANCE

A. Insurance Coverage. IMAGINE shall assist the BOARD in obtaining and maintaining such policies of insurance as may be required by the Charter or applicable law. To the extent allowed by law, the costs of such insurance to the BOARD shall be included in the Charter School Budget, to be prepared by IMAGINE in conjunction with the Administrator and approved by the BOARD. IMAGINE shall coordinate the provision of proof of such insurance to the BOARD on an annual basis and to the Sponsor and/or the State Charter School Authority upon request. The BOARD and IMAGINE shall be listed as named insureds on such policies. To the extent reasonably practicable, the parties shall cooperate with each other in providing such information and complying with such reporting requirements as may be required by any applicable insurer(s).

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

ARTICLE X

WARRANTIES AND REPRESENTATIONS

A. BOARD Warranties and Representations. The BOARD represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The BOARD warrants that its actions have been duly and validly authorized and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. IMAGINE Warranties and Representations. IMAGINE warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Nevada. IMAGINE will comply with all registration and licensing requirements relating to conducting business under this Agreement.

C. Mutual Warranties. The BOARD and IMAGINE mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

ARTICLE XI

MISCELLANEOUS

A. Entire Agreement. This Agreement represents the entire understanding and agreement between the parties with respect to the subject matter hereof, and supersedes all other negotiations, understandings, prior agreements and representations (if any) made by and between such parties.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article governing termination.

C. Resolution of Disputes. The parties agree that each will make every good faith effort to resolve any and all disputes under this Agreement amicably before taking any action under Article XI Section D below.

D State Governing Law. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Nevada.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the BOARD shall be sent to the current address of the then current BOARD President, with a copy to the then current BOARD attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the current BOARD President and BOARD attorney, are as follows:

Imagine Centennial
Attn: Governing Board
c/o Christian Gabroy, Esq.
170 S. Green Valley Pkwy. #280
Henderson, Nevada 89012
Telephone: 702-259-7777
Facsimile: 702- 259-7704

Imagine Schools Inc.
Attn: Nancy Hall
18052 North Black Canyon Highway Phoenix, AZ 85053
Telephone: (702) 631-3925
Facsimile: (703) 631-1125

With a copy to:

Imagine Schools Inc.
Attn: Isabel Berio, Esq., General Counsel
1005 North Glebe Road, Suite 610
Arlington, VA 22201
Telephone: (703) 527-2600
Facsimile: (703) 527-0038

Flangas McMillan Law Group
John R. McMillan, Esq.
3275 S. Jones Blvd. Suite 105
Las Vegas, NV 89146
Telephone (702) 307-9500
Facsimile (702) 382-9452

F. Assignment. No party shall assign its rights or obligations hereunder without the prior written consent of the other party, which consent shall not be unreasonably withheld or delayed. IMAGINE, however, may assign this Agreement to an entity wholly owned or controlled by IMAGINE.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the BOARD and signed by both the BOARD President and an authorized officer of IMAGINE.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party reasonable attorneys' fees and costs of suit.

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to IMAGINE powers or authority of the BOARD that are not subject to delegation by the BOARD under state law and the Charter.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter awarded to the BOARD.

M. Further Assurances. The parties hereby agree from time to time to execute and deliver such further and other assurances, assignments and documents and do all matters and things which may be convenient or necessary to more effectively and completely carry out the intentions of this Agreement.

N. Interpretations. This Agreement shall not be construed more strictly against one party than against the other merely because it may have been prepared by counsel for one of the parties, it being recognized that both parties have been represented by counsel in connection with the negotiation of the terms hereof and have contributed substantially and materially to its preparation.

O. Time of the Essence. Time of performance by either party of each and every provision or covenant herein contained is of the essence of this Agreement.

P. Binding Effect. All of the terms and provisions of this Agreement, whether so expressed or not, shall be binding upon, inure to the benefit of, and be enforceable by the parties and their respective legal representatives, successors, and permitted assigns.

Q. Headings. The headings contained in this Agreement are for convenience of reference only, and shall not limit or otherwise affect in any way the meaning or interpretation of this Agreement.

R. Severability. If any part of this Agreement or any other agreement entered into pursuant hereto is contrary to, prohibited by or deemed invalid under applicable law or regulation, such provision shall be inapplicable and deemed omitted to the extent so contrary, prohibited or invalid, but the remainder hereof shall not be invalidated thereby and shall be given full force and effect so far as possible.

S. Survival. All covenants, agreements, representations, and warranties made herein or otherwise made in writing by any party pursuant hereto shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.

T. Third Parties. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies on any person other than the parties hereto and their respective legal representatives, successors, and permitted assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right to subrogation or action over or against any party to this Agreement.

U. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

[Signatures on following page.]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

IMAGINE SCHOOLS, INC., A Delaware Corporation

By: _____
Title: _____
Date: _____

IMAGINE CENTENNIAL

By: _____
Title: _____
Date: _____

C. BUSINESS PLAN

Attachment C.1.1
Budget for the First Two Years

KEITH W RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

SOUTHERN NEVADA OFFICE
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GLORIA P. DOPE
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MOODY STREET OFFICE
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DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
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Charter School Budget

Imagine Centennial herewith submits the (TENTATIVE) budget for the fiscal year ending June 30, 2014

This budget contains 1 governmental fund types with estimated expenditures of \$ 2,205,726 and 0 proprietary funds with estimated expenses of \$ 0 .

Per NAC 387.370:

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

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

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Printed Name)

(Title)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/12		WEIGHTED ACTUAL YEAR ENDING 06/30/13		WEIGHTED ESTIMATED YEAR ENDING 06/30/14
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0		x .6 = 0.0	100	x .6 = 60.0
3. Elementary					275
4. Secondary					
5. Ungraded					
6. Subtotal	0.0		0.0		335.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		335.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/14	5,257			
Fill in information for each district:	2013/2014	WEIGHTED 2013/2014		Use rates below:
	Rate revised 4/25/12	Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
School District				
Carson City	\$ 6,109	0.0	\$0	\$ 1,110
Churchill	\$ 6,152	0.0	\$0	\$ 1,070
Clark	\$ 5,257	335.0	\$1,761,095	\$ 1,030
Douglas	\$ 5,314	0.0	\$0	\$ 2,371
Elko	\$ 6,364	0.0	\$0	\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0	\$ 6,421
Eureka	\$ 100	0.0	\$0	\$ 42,104
Humboldt	\$ 5,540	0.0	\$0	\$ 1,706
Lander	\$ 100	0.0	\$0	\$ 9,861
Lincoln	\$ 9,906	0.0	\$0	\$ 1,217
Lyon	\$ 6,718	0.0	\$0	\$ 918
Mineral	\$ 8,463	0.0	\$0	\$ 1,458
Nye	\$ 6,652	0.0	\$0	\$ 1,290
Pershing	\$ 8,838	0.0	\$0	\$ 1,844
Storey	\$ 7,069	0.0	\$0	\$ 6,459
Washoe	\$ 5,295	0.0	\$0	\$ 1,150
White Pine	\$ 6,648	0.0	\$0	\$ 1,824
Multidistrict		335.0	\$1,761,095	5,257
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			\$1,030	
13. Total basic support for enrollee including outside revenue			\$ 2,106,145.00	Hold Harmless-#10 \$ -
14. Estimated number of special education program units X amount per unit	-	39,768	\$0	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			\$ 2,106,145.00	Hold Harmless \$ -

Fiscal Year 2013/2014 Charter School Imagine Centennial

Form 3	(1)	(2)	(3)	(4)	(4)
Imagine Centennial	ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING		06/30/14
REVENUE	YEAR ENDING	CURRENT	TENTATIVE	FINAL	AMENDED
	06/30/12	YEAR ENDING	APPROVED	APPROVED	FINAL
		06/30/13			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			35,000		
1620 Daily Sales - Non-Reimbursable Program			76,775		
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	111,775	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			2,106,145		
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	2,106,145	0	0

Imagine Centennial _____

Budget Fiscal Year 2013/2014

REVENUE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State			7,000		
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	7,000	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	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	2,224,920	0	0

Imagine Centennial Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/14 FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			495,000		
200 Benefits			286,683		
300/400/500 Purchased Services			10,250		
600 Supplies			72,500		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries			138,000		
200 Benefits			75,447		
300/400/500 Purchased Services			407,845		
600 Supplies			30,000		
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	1,515,725	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

Imagine Centennial PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			46,000		
200 Benefits			25,328		
300/400/500 Purchased Services			30,000		
600 Supplies			1,000		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	102,328	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

Imagine Centennial

Budget Fiscal Year 2013/2014

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Imagine Centennial _____

Budget Fiscal Year 2013/2014

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Imagine Centennial

Budget Fiscal Year 2013/2014

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 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

Imagine Centennial

Budget Fiscal Year 2013/2014

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/12	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14		(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

Imagine Centennial _____

Budget Fiscal Year 2013/2014

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/14 FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Imagine Centennial _____

Budget Fiscal Year 2013/2014

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/14 FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			475,898		
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	475,898	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	475,898	0	0
3100 Food Service					
100 Salaries			10,000		
200 Benefits			1,775		
300/400/500 Purchased Services			100,000		
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	111,775	0	0

Imagine Centennial _____

Budget Fiscal Year 2013/2014

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/14		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/13	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

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/12	(2) ESTIMATED CURRENT YEAR ENDING 06/30/13	(3) BUDGET YEAR ENDING 06/30/14		(5) FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	587,673	0	0
TOTAL ALL EXPENDITURES	0	0	2,205,726	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance			19,194		
TOTAL ENDING FUND BALANCE	0	0	19,194	0	0
TOTAL APPLICATIONS	0	0	2,224,920	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	66,172	0	0
	Calculated Total Ending Fund Balance:	0	0	19,194	0	0

Imagine Centennial

Budget Fiscal Year 2013/2014

TENTATIVE BUDGET 2013/2014				
	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	633,000	362,130	520,595	1,515,725
200 Special	46,000	25,328	31,000	102,328
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	679,000	387,458	551,595	1,618,053
000 Undistributed Expenditures				
2000 Support Services	0	0	475,898	475,898
3100 Food Service	10,000	1,775	100,000	111,775
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				19,194
UNDISTRIBUTED TOTALS	10,000	1,775	575,898	606,867
TOTAL ALL FUNDS TENTATIVE	689,000	389,233	1,127,493	2,224,920
FINAL BUDGET 2013/2014				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

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

Imagine Centennial

Budget Fiscal Year 2013/2014

Form 5 Exp Summary

Page 2 of 2

5/1/2012

KEITH W RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

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

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



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

JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

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

Charter School Budget

Imagine Centennial herewith submits the (TENTATIVE) budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 2,743,268 and 0 proprietary funds with estimated expenses of \$ 0 .

Per NAC 387.370:

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

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

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Printed Name)

(Title)

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

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/13		WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0	100	x .6 = 60.0	75	x .6 = 45.0
3. Elementary			275		375
4. Secondary					
5. Ungraded					
6. Subtotal	0.0		335.0		420.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		335.0		420.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/15		5,362		
Fill in information for each district:	2014/2015	WEIGHTED 2014/2015		Use rates below:
	Rate revised 4/25/12	Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
<u>School District</u>				
Carson City	\$ 6,109	0.0	\$0	\$ 1,110
Churchill	\$ 6,152	0.0	\$0	\$ 1,070
Clark	\$ 5,362	420.0	\$2,252,040	\$ 1,030
Douglas	\$ 5,314	0.0	\$0	\$ 2,371
Elko	\$ 6,364	0.0	\$0	\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0	\$ 6,421
Eureka	\$ 100	0.0	\$0	\$ 42,104
Humboldt	\$ 5,540	0.0	\$0	\$ 1,706
Lander	\$ 100	0.0	\$0	\$ 9,861
Lincoln	\$ 9,906	0.0	\$0	\$ 1,217
Lyon	\$ 6,718	0.0	\$0	\$ 918
Mineral	\$ 8,463	0.0	\$0	\$ 1,458
Nye	\$ 6,652	0.0	\$0	\$ 1,290
Pershing	\$ 8,838	0.0	\$0	\$ 1,844
Storey	\$ 7,069	0.0	\$0	\$ 6,459
Washoe	\$ 5,295	0.0	\$0	\$ 1,150
White Pine	\$ 6,648	0.0	\$0	\$ 1,824
Multidistrict		420.0	\$2,252,040	5,362
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			\$1,051	
13. Total basic support for enrollee including outside revenue			\$ 2,693,460.00	Hold Harmless-#10 \$ -
14. Estimated number of special education program units	-	(Should be 0 or 1 maximum - see prior year allotment)		
	X 39,768	amount per unit	\$0	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			\$ 2,693,460.00	Hold Harmless \$ -

Fiscal Year 2014/2015 Charter School Imagine Centennial

Form 3	(1)	(2)	(3)	(4)	(4)
Imagine Centennial	ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING		06/30/15
REVENUE	YEAR ENDING	CURRENT	TENTATIVE	FINAL	AMENDED
	06/30/13	YEAR ENDING	APPROVED	APPROVED	FINAL
		06/30/14			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		35,000	42,000		
1620 Daily Sales - Non-Reimbursable Program		76,775	92,130		
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	111,775	134,130	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)		2,106,145	2,693,460		
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	2,106,145	2,693,460	0	0

Imagine Centennial _____

Budget Fiscal Year 2014/2015

REVENUE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		01/00/00
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed			6,500		
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State		7,000	7,000		
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	7,000	13,500	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		01/00/00
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	2,224,920	2,841,090	0	0

Imagine Centennial Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries		495,000	612,560		
200 Benefits		286,683	368,790		
300/400/500 Purchased Services		10,250	12,800		
600 Supplies		72,500	39,045		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries		138,000	148,000		
200 Benefits		75,447	79,741		
300/400/500 Purchased Services		407,845	456,907		
600 Supplies		30,000	36,348		
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	1,515,725	1,754,191	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

Imagine Centennial PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries		46,000	57,440		
200 Benefits		25,328	33,103		
300/400/500 Purchased Services		30,000	30,600		
600 Supplies		1,000	1,000		
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	102,328	122,143	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

Imagine Centennial

Budget Fiscal Year 2014/2015

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Imagine Centennial _____

Budget Fiscal Year 2014/2015

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Imagine Centennial

Budget Fiscal Year 2014/2015

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 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

Imagine Centennial _____

Budget Fiscal Year 2014/2015

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Imagine Centennial _____

Budget Fiscal Year 2014/2015

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Imagine Centennial _____

Budget Fiscal Year 2014/2015

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		475,898	653,840		
600 Supplies					
700 Property			87,500		
800 Other					
2600 SUBTOTAL	0	475,898	741,340	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	475,898	741,340	0	0
3100 Food Service					
100 Salaries		10,000	10,400		
200 Benefits		1,775	1,929		
300/400/500 Purchased Services		100,000	122,400		
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	111,775	134,729	0	0

Imagine Centennial

Budget Fiscal Year 2014/2015

Form 4 Expenditures

5/1/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/15		(5) FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	587,673	876,069	0	0
TOTAL ALL EXPENDITURES	0	2,205,726	2,752,403	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance		19,194	88,687		
TOTAL ENDING FUND BALANCE	0	19,194	88,687	0	0
TOTAL APPLICATIONS	0	2,224,920	2,841,090	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	66,172	82,572	0	0
	Calculated Total Ending Fund Balance:	0	19,194	88,687	0	0

Imagine Centennial

Budget Fiscal Year 2014/2015

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	760,560	448,531	545,100	1,754,191	
200 Special	57,440	33,103	31,600	122,143	
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	818,000	481,634	576,700	1,876,334	
000 Undistributed Expenditures					
2000 Support Services	0	0	741,340	741,340	
3100 Food Service	10,400	1,929	122,400	134,729	
4000 Facility Acquisition and Construction			0	0	
5000 Debt Service			0	0	
6300 Contingency				0	
8000 Ending Balance				88,687	
UNDISTRIBUTED TOTALS	10,400	1,929	863,740	964,756	
TOTAL ALL FUNDS TENTATIVE	828,400	483,563	1,440,440	2,841,090	
FINAL 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	0	0	0	0	
200 Special	0	0	0	0	
300 Vocational	0	0	0	0	
400 Other PK-12	0	0	0	0	
500 Nonpublic School	0	0	0	0	
600 Adult Education	0	0	0	0	
800 Community Services	0	0	0	0	
900 Co-Curricular/Extra Curricular	0	0	0	0	
PROGRAM TOTALS	0	0	0	0	
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	
3100 Food Service	0	0	0	0	
4000 Facility Acquisition and Construction			0	0	
5000 Debt Service			0	0	
6300 Contingency				0	
8000 Ending Balance				0	
UNDISTRIBUTED TOTALS	0	0	0	0	
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0	

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

Imagine Centennial

Budget Fiscal Year 2014/2015

Form 5 Exp Summary

Page 2 of 2

5/1/2012

Attachment C.1.2
Supplementary Schedules for Year 1 and Year 2

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2013-2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Licensed teacher	15		\$31,000.00	\$465,000.00
	PE teacher	1		\$30,000.00	\$30,000.00
	Admin licensed	1		\$70,000.00	\$70,000.00
	Business admin (unlic)	1		\$40,000.00	\$40,000.00
	Registrar (unlic)	1		\$28,000.00	\$28,000.00
					\$0.00
		19			\$0.00
	NARRATIVE				
	Imagine Centennial has 15 licensed teachers, 1 PE teacher, a licensed administrator, a full time business manager, a full time registrar, and 1 cafeteria supervisor				
				TOTAL	\$633,000.00
200	Benefits				\$0.00
	401k admin				\$1,400.00
	401K pe				\$1,500.00
	401k licensed teachers				\$4,650.00
	ss aids				\$620.00
	ss general admin				\$1,736.00
	ss licensed teachers				\$5,766.00
	ss PE teacher				\$1,860.00
	FUTA admin licensed				\$420.00
	FUTA admin general				\$168.00
	FUTA aids				\$60.00
	FUTA admin unlic				\$240.00
	FUTA licensed teachers				\$2,790.00
	FUTA PE teacher				\$180.00
	Health admin licensed				\$17,544.48
	Health admin unlic				\$5,848.08
	Health general admin				\$12,824.76
	Health licensed teachers				\$143,788.08
	Health PE teacher				\$5,285.28
	MC admin licensed				\$1,015.00
	MC admin unlic				\$406.00
	MC general admin				\$406.00
	MC PE				\$435.00
	MC licensed teachers				\$5,843.50
	PERS admin licensed				\$16,625.00
	PERS licensed teachers				\$88,350.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2013-2014

	PERS admin unlicensed				\$9,500.00
	SUTA admin licensed				\$2,100.00
	SUTA admin unlic				\$1,200.00
	SUTA general admin				\$840.00
	SUTA licensed teachers				\$13,950.00
	SUTA PE teacher				\$900.00
	WC admin licensed				\$1,610.00
	WC admin unlic				\$920.00
	WC general admin				\$644.00
	WC licensed teachers				\$10,695.00
	WC PE teacher				\$690.00
	NARRATIVE				
	Benefits paid to teaching and administrative staff are in alignment with state requirements. 70% of licensed teachers, principal and business manager are governing board employees in the PERS program.				
	Others will receive Imagine benefits. The following percentages have been used. Health insurance - actual cost PERS 23.75% SS 6.2% SUTA 3% FUTA .6% WC 1.5% MC .0145% 401k 5%				
				TOTAL	\$362,810.18
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
	Imagine Direct Educational Cost 8%				\$163,462.00
	Imagine Direct Admin cost 4%				\$81,731.00
	NDE 1.5%				\$31,592.00
	Marketing (25/student)				\$10,000.00
	Pre Opening Expenses				\$50,000.00
					\$0.00
					\$0.00
	NARRATIVE				
	Direct cost-services provided by Imagine are				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2013-2014

	comprehensive, to include curriculum, accounting, legal, recruitment, marketing/branding, support, insurance programs, etc.				
	1.5% paid to NDE as required				
	Marketing includes website and marketing misc. Pre opening expenses advanced by Imagine Schools to cover beginning salaries, marketing, and supplies will be repaid once funding commences (within same fiscal year)				
				TOTAL	\$336,785.00
400	SERVICES				\$0.00
	Student information system				\$5,250.00
	Building lease				\$424,467.60
	Janitorial service				\$34,000.00
	Waste				\$3,600.00
	Water & sewer				\$3,600.00
	Pest control				\$1,200.00
	Landscape maintenance				\$5,000.00
	Repairs & maintenance				\$2,000.00
	Security/fire				\$2,030.00
	NARRATIVE				
	Power School will be used for the student information system. The building lease monthly rent is \$35372.3. Facility costs are based on historical costs of other Imagine schools in Nevada.				
				TOTAL	\$481,147.60
500	OTHER PURCHASED SERVICES				\$0.00
	Telecommunications				\$14,000.00
	Bank charges				\$360.00
	Professional development				\$5,000.00
	Staff travel				\$2,000.00
	D & O insurance				\$8,500.00
	Liability insurance				\$37,500.00
	Copier lease				\$3,200.00
	Payroll service				\$5,000.00
	Postage				\$500.00
					\$0.00
	NARRATIVE				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2013-2014

	<p>Telecommunications includes telephone and internet for office usage. A cell phone is provided for the principal. Insurance is based upon historical cost of other Imagine schools in Nevada. Payroll service and postage are projected from historical costs.</p>					
				TOTAL		\$76,060.00
600	SUPPLIES					\$0.00
	Printing & copy supplies					\$4,000.00
	Testing materials					\$7,500.00
	Clstrm supp & consum (35/student)					\$13,125.00
	Textbooks/curriculum					\$45,000.00
	General office supplies					\$3,000.00
	PE/Art supplies					\$1,000.00
	Utilities (gas & electric)					\$20,000.00
	Technology supplies					\$1,500.00
	Health office supplies					\$375.00
	Janitorial supplies					\$7,000.00
						\$0.00
	NARRATIVE					
	Classroom supplies, testing materials, PE supplies and textbooks are based on historical costs adjusted for increase of annual costs of doing business. Office, janitorial, and health office supplies are based on historical costs adjusted for increase in cost of doing business.					
				TOTAL		\$102,500.00
800	DEBT SERVICE AND MISCELLANEOUS					\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2013-2014

					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$1,992,302.78
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
	Furniture & Equip Lease				\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
	Imagine lease for furniture & equipment, 4 year depreciable capital lease, no buyout. Lease will most likely not be issued until July 1, 2014 beg of 2nd year				
				TOTAL	\$0.00
GRAND TOTAL					\$1,992,302.78

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 200 Special Program

FISCAL YEAR: 2013-2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Licensed Special Education		1	\$36,000.00	\$36,000.00
	Special Education Aid		0.5	\$20,000.00	\$10,000.00
	NARRATIVE One special education teacher and one half time special education aid education teacher				
				TOTAL	\$46,000.00
200	BENEFITS				\$0.00
	FUTA				\$368.00
	Health insurance				\$12,684.72
	Social Security				\$620.00
	Medicare				\$667.00
	PERS				\$8,550.00
	SUTA				\$1,380.00
	Worker's Comp				\$1,058.00
	NARRATIVE The following percentages have been used: PERS 23.75% FUTA .6% Worker's Comp 1.5% Medicare .0145% SUTA 3%				
				TOTAL	\$25,327.72
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Special education services				\$0.00
					\$30,000.00
					\$0.00
	NARRATIVE Includes phychologist and speech therapist on an hourly as needed basis				
				TOTAL	\$30,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 200 Special Program

FISCAL YEAR: 2013-2014

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
					\$0.00
		General supplies for SPED			\$1,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$1,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 200 Special Program

FISCAL YEAR: 2013-2014

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
Subtotal Objects 100-600 & 800					\$102,327.72
Approved Indirect Cost Rate:		0.00%	X Subtotal	\$0.00	
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
GRAND TOTAL					\$102,327.72

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 3100 Foodservice

FISCAL YEAR: 2013-2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL Foodservice	0.5		\$10,000.00	\$0.00
					\$10,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Teacher's aid uses paid percentage of salary to supervise the cafeteria					
				TOTAL	\$10,000.00
200	BENEFITS SS 401k MC FUTA SUTA WC				\$0.00
					\$620.00
					\$500.00
					\$145.00
					\$60.00
					\$300.00
					\$150.00
NARRATIVE					
				TOTAL	\$1,775.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 3100 Foodservice

FISCAL YEAR: 2013-2014

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES Catering				\$0.00
					\$100,000.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Lunches are catered by a private company.				
				TOTAL	\$100,000.00
600	SUPPLIES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 3100 Foodservice

FISCAL YEAR: 2013-2014

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$111,775.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
GRAND TOTAL					\$111,775.00

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 2600 Operating/Maint Plant Service

FISCAL YEAR: 2013/2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
200	BENEFITS FUTA Health insurance Social Security Medicare PERS SUTA Worker's Comp				\$0.00
	NARRATIVE				
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
	NARRATIVE Includes phychologist and speech therapist on an hourly as needed basis				
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 2600 Operating/Maint Plant Service

FISCAL YEAR: 2013/2014

400	PURCHASED PROPERTY SERVICES			\$0.00
				\$0.00
	Building lease			\$424,467.60
	Janitorial service			\$34,000.00
	Waste			\$3,600.00
	Water & sewer			\$3,600.00
	Pest control			\$1,200.00
	Landscape maintenance			\$5,000.00
	Repairs & maintenance			\$2,000.00
	Security/fire			\$2,030.00
TOTAL				\$475,897.60
NARRATIVE				
The building lease monthly rent is \$35,372.30.				
Facility costs are based upon historical costs of other Imagine Schools in Nevada				
TOTAL				\$0.00
600	SUPPLIES			\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
NARRATIVE				
TOTAL				\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 2600 Operating/Maint Plant Service

FISCAL YEAR: 2013/2014

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
Subtotal Objects 100-600 & 800					\$475,897.60
Approved Indirect Cost Rate:		0.00%	X Subtotal	\$0.00	
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
GRAND TOTAL					\$475,897.60

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2014/2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Licensed teacher	18		\$32,240.00	\$580,320.00
	PE teacher	1		\$32,240.00	\$32,240.00
	Admin licensed	1		\$75,000.00	\$75,000.00
	Business admin (unlic)	1		\$43,000.00	\$43,000.00
	Registrar (unlic)	1		\$30,000.00	\$30,000.00
					\$0.00
		22			\$0.00
	NARRATIVE Imagine Centennial has 15 licensed teachers, 1 PE teacher, a licensed administrator, a full time business manager, a full time registrar, and 1 cafeteria supervisor				
				TOTAL	\$760,560.00
200	Benefits				\$0.00
	401k admin				\$1,500.00
	401K pe				\$1,612.00
	401k licensed teachers				\$6,432.50
	ss general admin				\$1,860.00
	ss licensed teachers				\$7,976.30
	ss PE teacher				\$1,998.88
	FUTA admin licensed				\$450.00
	FUTA admin general				\$180.00
	FUTA admin unlic				\$258.00
	FUTA licensed teachers				\$3,481.92
	FUTA PE teacher				\$193.44
	Health admin licensed				\$18,246.26
	Health admin unlic				\$6,082.00
	Health general admin				\$13,337.75
	Health licensed teachers				\$193,987.87
	Health PE teacher				\$5,496.69
	MC admin licensed				\$1,087.50
	MC admin unlic				\$435.00
	MC general admin				\$435.00
	MC PE				\$467.48
	MC licensed teachers				\$7,479.68
	PERS admin licensed				\$17,812.50
	PERS licensed teachers				\$107,198.00
	PERS admin unlicensed				\$10,212.50
	SUTA admin licensed				\$2,250.00
	SUTA admin unlic				\$1,290.00
	SUTA general admin				\$900.00
	SUTA licensed teachers				\$17,409.60
	SUTA PE teacher				\$967.20

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2014/2015

	WC admin licensed			\$1,725.00
	WC admin unlic			\$989.00
	WC general admin			\$690.00
	WC licensed teachers			\$13,347.36
	WC PE teacher			\$741.52
	NARRATIVE			
	Benefits paid to teaching and administrative staff are in alignment with state requirements.			
	70% of licensed teachers, principal and business manager are governing board employees in the PERS program.			
	Others will receive Imagine benefits. The following percentages have been used.			
	Health insurance - actual cost			
	PERS 23.75%			
	SS 6.2%			
	SUTA 3%			
	FUTA .6%			
	WC 1.5%			
	MC .0145%			
	401k 5%			
			TOTAL	\$448,530.96
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES			\$0.00
				\$0.00
				\$0.00
	Imagine Direct Educational Cost 8%			\$215,476.80
	Imagine Direct Admin cost 4%			\$107,738.40
	NDE 2%			\$53,869.20
	Marketing (25/student)			\$3,000.00
				\$0.00
				\$0.00
				\$0.00
	NARRATIVE			
	Direct cost-services provided by Imagine are comprehensive, to include curriculum, accounting, legal, recruitment, marketing/branding, support, insurance programs, etc.			
	2% paid to NDE as required			
	Marketing includes website and marketing misc			
			TOTAL	\$380,084.40
400	SERVICES			\$0.00
	Student information system			\$6,300.00
	NARRATIVE			

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2014/2015

	Power School will be used for the student information system.					
				TOTAL		\$6,300.00
500	OTHER PURCHASED SERVICES					\$0.00
						\$0.00
	Telecommunications					\$14,300.00
	Bank charges					\$375.00
	Professional development					\$6,500.00
	Staff travel					\$2,400.00
	D & O insurance					\$9,350.00
	Liability insurance					\$40,000.00
	Copier lease					\$3,264.00
	Payroll service					\$6,500.00
	Postage					\$633.33
						\$0.00
	NARRATIVE					
	Telecommunications includes telephone and internet for office usage. A cell phone is provided for the principal. Insurance is based upon historical cost of other Imagine schools in Nevada. Payroll service and postage are projected from historical costs.					
				TOTAL		\$83,322.33
600	SUPPLIES					\$0.00
						\$0.00
	Printing & copy supplies					\$4,800.00
	Testing materials					\$9,000.00
	Clsmr supp & consum (35/student)					\$15,750.00
	Textbooks/curriculum					\$6,000.00
	General office supplies					\$3,300.00
	PE/Art supplies					\$1,200.00
	Utilities (gas & electric)					\$24,480.00
						\$0.00
	Technology supplies					\$1,836.00
	Health office supplies					\$459.00
	Janitorial supplies					\$8,568.00
						\$0.00
	NARRATIVE					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: **Imagine Centennial**

PROGRAM OR FUNCTION: Regular program

FISCAL YEAR: 2014/2015

	Classroom supplies, testing materials, PE supplies and textbooks are based on historical costs adjusted for increase of annual costs of doing business. Office, janitorial, and health office supplies are based on historical costs adjusted for increase in cost of doing business.					
				TOTAL		\$75,393.00
800	DEBT SERVICE AND MISCELLANEOUS					\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
	NARRATIVE					
				TOTAL		\$0.00
Subtotal Objects 100-600 & 800						\$1,754,190.69
Approved Indirect Cost Rate:		0.00%	X Subtotal			\$0.00
700	EQUIPMENT					\$0.00
						\$0.00
						\$0.00
						\$0.00
	NARRATIVE					
				TOTAL		\$0.00
GRAND TOTAL						\$1,754,190.69

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 200 Special Program

FISCAL YEAR: 2014-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Licensed Special Education		1	\$37,440.00	\$37,440.00
	Special Education Aid		1	\$20,000.00	\$20,000.00
	NARRATIVE One special education teacher and one half time special education aid education teacher				
				TOTAL	\$57,440.00
200	BENEFITS				\$0.00
	FUTA				\$344.64
	Health insurance				\$18,749.45
	Social Security				\$1,240.00
	Medicare				\$832.88
	PERS				\$8,892.00
	SUTA				\$1,723.20
	Worker's Comp				\$1,321.12
	NARRATIVE The following percentages have been used: PERS 23.75% FUTA .6% Worker's Comp 1.5% Medicare .0145% SUTA 3%				
				TOTAL	\$33,103.29
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
	Special education services				\$0.00
					\$30,600.00
	NARRATIVE Includes phychologist and speech therapist on an hourly as needed basis				
				TOTAL	\$30,600.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 200 Special Program

FISCAL YEAR: 2014-2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
600	SUPPLIES General supplies for SPED				\$0.00
					\$0.00
					\$1,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$1,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 200 Special Program

FISCAL YEAR: 2014-2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
Subtotal Objects 100-600 & 800					\$122,143.29
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
GRAND TOTAL					\$122,143.29

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 3100 Foodservice

FISCAL YEAR: 2014-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL Foodservice	0.5		\$10,400.00	\$0.00
					\$10,400.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE Teacher's aid uses paid percentage of salary to supervise the cafeteria					
				TOTAL	\$10,400.00
200	BENEFITS SS 401k MC FUTA SUTA WC				\$0.00
					\$644.80
					\$520.00
					\$150.80
					\$62.40
					\$312.00
					\$239.20
NARRATIVE					
				TOTAL	\$1,929.20
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 3100 Foodservice

FISCAL YEAR: 2014-2015

400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES Catering				\$0.00
					\$122,400.00
					\$0.00
					\$0.00
	NARRATIVE Lunches are catered by a private company.				
				TOTAL	\$122,400.00
600	SUPPLIES				\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 3100 Foodservice

FISCAL YEAR: 2014-2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
Subtotal Objects 100-600 & 800					\$134,729.20
Approved Indirect Cost Rate:		0.00%	X Subtotal	\$0.00	
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL	\$0.00	
GRAND TOTAL					\$134,729.20

Posted 8/26/2009

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 2600 Operating/Maint Plant Service

FISCAL YEAR: 2014-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
200	BENEFITS FUTA Health insurance Social Security Medicare PERS SUTA Worker's Comp				\$0.00
	NARRATIVE				
				TOTAL	\$0.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				\$0.00
					\$0.00
					\$0.00
	NARRATIVE Includes phychologist and speech therapist on an hourly as needed basis				
				TOTAL	\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 2600 Operating/Maint Plant Service

FISCAL YEAR: 2014-2015

400	PURCHASED PROPERTY SERVICES			\$0.00
				\$0.00
	Building lease			\$588,000.00
	Janitorial service			\$44,000.00
	Waste			\$4,560.00
	Water & sewer			\$4,560.00
	Pest control			\$1,520.00
	Landscape maintenance			\$5,100.00
	Repairs & maintenance			\$4,000.00
	Security/fire			\$2,100.00
TOTAL				\$653,840.00
NARRATIVE				
The building lease monthly rent is \$49000.				
Facility costs are based upon historical costs of other Imagine Schools in Nevada				
TOTAL				\$0.00
600	SUPPLIES			\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
NARRATIVE				
TOTAL				\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Imagine School Centennial

PROGRAM OR FUNCTION: 2600 Operating/Maint Plant Service

FISCAL YEAR: 2014-2015

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
			TOTAL		\$0.00
Subtotal Objects 100-600 & 800					\$653,840.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT Furniture & Equip Lease 750/student				\$0.00
					\$87,500.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE	Imagine lease for furniture & equipment, 4 year depreciable capital lease, no buyout. Lease will most likely not be issued until July 1, 2014 beg of 2nd year			
			TOTAL		\$87,500.00
GRAND TOTAL					\$741,340.00

Posted 8/26/2009

Attachment C.1.3
Cash Flow Statements for Year 1 and Year 2

Imagine Centennial

CASH FLOW STATEMENT

2013/2014

REVENUES

Type:

Distributive School Acct Donations

Federal Grant A

Food Service - Non Reimb

Food Service - Reimb

SPED Funds

Total Revenues

Total Revenues Y-T-D

EXPENDITURES

Salaries & Benefits

Salaries

Benefits

Total Salaries & Ben

Operating

Printing & Copy Supplies

Testing Materials

Clsr Supp & Consum

Textbooks/Curriculum

General Office Supplies

Technology Supplies

Health Office Supplies

Janitorial Supplies

PE/Art Supplies

SPED Supplies

Oper/Maint Plant Service

Utilities

Student Info System

Direct Cost

NDE 1.5%

Marketing

Insurance

Telecommunications

Other Purch Services

Food Purch Service

SPED Purch Service

Pre Opening Advances

Total Expenses

Total Expenses Y-T-D

Percent of Budget

	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
Distributive School Acct Donations		\$ 526,536.25			\$ 526,536.25			\$ 526,536.25			\$ 526,536.25		\$ 2,106,145.00	\$ 2,106,145.00	\$ -
Federal Grant A													\$ -	\$ -	\$ -
Food Service - Non Reimb		\$ 3,489.77	\$ 7,755.05	\$ 7,755.05	\$ 7,755.05	\$ 7,755.05	\$ 7,755.05	\$ 7,755.05	\$ 7,755.05	\$ 7,755.05	\$ 7,755.05	\$ 3,489.78	\$ 76,775.00	\$ 76,775.00	\$ 0.00
Food Service - Reimb			\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 35,000.00	\$ 35,000.00	\$ -
SPED Funds		\$ 1,750.00			\$ 1,750.00			\$ 1,750.00			\$ 1,750.00		\$ 7,000.00	\$ 7,000.00	\$ -
Total Revenues	\$ -	\$ 531,776.02	\$ 11,255.05	\$ 11,255.05	\$ 539,541.30	\$ 11,255.05	\$ 11,255.05	\$ 539,541.30	\$ 11,255.05	\$ 11,255.05	\$ 539,541.30	\$ 6,989.78	\$ 2,224,920.00	\$ 2,224,920.00	\$ 0.00
Total Revenues Y-T-D	\$ -	\$ 531,776.02	\$ 543,031.07	\$ 554,286.12	\$ 1,093,827.42	\$ 1,105,082.47	\$ 1,116,337.52	\$ 1,655,878.82	\$ 1,667,133.87	\$ 1,678,388.92	\$ 2,217,930.22	\$ 2,224,920.00			
Salaries & Benefits															
Salaries		\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 53,241.00	\$ 156,590.00	\$ 689,000.00	\$ 689,000.00	\$ -
Benefits		\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 30,129.59	\$ 88,617.00	\$ 389,912.90	\$ 389,912.90	\$ -
Total Salaries & Ben	\$ -	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 83,370.59	\$ 245,207.00	\$ 1,078,912.90	\$ 1,078,912.90	\$ -
Operating															
Printing & Copy Supplies	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00	\$ 4,000.00	\$ 0.00
Testing Materials													\$ 7,500.00	\$ 7,500.00	\$ -
Clsr Supp & Consum	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 1,093.75	\$ 13,125.00	\$ 13,125.00	\$ -
Textbooks/Curriculum	\$ 45,000.00												\$ 45,000.00	\$ 45,000.00	\$ -
General Office Supplies	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00	\$ 3,000.00	\$ -
Technology Supplies	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 1,500.00	\$ 1,500.00	\$ -
Health Office Supplies	\$ 375.00												\$ 375.00	\$ 375.00	\$ -
Janitorial Supplies	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 7,000.00	\$ 7,000.00	\$ (0.00)
PE/Art Supplies	\$ 1,000.00												\$ 1,000.00	\$ 1,000.00	\$ -
SPED Supplies	\$ 500.00												\$ 1,000.00	\$ 1,000.00	\$ -
Oper/Maint Plant Service	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 39,658.13	\$ 475,897.60	\$ 475,897.60	\$ -
Utilities	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 20,000.00	\$ 20,000.00	\$ -
Student Info System													\$ 5,250.00	\$ 5,250.00	\$ -
Direct Cost	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 20,432.75	\$ 245,193.00	\$ 245,193.00	\$ -
NDE 1.5%	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 2,632.68	\$ 31,592.17	\$ 31,592.18	\$ 0.00
Marketing	\$ 5,000.00												\$ 10,000.00	\$ 10,000.00	\$ -
Insurance	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 3,833.33	\$ 46,000.00	\$ 46,000.00	\$ (0.00)
Telecommunications	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 1,166.67	\$ 14,000.00	\$ 14,000.00	\$ -
Other Purch Services	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 1,281.67	\$ 15,380.00	\$ 15,380.00	\$ 0.00
Food Purch Service	\$ 4,166.67	\$ 9,583.33	\$ 9,583.33	\$ 9,583.33	\$ 9,583.33	\$ 6,388.91	\$ 9,583.33	\$ 9,583.33	\$ 9,583.33	\$ 7,986.12	\$ 9,583.33	\$ 4,791.67	\$ 100,000.00	\$ 100,000.00	\$ (0.00)
SPED Purch Service		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 30,000.00	\$ 30,000.00	\$ -
Pre Opening Advances	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 50,000.00	\$ 50,000.00	\$ -
Total Expenses	\$ 133,265.65	\$ 173,177.89	\$ 176,927.90	\$ 173,177.90	\$ 173,177.90	\$ 169,983.48	\$ 173,677.90	\$ 173,177.90	\$ 173,177.90	\$ 180,330.69	\$ 173,177.87	\$ 332,472.72	\$ 2,205,725.67	\$ 2,205,725.68	\$ 0.00
Total Expenses Y-T-D	\$ 133,265.65	\$ 306,443.55	\$ 483,371.44	\$ 656,549.34	\$ 829,727.24	\$ 999,710.71	\$ 1,173,388.61	\$ 1,346,566.51	\$ 1,519,744.40	\$ 1,700,075.09	\$ 1,873,252.96	\$ 2,205,725.67	\$ 2,205,725.67	\$ 2,205,725.68	\$ 0.00
Percent of Budget	6.04%	13.89%	21.91%	29.77%	37.62%	45.32%	53.20%	61.05%	68.90%	77.08%	84.93%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ (133,265.65)	\$ 358,598.13	\$ (165,672.85)	\$ (161,922.85)	\$ 366,363.40	\$ (158,728.43)	\$ (162,422.85)	\$ 366,363.40	\$ (161,922.85)	\$ (169,075.64)	\$ 366,363.43	\$ (325,482.94)	\$ 19,194.33	\$ 19,194.33	\$ 0.00
Begin Cash Balance(F/B)	\$ -	\$ (133,265.65)	\$ 225,332.48	\$ 59,659.63	\$ (102,263.22)	\$ 264,100.19	\$ 105,371.76	\$ (57,051.09)	\$ 309,312.32	\$ 147,389.47	\$ (21,686.17)	\$ 344,677.27	\$ -	\$ -	\$ -
End Cash Balance (F/B)	\$ (133,265.65)	\$ 225,332.48	\$ 59,659.63	\$ (102,263.22)	\$ 264,100.19	\$ 105,371.76	\$ (57,051.09)	\$ 309,312.32	\$ 147,389.47	\$ (21,686.17)	\$ 344,677.27	\$ 19,194.33	\$ 19,194.33	\$ 19,194.33	\$ 0.00

Imagine Centennial

Budget Fiscal Year 2013/2014

FORM 11 CASH FLOW

Attachment C.1.5

Pre-Opening Budget

Pre Opening Budget

Inflow:

Pre-Funding Advances from Imagine	50,000
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Outflow:

Salaries and Benefits	42,500
Marketing	5,000
Supplies	500
Telecommunications	1,000
Office Equipment Useage	1,000
	<u>50,000</u>

Additional marketing, enrollment, school setup will be provided by Imagine Nevada regional team at no cost to the school.

Attachment C.3 Facilities

C.3 Facilities

Pursuant to NAC 386.140(2), the facility identified to house Imagine Centennial presently accommodates another charter school, not affiliated with Imagine Centennial. The current charter school, Quest Academy, will vacate the premises on June 30, 2013 as designated in the two year sublease terms with Imagine Schools, Inc.

a) **The address of the facility:** 6610 Grand Montecito Parkway Las Vegas, NV 89149

b) **The type of facility:** (Description of the building and acreage) (AARON)

The facility was designed and built for a school use and has an E occupancy classification (Educational). It has 23 classrooms, a library, computer lab, multi-purpose room, art room, administrative offices, restrooms, two playgrounds, and parking. It totals 37,400 square feet and sits on approximately 4.5 acres of land.

c) **A floor plan** of the facility including a notation of the size of the facility which is set forth in square feet. Attachment C.3 (c)

d) **The name and address of the owner** of the facility:

Centennial Academy, LLC
Attn: Stephen Aizenberg
4511 W. Cheyenne Ave., Suite 105
N. Las Vegas, NV 89032

e) If the facility that the charter school will occupy will be leased or rented, a copy of the **proposed lease** or rental agreement: Attachment C.3 (e)

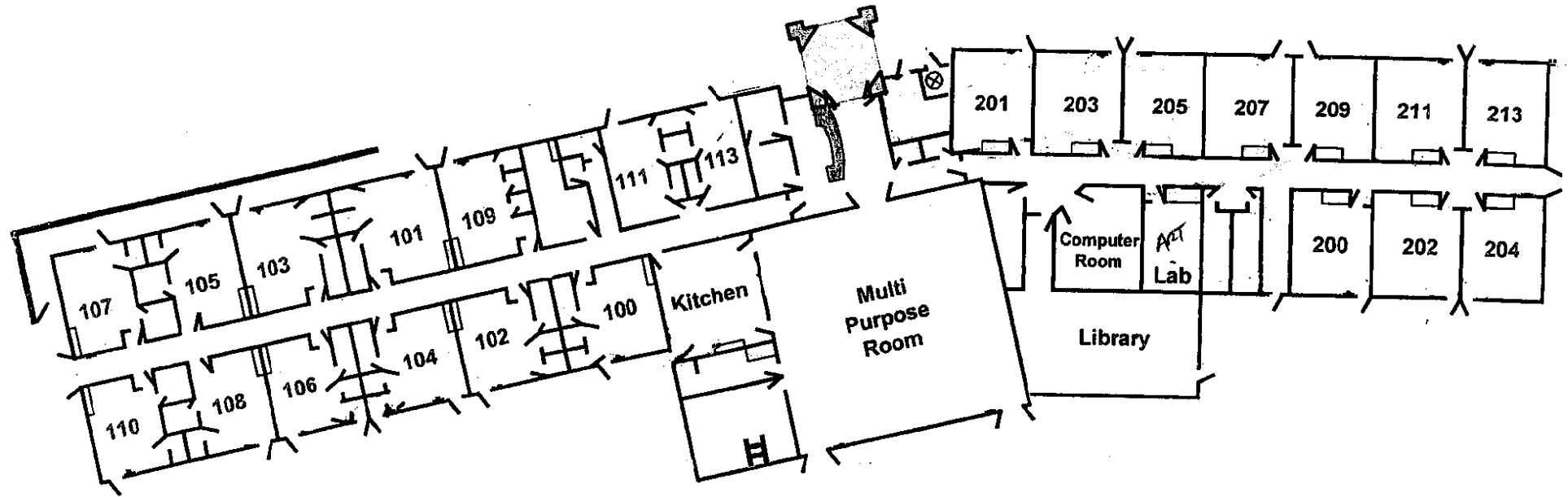
f) If available at the time that the application is submitted, a copy of the **certificate of occupancy** for the facility Attachment C.3 (f)

g) Documentation of **Insurance** Attachment C.3(g)

Attachment C.3(c)
Floor Plan

Centennial

1610 Grand Montecito Parkway., North Las Vegas, NV 89032



Attachment C.3(e)
Proposed Lease

SUBLEASE AGREEMENT

THIS SUBLEASE is entered into as of the ____ day of _____, 2012 by and between SCHOOLHOUSE FINANCE, LLC, a Virginia corporation (hereinafter referred to as "Sublandlord") and IMAGINE CENTENNIAL, a Nevada public charter school (hereinafter referred to as "Subtenant").

RECITALS:

Sublandlord is the tenant under a lease (the "Lease") between Sublandlord and Centennial Academy, LLC (the "Prime Landlord"), dated as of February 1, 2010, of real property located at 6610 Grand Montecito Parkway, Las Vegas, Nevada, including all of the approximately 37,234 square foot building situated thereon (the "Premises"). A copy of the Lease is attached hereto as Exhibit "A."

Subtenant desires to sublease from Sublandlord, and Sublandlord desires to lease to Subtenant, the Premises on the terms and conditions contained herein.

NOW, THEREFORE, in consideration of the terms, covenants, conditions and agreements contained herein, the parties hereto agree as follows:

1. Premises. Sublandlord hereby subleases to Subtenant, and Subtenant subleases from Sublandlord, the Premises. Subtenant shall be subject to all of the terms and condition contained in the Lease, except the rental provisions thereof, as if Subtenant were the tenant thereunder. In addition, in no event shall Subtenant have the right to: (i) receive any payments due from Prime Landlord under the Lease, (ii) renew or extend the Lease, or (iii) exercise any right of first refusal granted to Sublandlord pursuant to the Lease. To the extent not inconsistent with this Sublease, the terms of the Lease are hereby incorporated into this Sublease by reference. Sublandlord shall have all of the rights of Prime Landlord under the Lease. The foregoing shall not be construed to create a direct relationship between Subtenant and Prime Landlord.

2. Term. The initial term of this Sublease shall commence on July 1, 2013 (the "Commencement Date") and continue through June 30, 2015 (the "Term"). Notwithstanding any provision herein to the contrary, this Sublease shall automatically terminate upon the expiration or termination of the Lease or Subtenant's charter to operate a public school (the "Charter") for any reason. In no event shall Subtenant have the right to exercise any options to extend the term of the Lease that may be available to Sublandlord under the Lease.

3. Base Rent.

(a) Subtenant shall pay to Sublandlord base rent ("Base Rent") as follows: (i) commencing July 1, 2013 through June 30, 2014, an amount equal to of Thirty-five Thousand and No/100 Dollars (\$35,000) per month, and (ii) commencing July 1, 2014 through June 30, 2015, an amount equal to Forty Nine Thousand and No/100 Dollars (\$49,000.00) per month.

(b) Base Rent shall be payable in advance, without demand, offset or deduction, on the first (1st) day of each month during the Term. A partial month's payment shall be due on the Commencement Date if the Commencement Date is other than the first day of a month. Any installment of rent or any other charge or money obligation herein required to be paid by Tenant which is not paid within five (5) days of its due date shall bear a late charge of five percent (5%) and Landlord may treat any such charge or money obligation as additional rent hereunder.

(c) Subtenant shall be responsible for the direct payment of all charges for utilities and other services to the extent, and only to the extent, such payments are not already paid for by Prime Landlord under the terms of the Lease. In no event shall Sublandlord be responsible or liable for any failure to furnish any services to be provided by Prime Landlord under the Lease, or otherwise by anyone other than Sublandlord, except as may directly result from the negligent or intentional acts or omissions of Sublandlord.

4. Additional Rent. Subtenant shall pay to Sublandlord additional rent ("Additional Rent") as follows:

- (a) Operating Costs. Subtenant shall reimburse Sublandlord for any and all operating costs and expenses paid by Sublandlord to Prime Landlord pursuant to the Lease.
- (b) Real Property Tax and Assessments. Subject to existing law and the provisions of Section 4 set forth below, Subtenant shall reimburse Sublandlord for any and all real property taxes and assessments (special or otherwise) paid by Sublandlord to Prime Landlord pursuant to the Lease.
- (c) Personal Property and Other Taxes. Subject to existing law and the provisions of Section 4 set forth below, Subtenant shall reimburse Sublandlord for any and all personal property and such other taxes of any kind (except income taxes) paid by Sublandlord pursuant to the Lease. Subtenant shall be solely responsible for payment of any personal property taxes on Subtenant's personal property in the Premises and in no event shall Sublandlord be required to make payment thereon. In the event any sales taxes or other taxes are imposed by any governmental authority upon rent and other charges due hereunder, Subtenant shall reimburse Sublandlord upon demand for all such charges.
- (d) Insurance Premiums. Subtenant shall reimburse Sublandlord for any and all insurance premiums paid by Sublandlord pursuant to the Lease.
- (e) Utilities. Subtenant shall reimburse Sublandlord for any utility or service charges assessed by Prime Landlord pursuant to the Lease.

Subtenant is a Nevada public charter school. The parties acknowledge that Section 361.096 of the Nevada Revised Statutes, in existence on the date of this Sublease, provides that all real

property and personal property that is being leased or rented to a charter school is deemed to be used for educational purposes and is exempt from taxation. The parties agree that so long as Subtenant is exempt from real and personal property tax pursuant to NRS 361.096, as may be amended, modified or replaced, Subtenant's Additional rent obligation shall be reduced such that no Additional Rent shall be due from Subtenant to Sublandlord pursuant to Subsections (b) and (c) of this Section 4. The Parties further agree that the Sublandlord will provide a copy of the lease to the County Assessor's Office in order to obtain the property tax exemption. Sublandlord and Subtenant agree to cooperate in the preparation and submission of any petition or application that Sublandlord can file with Clark County in order to be granted an exemption from paying real property taxes so long as Subtenant occupies the Premises.

5. Assumption Agreement and Covenants. Except as set forth in Section 1 above, Subtenant hereby assumes and shall faithfully and promptly make all payments and perform all obligations and duties imposed on Sublandlord as tenant under the Lease including, without limitation, any obligations to maintain and repair the Premises, to make payments or contributions for special assessments, insurance and any other payments required to be made by Sublandlord; not to commit or suffer waste; not to use the Premises for any unlawful purposes; and, at the termination of this Sublease, to surrender the Premises in good condition, reasonable wear and tear excepted and in the condition required by the Lease. Any and all payments required under the Lease and this Sublease to be made by Subtenant as aforementioned shall be made in a timely manner directly to Sublandlord.

6. Use: Compliance with law.

(a) The Premises shall be continuously occupied and used by Subtenant as a charter school and shall comply with all laws, orders, rules, and regulations relating to the use condition, access to, and occupancy of the Premises. The Premises shall not be used for any use which is inconsistent with the terms of the Lease or is unlawful, disreputable, creates extraordinary fire hazards, or for the storage of any hazardous materials or substances.

(b) Subtenant shall obey, observe and promptly comply with all rules, regulations, ordinances and laws which shall be applicable, now or at any time during the Term, to the Premises and shall promptly comply with all orders, rules, rulings and directives of any governmental authority or agency having jurisdiction of the Premises. Except as expressly permitted by the Lease and applicable law, Subtenant shall not store, use, discharge or dispose of any hazardous or toxic substances, pollutants, contaminants or any other substances regulated by any state or federal statute (collectively "Contaminants") on the Premises. Subtenant shall be solely responsible for the costs of removing or cleaning any Contaminants found on the Premises and caused by Subtenant.

7. Maintenance and Security By Subtenant. Subtenant agrees at all times at its own expense to maintain the Premises in a safe, neat, clean and sanitary condition, and in compliance with all applicable laws and all applicable policies of insurance.

8. Default. The occurrence of any one or more of the following events shall constitute a material default and breach of this Sublease by Subtenant:

- (a) The failure by Subtenant to pay amounts due Sublandlord hereunder, at the time the same shall become due and payable;
- (b) The failure by Subtenant to observe or perform any other covenants, conditions or provisions of this Sublease to be observed or performed by Subtenant, where such failure shall continue for a period of ten (10) days after written notice thereof from Sublandlord to Subtenant;
- (c) The vacating or abandonment of the Premises by Subtenant;
- (d) The making by Sublandlord of any general arrangement or assignment for the benefit of creditors;
- (e) If Subtenant becomes a “debtor” as defined in the United States Bankruptcy Code or any successor statute thereto (unless, in the case of a petition filed against Subtenant, the same is dismissed within 30 days);
- (f) The appointment of a trustee or receiver to take possession of substantially all of Subtenant’s assets located at the Premises or of Subtenant’s interest in this Sublease, where possession is not restored to Subtenant within 30 days; or
- (g) The attachment, execution or other judicial seizure of substantially all of Subtenant’s assets located at the Premises or of Subtenant’s interest in this Sublease, where such seizure is not discharged within thirty (30) days;
- (h) The discovery by Sublandlord that any financial statement given to Sublandlord by Subtenant, or any Sublandlord approved assignee sub-tenant, or successor in interest of Subtenant, was materially false.

9. Remedies Upon Default. In the event of any default or breach by Subtenant, Sublandlord may at any time thereafter, with or without notice or demand:

- (a) Terminate Subtenant’s right to possession of the Premises by any lawful means, in which case this Sublease shall terminate and Subtenant shall immediately surrender possession of the Premises to Sublandlord. In such event Sublandlord shall be entitled to recover from Subtenant all damages incurred by Sublandlord by reason of Subtenant’s default, including, but not limited to, the cost of recovering possession of the Premises, expenses of reletting including renovation and alteration of the Premises, reasonable attorneys’ fees, and any real estate commission paid, and the amount of the unpaid rent for the balance of the term , reduced to present value by applying a 6% discount factor;
- (b) Maintain Subtenant’s right to possession in which case this Sublease shall continue in effect whether or not Subtenant shall have abandoned the Premises. In such event, Sublandlord shall be entitled to enforce all of Sublandlord’s rights and remedies under this Sublease, including the right to recover the rent and other charges as they become due hereunder;

- (c) Terminate Subtenant's right of possession, but not this Sublease, whereupon Sublandlord may attempt to relet the Premises for Subtenant's account; in which case Subtenant shall remain liable to Sublandlord for the amount, if any, by which the rental and other charges required to be paid hereunder exceeds the net amount actually received by Sublandlord from any such reletting (after deducting from the rental received from the new tenant any amounts paid by Sublandlord in obtaining the new sublease including all real estate commissions, concessions, renovation costs and other costs). Such amounts owed by Subtenant shall be paid to Sublandlord from time to time upon demand;
- (d) Pursue any other remedy now or hereafter available to Sublandlord at law or equity.

10. Subtenant Indemnity. Except to the extent arising from the gross negligence or willful misconduct of Sublandlord, Subtenant shall defend, indemnify and hold Sublandlord harmless from any and all damages, costs, losses and expenses (including reasonable attorneys' fees) resulting in any way from Subtenant's occupancy and/or use of the Premises or the surrounding area, or the breach of any obligation of Subtenant as set out in the Sublease. Subtenant shall keep in full force and effect a policy or policies of:

- (a) Commercial general liability insurance for bodily injury, property damage (including loss of use of property) and personal injury in or about the Premises, and shall be adequately covered under reasonable limits of liability of not less than a combined single limit of \$2,000,000 and \$2,000,000 umbrella coverage.
- (b) Worker's compensation insurance (including employees' liability insurance) in the statutory amount covering all employees of Subtenant employed or performing services at the Premises, in order to provide the statutory benefits required by the State of Nevada.
- (c) Automobile liability insurance, including but not limited to, passenger liability, on all owned, non-owned, and hired vehicles used in connection with the Premises, with a combined single limit per occurrence of not less than \$1,000,000 per vehicle for injuries or death of one or more persons or loss or damage to property.
- (d) Personal property insurance covering the personal property on the Premises in an amount not less than 100% of the full replacement cost, without deduction for depreciation, providing protection against events protected under all risk coverage, as well as against sprinkler damage, vandalism, and malicious mischief. Any proceeds from such personal property insurance shall be used for the repair or replacement of the property damaged or destroyed, unless this Sublease is terminated under an applicable provision herein.
- (e) Contractual liability insurance sufficient to cover Subtenant's indemnity obligations hereunder

Subtenant shall name Sublandlord and Prime Landlord as additional insureds for all such insurance, except worker's compensation insurance, and such policies shall be primary and non-contributory, and shall contain a provision that such policies shall not be canceled except after thirty (30) days written advance notice to both Sublandlord and Prime Landlord. Subtenant shall furnish Sublandlord with certificates that all such insurance is in effect. The amount and coverage of such insurance shall not limit Subtenant's liability nor relieve Subtenant of any other obligation under this Lease.

11. Assignment and Subletting. Subtenant shall not assign its interest in the Sublease voluntarily or by operation of law and shall not sublet or license all or any portion of the Premises without the prior written consent of Sublandlord (and Prime Landlord if such consent is required by the Lease). Sublandlord's consent or approval may be granted or withheld in Sublandlord's sole discretion. Any purported or attempted assignment or subletting, without Sublandlord's prior written consent, shall be null and void. Any permitted assignee or sub-subtenant of Subtenant shall expressly assume Subtenant's liabilities and obligations under this Sublease. No assignment, subleasing or licensing shall release Subtenant from any of its obligations hereunder. Subtenant shall not mortgage or otherwise encumber its leasehold interest hereunder. Subtenant shall not mortgage or otherwise encumber its leasehold interest hereunder without the prior written consent of Sublandlord. This Sublease shall not be construed as an assignment of Sublandlord's interest in the Lease, and Subtenant shall not negotiate, modify or amend the Lease.

12. Inspection: Alterations. Subtenant has inspected the Premises, and is satisfied that the same is acceptable to Subtenant for all of its purposes and uses, and accepts the same and any included trade fixtures and equipment in "AS IS" condition, without any warranties, representations or obligations on Sublandlord's part to make any additional repairs, replacements, alterations, additions, installations or improvements whatsoever. Subtenant shall not expand or make or install any additions, renovations, alterations, improvements or changes in or to the Premises, or any part thereof without Sublandlord's prior written consent. Any permitted work shall be performed in a good and workmanlike manner at the sole expense of Subtenant. Subtenant shall not permit, create, incur or impose or cause or suffer others to permit, create, incur or impose any lien or other obligation against the Premises or any interest therein by reason of any work upon the Premises, and Subtenant shall indemnify and hold Sublandlord harmless of and from any and all claims or demands by any contractor, subcontractor, materialman, laborer or any other third person against the Premises, Subtenant's interest in the Premises or any interest therein relating to or arising because of any work conducted by or at the request of Subtenant. As between Sublandlord and Subtenant, any improvements or additions upon the Premises at the expiration of this Sublease shall be deemed a part of the Premises.

13. Loss or Damage to Property. If the Premises is damaged by fire or other casualty (a "Casualty"), Sublandlord shall, within thirty five (35) days after such Casualty, deliver to Subtenant a good faith estimate (the "Damage Notice") of the time needed to repair the damage caused by such Casualty. If 25 percent or more of the Premises are damaged, or if the portion of the Premises damaged by a Casualty is great enough that the remaining Premises are not large enough for Subtenant to reasonably operate a charter school for at least 300 students in the remaining Premises, then: (i) Subtenant may terminate this Sublease by delivering written notice to Sublandlord of its election to terminate within twenty (20) days after the Damage Notice has been delivered to

Subtenant, or (ii) Sublandlord may terminate this Lease by giving written notice of its election to terminate within thirty five (35) days after the Damage Notice has been delivered to Subtenant. If neither party timely elects to terminate this Sublease, then Sublandlord shall seek to enforce Prime Landlord's repair obligations as and to the extent provided in Section 13 of the Lease, and Base Rent for the portion of the Premises rendered untenable by the damage shall be abated on a prorata basis (based on square footage of the building located on the Premises) from the date of damage until the completion of the repair; however, neither Sublandlord nor Prime Landlord shall be required to repair or replace any of the furniture and equipment which may have been placed by, or at the request of, Subtenant in or about the Premises. All personal property and other equipment and items of any kind belonging to Subtenant located in or about the Premises, shall be there at the sole risk of Subtenant, and in no event shall Sublandlord have any liability for any loss, damage or theft thereof from any cause whatsoever except to the extent such loss, damage or diminution in value is caused by the breach, negligence or fault of Sublandlord.

14. Termination. Notwithstanding anything contained herein to the contrary, the existence of this Sublease is dependent and conditioned upon the existence of the Lease and the Charter, and in the event of the cancellation or termination of the Lease or the Charter for any reason, this Sublease shall thereupon be terminated without the need for further action and without liability to Sublandlord. If Subtenant is not in default under the terms and conditions hereof, any such termination shall be without liability between Sublandlord and Subtenant, except for such liability therefor accruing or as otherwise provided herein; however, if Subtenant is in default, the provisions hereof including those of default shall control as to Subtenant's liability.

15. Sublandlord's Obligations. Sublandlord shall have no duty to perform any obligations of Prime Landlord under the Lease and shall under no circumstances be responsible for or liable to Subtenant for any default, failure or delay on the part of Prime Landlord in the performance of any obligations under the Lease. No such default of Prime Landlord shall affect this Sublease or waive or defer the performance of any of Subtenant's obligations hereunder; provided, however, that in the event of such default or failure, Sublandlord agrees, upon notice from Subtenant, and at Subtenant's expense, to make demand upon Prime Landlord to perform its obligations under the Lease.

16. Eminent Domain. If the entire Premises are taken by right of eminent domain or conveyed in lieu thereof (a "Taking"), this Sublease shall terminate as of the date of the Taking. If 25 percent or more of the Premises becomes subject to a Taking, or if the portion of the Premises subject to a taking is great enough that the remaining Premises are not large enough for Subtenant to reasonably operate a charter school for at least 300 students in the remaining Premises, then: (i) Subtenant may terminate this Sublease as of the date of such Taking by giving written notice to Sublandlord within twenty (20) days after Sublandlord shall have given Subtenant notice of such Taking, or (ii) Sublandlord may terminate this Sublease as of the date of the Taking by delivering written notice thereof to Subtenant given within thirty (35) days after Sublandlord's receipt of notice of such Taking. If either party timely elects to terminate this Sublease pursuant to the preceding sentence, Base Rent shall be apportioned as of the date of such Taking. If neither party timely elects to terminate this Sublease, then Base Rent shall be abated on a prorata basis (based on square footage of the Premises) as to that portion of the Premises rendered untenable by the Taking and Sublandlord shall or shall cause Prime Landlord to make all necessary repairs or alterations to the Premises so that the remaining Premises will be suitable for Subtenant's continued occupancy..If

any Taking occurs, then Prime Landlord shall receive the entire award or other compensation for the Premises (including Land and other Improvements) taken, and Subtenant may separately pursue a claim (to the extent it will not reduce Prime Landlord's award) against the condemnor for the value of Subtenant's personal property which Subtenant is entitled to remove under this Sublease, moving costs, loss of business, and other claims it may have.

17. Subordination and Attornment. This Sublease shall be subordinate to any deed of trust, mortgage, or other security instrument, or any ground lease, master lease, or primary lease, that now covers all or any part of the Premises (the mortgagee under any such mortgage, beneficiary under any such deed of trust, or the lessor under any such lease is referred to herein as a "Landlord's Mortgagee"). Any Landlord's Mortgagee may elect, at any time, unilaterally, to make this Sublease superior to its mortgage, ground lease, or other interest in the Premises by so notifying Subtenant in writing. Subtenant shall attorn to any party succeeding to Sublandlord's or Prime Landlord's interest in the Premises, whether by purchase, foreclosure, deed in lieu of foreclosure, power of sale, termination of lease, or otherwise, upon such party's request, and shall execute such agreements confirming such attornment as such party may reasonably request. Provided Subtenant has performed all of its obligations hereunder, Subtenant shall peaceably and quietly hold and enjoy the Premises for the Term, without hindrance from Sublandlord or any party claiming by, through, or under Sublandlord, but not otherwise, subject to the terms and conditions of this Sublease.

18. Estoppel Certificates. From time to time, Subtenant shall furnish to any party designated by Sublandlord, within fifteen (15) days after Sublandlord has made a request therefore, a certificate signed by Subtenant confirming and containing such factual certifications and representations as to this Sublease as Sublandlord may reasonably request.

19. Costs and Expenses. Subtenant shall pay all costs and expenses, including reasonable attorneys' fees, which may be incurred by Sublandlord in enforcing the provisions of this Sublease or in enforcing Prime Landlord's obligations under the Lease if requested to do so by Subtenant. In the event any amounts due from Subtenant hereunder are not paid when due, such amounts shall bear interest from and after the date thereof to the date of payment at an annual rate of eighteen percent (18%) or the highest rate permitted by law, whichever is less.

20. Surrender Conditions. By not later than the expiration or any termination of this Sublease, Subtenant will surrender to Sublandlord possession of the Premises, with all personal property owned by Subtenant removed from the Premises, and with the Premises in good condition, appearance and repair, reasonable wear and tear excepted, broom clean, and free of subleases and occupants.

21. Environmental Laws. Subtenant represents, warrants, and covenants to Sublandlord that:

(a) Subtenant will operate its business on the Premises in compliance with all applicable laws, ordinances, and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment, including but not limited to those statutes, laws, regulations, and ordinances identified in subparagraph (f) below, all as amended and modified from time to time (collectively referred to as the "Environmental Laws"). All governmental permits relating to the use or operation of the Premises required by applicable Environmental Laws that are now in effect will remain in effect, and Subtenant will comply with

them.

(b) Subtenant will not cause to occur any release, generation, manufacture, storage, treatment, transportation, or disposal of “Hazardous Material”, as that term is defined in subparagraph (f) below, on, in, under, or from the Premises. Subtenant will promptly notify Sublandlord, in writing, if Subtenant has or acquires notice or knowledge that any Hazardous Material has been or is threatened to be released, discharged, disposed of, transported, or stored on, in, under, or from the Premises; and if any Hazardous Material is found on the Premises that is the result of Tenant’s activities on the Premises, Subtenant, at its own cost and expense, will immediately take such action as is necessary to detain the spread of and remove the Hazardous Material introduced to the Premises by Subtenant to the complete satisfaction of Sublandlord, Prime Landlord and the appropriate governmental authorities.

(c) Tenant will immediately notify Sublandlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to the condition of the Premises or compliance with Environmental Laws.

(d) Sublandlord and Prime Landlord will have the right at all reasonable times and from time to time to conduct environmental audits of the Premises, and Subtenant will cooperate in the conduct of each audit. The audits will be conducted by a consultant of Sublandlord’s and/or Prime Landlord’s choosing. If a violation of any of Subtenant’s warranties, representations, or covenants contained in this Section is discovered, the fees and expenses of such consultant will be borne by Subtenant and will be paid as Additional Rent under this Sublease on demand by Sublandlord.

(e) If Subtenant fails to comply with any of the foregoing warranties, representations, and covenants, Sublandlord may cause the removal (or other cleanup acceptable to Sublandlord and/or Prime Landlord) of any Hazardous Material from the Premises. With respect to the Hazardous Materials that were introduced to the Premises as a result of Subtenant’s activities on the Premises, the costs of Hazardous Material removal and any other cleanup (including transportation and storage costs) will be Additional Rent under this Sublease, whether or not a court has ordered the cleanup, and such costs will become due and payable on demand by Sublandlord. Subtenant will give Sublandlord, its agents, and employees access to the Premises to remove or otherwise clean up any Hazardous Material. Sublandlord, however, has no affirmative obligation to remove or otherwise clean up any Hazardous Material, and this Sublease will not be construed as creating any such obligation.

(f) For purposes of this Sublease, “Hazardous Material” means: (i) “hazardous substances” or “toxic substances” as those terms are defined by the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), 42 U.S.C. § 9601, et seq., or the Hazardous Materials Transportation Act, 49 U.S.C. § 1801, all as amended and amended after this date; (ii) “hazardous wastes”, as that term is defined by the Resource Conservation and Recovery Act (RCRA), 42 U.S.C. § 6901, et seq., as amended and amended after this date; (iii) any pollutant or contaminant or hazardous, dangerous, or toxic chemicals, materials, or substances within the meaning of any other applicable federal, state, or local law, regulation, ordinance, or requirement (including consent decrees and administrative orders) relating to or imposing liability or standards of conduct concerning any hazardous, toxic, or dangerous waste substance or material, all as amended

or amended after this date; (iv) crude oil or any fraction thereof which is liquid at standard conditions of temperature and pressure (60 degrees Fahrenheit and 14.7 pounds per square inch absolute); (v) any radioactive material, including any source, special nuclear or by-product material as defined at 42 U.S.C. § 2011, et seq., as amended and amended after this date; (vi) asbestos in any form or condition; and (vii) polychlorinated biphenyls (PCBs) or substances or compounds containing PCBs.

22. Notices. Any notice, demand, request, consent, approval or communication that either party desires or is required to give to the other party or any other person hereunder shall be in writing and shall be deemed to be properly served if (i) sent by certified mail with return receipt requested, (ii) sent by receipted overnight delivery service, or (iii) personally delivered to the address set forth below. The effective date of any such notice shall be three (3) business days after the date which is stamped by the United States Post Office on the envelope enclosing same, the date of the receipt for the overnight delivery or the date on which personal delivery is made, whichever is applicable. Any notice sent by Subtenant to Prime Landlord shall also be sent concurrently to Sublandlord. Until changed by written notice from the appropriate party to the other, the addresses of the parties are as follows:

Sublandlord:

Schoolhouse Finance, LLC.
1005 North Glebe Road, Suite 610
Arlington, VA 22201
Attn: Barry J. Sharp, President
Tel: (703) 527-2600
Fax: (703) 527-0038

Subtenant:

Imagine Centennial
6610 Grand Montecito Parkway
Las Vegas, NV 89149
Attn: President, Governing Board
Telephone:
Facsimile:

23. Accord and Satisfaction. No payment by Subtenant or receipt by Sublandlord of a lesser amount than the full amount of any payments to be made by Subtenant hereunder shall be deemed to be other than on account of the earliest stipulated unpaid installment thereof, and no endorsement or statement on any check or letter accompanying any check or payment shall be deemed to be an accord and satisfaction, and Sublandlord may accept such check or payment without prejudice of Sublandlord's right to recover the full amount due hereunder or pursue any other remedy available to Sublandlord.

24. Entire Agreement; Consent. This Sublease constitutes the entire agreement and understanding of the parties with respect to the matters contained in this Sublease and supersedes all other agreements between and representations by the parties with respect to such matters.

No changes, amendments or modifications of this Sublease shall be effective or enforceable unless made in writing and executed by the parties hereto. Whenever Sublandlord's consent is required by the terms of this Sublease, Prime Landlord's consent shall also be obtained if so required by the terms of the Lease. The consent by Sublandlord to any act by Subtenant requiring Sublandlord's consent shall not waive or render unnecessary Sublandlord's consent to any subsequent similar act by Subtenant. This Sublease shall be construed under the laws of the State of Nevada without resort to its conflicts of laws rules.

25. Severability. If any term or provision hereof, or any portion thereof, or the application thereof to any person(s) or circumstances shall, to any extent, be held by a court of competent jurisdiction to be invalid or unenforceable, then the remainder of this Sublease, or the application of such term or provision to persons or circumstances other than those as to which it is so judicially held to be invalid or unenforceable, shall not be affected thereby, and each term and provision of this Sublease shall be valid and be enforceable to the fullest extent permitted by law.

26. Multiple Originals. This Sublease is executed simultaneously in multiple originals, each of which shall be deemed an original, without the production of the other such originals.

27. Entry by Sublandlord. Sublandlord and its representatives shall have the right upon reasonable prior notice, at all reasonable times during Subtenant's operating hours, to enter upon the Premises for the purposes of examining and inspecting the same; provided, however, this section shall not be construed as imposing any obligation upon Sublandlord to inspect the Premises.

28. Non-Waiver. Any assent, expressed or implied, by Sublandlord to any breach of any covenant or condition herein contained shall not be construed as an assent or waiver of any such covenant or condition generally or of any subsequent breach thereof.

29. Relationship of Parties. Nothing contained herein shall be deemed or construed to create a joint venture of partnership relationship between Sublandlord and Subtenant.

30. Interpretation. This Sublease shall be interpreted in a fair and impartial manner without regard to such factors as the party that drafted this Sublease or the relative bargaining power of the parties.

31. Counterparts. This Sublease may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

[Signatures on following page.]

IN WITNESS WHEREOF, Sublandlord and Subtenant have agreed to the foregoing Sublease in its entirety as of the day and year first set forth above, and have executed the same on the day and year first set forth above.

“SUBLANDLORD”

SCHOOLHOUSE FINANCE, LLC, a
Virginia limited liability company

By: _____
Name: _____
Title: _____

“SUBTENANT”

IMAGINE CENTENNIAL, a Nevada
public charter school

By: _____
Name: _____
Title: _____

EXHIBIT A

LEASE

LEASE AGREEMENT BETWEEN

Centennial Academy, LLC, a Nevada limited liability company,

as LANDLORD,

and

Schoolhouse Finance, LLC, a Virginia limited liability company,

as TENANT

DATED as of February 1, 2010

LEASE

THIS LEASE AGREEMENT (this "Lease") is entered into as of February 1, 2010 (the "Effective Date"), between Centennial Academy LLC, a Nevada limited liability company ("Landlord"), and Schoolhouse Finance, LLC, a Virginia limited liability company ("Tenant").

1. **Lease Grant.** Subject to the terms and conditions of this Lease, Landlord leases to Tenant, and Tenant leases from Landlord the building located at 6610 Grand Montecito Parkway in Las Vegas, Nevada (the "Building"); the related land, driveways, parking facilities, recreational facilities and similar improvements surrounding the Building (the "Center"); and the land on which the Building and the Center are located (the "Land"), which is described on the attached Exhibit A (collectively, the "Premises").

2. **Lease Term.** The term of this Lease shall be ten years, commencing on July 1, 2010 (the "Commencement Date"), and expiring at 5:00 p.m., June 30, 2020 (the "Term"), which definition shall include all renewals of the initial Term).

3. **Rent.**

(a) **Basic Rent.** "Basic Rent" shall be the following sums per calendar month:

July 1, 2010 through June 30, 2012 \$35,372.30

July 1, 2012 through June 30, 2020 \$40,000.00

(b) **Payment.** Tenant shall timely pay to Landlord the Basic Rent, the Additional Rent (defined below) and all additional sums to be paid by Tenant to Landlord under this Lease (collectively, the "Rent"), at Landlord's address provided for in this Lease or as otherwise specified by Landlord. Basic Rent shall be payable monthly in advance, and shall be accompanied by all applicable state and local sales or use taxes. Basic Rent shall be payable on the first day of each month of the Term, commencing with the Commencement Date.

(c) **Operating Expenses.**

(1) Tenant shall pay, as "Additional Rent" the Operating Costs (defined below). Tenant shall pay any Additional Rent due within thirty (30) days after receipt of written notice from Landlord stating the nature and amount of the Additional Rent to be paid, along with documentation regarding the sums due.

(2) The term "Operating Costs" shall mean all expenses and disbursements (subject to the limitations set forth below) that Landlord incurs in connection with the ownership of the Premises determined in accordance with sound accounting principles consistently applied, including, but not limited to, the following costs: costs for improvements made to the Premises which, although capital in nature, are expected to

reduce the normal operating costs of the Premises, as well as capital improvements made in order to comply with any law hereafter promulgated by any governmental authority, as amortized over the useful economic life of such improvements as determined by Landlord in its reasonable discretion; insurance expenses; and Taxes (as defined below.) Any improvements to the Premises made by Landlord must have the advance written approval of Tenant in its sole discretion for the cost of those improvements to be included in the Operating Costs to be paid by Tenant hereunder. Operating Costs shall also include any improvements made off-site, but on or near the Center, that are required by any governmental agency for the continued use and operation of the Center. Operating Costs shall not include costs for (i) capital improvements made to the Premises that were not approved in advance by Tenant; (ii) repair and replacements paid by proceeds of insurance or by Tenant or other third parties; (iii) interest, amortization or other payments on loans to Landlord; (iv) depreciation; (v) leasing commissions; (vi) legal expenses for services, other than those that benefit the Tenant (e.g., tax disputes) and that were approved in advance by Tenant in its sole discretion; and (vii) federal or state income taxes imposed on or measured by the income of Landlord from the operation of the Premises.

(3) **"Taxes"** shall mean taxes, assessments, and governmental charges whether federal, state, county or municipal, and whether they be by taxing districts or authorities presently taxing or by others, subsequently created or otherwise, and any other taxes and assessments attributable to the Premises (or its operation), excluding, however, penalties and interest thereon and federal and state taxes on income (if the present method of taxation changes so that in lieu of the whole or any part of any Taxes, there is levied on Landlord a capital tax directly on the rents received therefrom or a franchise tax, assessment, or charge based, in whole or in part, upon such rents for the Premises, then all such taxes, assessments, or charges, or the part thereof so based, shall be deemed to be included within the term "Taxes" for purposes hereof). Taxes shall include the costs of consultants retained in an effort to lower taxes and all costs incurred in disputing any taxes or in seeking to lower the tax valuation of the Premises if approved in advance in writing by Tenant in its sole discretion. Landlord will cooperate with Tenant in any efforts by Tenant to obtain any reduction of or exemption from Taxes based on Tenant's status because of Tenant's use of the Premises, Tenant's legal status, or the ownership of Tenant. Landlord shall not submit any notice to Tenant for the payment of Taxes as Additional Rent prior to the 60th day before the Taxes would be delinquent if not then paid.

4. **Delinquent Payment.** Any installment of Rent or other sum due from Tenant hereunder which is not paid within 10 days after the date when due shall bear interest from the date due until paid at the rate of 8 percent per annum. In no event, however, shall the charges permitted under this Section 4 or elsewhere in this Lease, to the extent they are considered to be interest under law, exceed the maximum lawful rate of interest.

5. **Triple Net Lease.** Except as provided in Section 3(c) above, the parties intend that this Lease shall be entirely net to Landlord and, accordingly, Landlord shall not be required to make any expenditure, incur any obligation, or incur any liability of any kind whatsoever in connection with this Lease or the Premises, it being Tenant's obligation, among others, as more specifically set forth herein, to maintain the Premises, including but not limited to landscaping, and to pay Basic Rent and Additional Rent.

6. **Security Deposit.** Within five (5) business days after this Lease has been executed by both parties and Tenant's receipt of wiring instructions from Landlord, Tenant shall pay to Landlord \$50,000.00 (the "**Security Deposit**"), which shall be held by Landlord to secure Tenant's performance of its obligations under this Lease. Landlord may, from time to time and without prejudice to any other remedy, use all or a part of the Security Deposit to perform any obligation Tenant fails to perform hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. Provided that Tenant has performed all of its obligations hereunder, Landlord shall, within 20 days after the Term ends, return to Tenant the portion of the Security Deposit which was not applied to satisfy Tenant's obligations. The Security Deposit may be commingled with other funds, and no interest shall be paid thereon. If Landlord transfers its interest in the Premises and the transferee assumes Landlord's obligations under this Lease, then Landlord shall assign the Security Deposit to the transferee and Landlord thereafter shall have no further liability for the return of the Security Deposit.

7. **Improvements; Alterations; Repairs; Tenant's Maintenance; and Utilities.**

(a) **Improvements; Alterations.** Any improvements to the Premises ("Improvements") shall be installed at Tenant's expense. Improvements shall be made by Tenant only in accordance with plans and specifications which have been previously submitted to and approved in writing by Landlord in its reasonable discretion. No alterations or physical additions in or to the Premises may be made without Landlord's prior written consent, which shall not be unreasonably withheld or delayed; however, Landlord may withhold its consent to any alteration or addition that would affect the Building's structure or its HVAC, plumbing, electrical, or mechanical systems. All alterations, additions, or improvements made in or upon the Premises by Tenant that constitute trade fixtures or that either pertain to or apply specifically for use as a school or educational facility, shall, at Tenant's option, either be removed by Tenant prior to the end of the Term (and Tenant shall repair all damage caused thereby), or shall remain on the Premises at the end of the Term without compensation to Tenant. All alterations, additions, and improvements shall be constructed, maintained, and used by Tenant in accordance with all law. Landlord's approval of the plans and specifications therefor shall not be a representation by Landlord that such alterations, additions, or improvements comply with any law. Tenant shall be responsible for obtaining all governmental approvals as required for the construction and installation of Tenant improvements. Tenant shall employ Nevada licensed contractors with licenses and bond levels sufficient to perform the respective requested scopes of work to construct Tenant's improvements. Within twenty (20) days prior to the commencement of a Tenant improvement Tenant shall notify Landlord in writing of the names and addresses of the contractor(s)/subcontractor(s)/vendor(s) who will be performing said improvements. Landlord reserves the right to post a Notice(s) of Non-Responsibility on the Premises

relative thereto. Tenant's contractor(s), subcontractor(s), and vendor(s) for improvements made by Tenant shall guarantee to Tenant and for the benefit of Landlord that the portion of said improvements for which they are responsible shall be free from any defects in workmanship and materials for the statutory periods. Concurrent with the commencement of their improvement work, said contractor(s), subcontractor(s), and vendors(s) shall provide Tenant, and Tenant shall remit to Landlord, with Certificates and endorsements for GL, Auto and Worker's Compensation Insurance naming Landlord as an Additional Insured for their work.

(b) **Mechanic's Liens.** Tenant shall not permit any mechanic's liens or claims to be filed or recorded against the Premises, the Center or the Land for any labor, work performed, materials furnished, or obligations incurred by Tenant (collectively "lien") and shall indemnify and defend Landlord for all costs and damages attributable to lien(s). If such a lien is filed, then Tenant shall, within twenty (20) days after Landlord has delivered notice of the filing thereof to Tenant, either: (1) pay the amount the lien claimant requires in exchange for an original, notarized Full Unconditional Release of All Claims and Discharge of Lien compliant with NRS provisions in existence as of the lien release date and deliver said lien release to Landlord for recordation within five (5) days of Tenant's receipt of the same; or (2) cause a bond to be posted consistent with NRS provisions then in existence and in the statutory amount required to cause the lien to be removed from title to the Premises, the Center and the Land. Landlord is not responsible, nor required, to keep the Premises, the Center and the Land lien free relative to Tenant's improvements. If Tenant fails to timely take either such action, then Landlord may pay the lien claim, and any amounts so paid, including expenses and interest, shall be paid by Tenant to Landlord within 30 days after Landlord has invoiced Tenant therefor.

(c) **Utilities.** Tenant shall obtain and pay for all water, gas, electricity, heat, telephone, sewer, sprinkler charges and other utilities and services used at the Premises, together with all taxes, penalties, surcharges, and maintenance charges pertaining thereto, and if the same is not billed directly to Tenant, then the cost thereof shall be included in the Operating Costs.

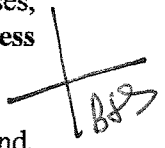
8. **Use.** Tenant shall occupy and use the Premises as a school facility or for any other use allowed under applicable laws and zoning regulations (the "**Permitted Use**") and shall comply with all laws, orders, rules, and regulations relating to the use, condition, access to, and occupancy of the Premises. The Premises shall not be used for any use which is unlawful, disreputable, creates extraordinary fire hazards, or for the storage of any hazardous materials or substances.


9. **Landlord's Acknowledgement.** Notwithstanding any other provision set forth in this Lease, Landlord acknowledges Tenant's intended use of the Premises as an elementary school and the reasonable activities associated therewith, and Landlord shall use its best efforts to make any decisions pertaining to the Premises in a manner that shall not compromise the safety and education of the children attending Tenant's school.

10. **Insurance; Waivers; Subrogation; Indemnity.**

(a) **Insurance.** Tenant shall maintain throughout the Term the following insurance policies: (1) commercial general liability insurance in amounts of not less than a combined single limit of \$2,000,000, insuring Tenant and Landlord against all liability for injury to or death of a person or persons or damage to property arising from the use and occupancy of the Premises, (2) insurance covering the full value of Tenant's property and improvements, and other property (including property of others) in the Premises, and (3) contractual liability insurance sufficient to cover Tenant's indemnity obligations hereunder. Tenant's insurance shall provide primary coverage to Landlord when any policy issued to Landlord provides duplicate or similar coverage, and in such circumstance Landlord's policy will be excess over Tenant's policy. Upon request, Tenant shall furnish to Landlord certificates of such insurance and such other evidence satisfactory to Landlord of the maintenance of all insurance coverages required hereunder, and Tenant shall obtain a written obligation on the part of each insurance company to endeavor to notify Landlord at least 30 days before cancellation or a material change of any such insurance policies. All such insurance policies shall be in form, and issued by companies, reasonably satisfactory to Landlord. The term "**affiliate**" shall mean any person or entity, directly or indirectly, controlling, controlled by, or under common control with the party in question. Tenant may provide all required insurance coverage by general policies or umbrella policies covering all of Tenant's or its affiliates' business locations.

(b) **Waiver of Negligence; No Subrogation.** Landlord and Tenant each waives any claim it might have against the other for any injury to or death of any person or persons or damage to or theft, destruction, loss, or loss of use of any property (a "**Loss**"), to the extent and amount the Loss is recovered from any insurance policy that covers the Loss, the Premises, Landlord's or Tenant's fixtures, personal property, leasehold improvements, or business, **regardless of whether the negligence of the other party caused such loss.**

during the term of this lease 
(c) **Indemnity.** Subject to Section 10(b) and 10(d), Tenant shall defend, indemnify, and hold harmless Landlord and its representatives and agents from and against all claims, demands, liabilities, causes of action, suits, judgments, damages (but not consequential damages), and expenses (including attorneys' fees) arising from (1) any Loss arising from any occurrence on the Premises, including but not limited to any Loss arising from Tenant's business operations on the Premises, except to the extent caused or materially contributed to by Landlord's negligence in acting or failing to act or (2) Tenant's failure to perform its obligations under this Lease. **THIS INDEMNITY SHALL SURVIVE THE EXPIRATION OR TERMINATION OF THIS LEASE.**

(d) **Indemnity by Landlord.** Subject to Section 10(b) and 10(c), Landlord shall defend, indemnify and hold harmless Tenant from and against all claims, demands, liabilities, causes of action, suits, judgments and expenses (including attorneys' fees) for any Loss arising from (i) any occurrence at the Premises caused or materially contributed to by Landlord's negligence in acting or failing to act or (ii) any breach or failure to perform any obligation imposed on Landlord under this Lease. This indemnity shall survive the expiration or termination of this Lease 

(e) **Limitation of Liability.** It is understood and agreed that no shareholder, partner, member, officer, director, representative, agent or employee of Landlord or Tenant shall be personally liable with respect of any covenant, condition or provision of this Lease or any claim arising out of or related to this Lease.

11. **Subordination Attornment; Notice to Landlord's Mortgagee.**

(a) **Subordination.** This Lease shall be subordinate to any deed of trust, mortgage, or other security instrument, or any ground lease, master lease, or primary lease, that now covers all or any part of the Premises (the mortgagee under any such mortgage, beneficiary under any such deed of trust, or the lessor under any such lease is referred to herein as a "**Landlord's Mortgagee**"). Any Landlord's Mortgagee may elect, at any time, unilaterally, to make this Lease superior to its mortgage, ground lease, or other interest in the Premises by so notifying Tenant in writing.

(b) **Attornment.** Tenant shall attorn to any party succeeding to Landlord's interest in the Premises, whether by purchase, foreclosure, deed in lieu of foreclosure, power of sale, termination of lease, or otherwise, upon such party's request, and shall execute such agreements confirming such attornment as such party may reasonably request, provided that said party executed and delivers to Tenant a customary non-disturbance agreement in return therefore.

12. **Condemnation.**

(a) **Total Taking.** If the entire Premises are taken by right of eminent domain or conveyed in lieu thereof (a "**Taking**"), this Lease shall terminate as of the date of the Taking.

(b) **Partial Taking - Tenant's Rights.** If 25 percent or more of the Premises becomes subject to a Taking, or if the portion of the Premises subject to a taking is great enough that the remaining Premises are not large enough for Tenant to reasonably operate a charter school for at least 300 students in the remaining Premises, then Tenant may terminate this Lease as of the date of such Taking by giving written notice to Landlord within 30 days after Landlord shall have given Tenant notice of such Taking, and Rent shall be apportioned as of the date of such Taking. If neither Tenant nor Landlord terminate this Lease pursuant to this Section 12, then Rent shall be abated on a prorata basis (based on square footage of the Premises) as to that portion of the Premises rendered untenable by the Taking and Landlord shall, at its expense, make all necessary repairs or alterations to the Premises so that the remaining Premises will be suitable for Tenant's continued occupancy.

(c) **Partial Taking - Landlord's Rights.** If 25 percent or more of the Premises becomes subject to a Taking, then Landlord may terminate this Lease as of the date of the Taking by delivering written notice thereof to Tenant given within 30 days after Landlord's receipt of notice of such Taking, and Rent shall be apportioned as of the termination date of the Lease. If neither Landlord nor Tenant terminate this Lease pursuant to this Section 12, then this Lease will continue, as provided in the last sentence of Section 12(b).

(d) **Award.** If any Taking occurs, then Landlord shall receive the entire award or other compensation for the Land and other Improvements taken, and Tenant may separately pursue a claim (to the extent it will not reduce Landlord's award) against the condemnor for the value of Tenant's personal property which Tenant is entitled to remove under this Lease, moving costs, loss of business, and other claims it may have.

13. **Fire or Other Casualty.**

(a) **Repair Estimate.** If the Premises or the Improvements are damaged by fire or other casualty (a "**Casualty**"), Landlord shall, within 30 days after such Casualty, deliver to Tenant a good faith estimate (the "**Damage Notice**") of the time needed to repair the damage caused by such Casualty.

(b) **Landlord's and Tenant's Rights.** If 25 percent or more of the Premises are damaged, or if the portion of the Premises damaged by a Casualty is great enough that the remaining Premises are not large enough for Tenant to reasonably operate a charter school for at least 300 students in the remaining Premises, then Tenant may terminate this Lease by delivering written notice to Landlord of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant. If Tenant does not so timely terminate this Lease, then (subject to Section 13(d)) Landlord shall repair the Premises, as the case may be, as provided below, and Rent for the portion of the Premises rendered untenantable by the damage shall be abated on a prorata basis (based on square footage of the Building) from the date of damage until the completion of the repair.

(c) **Landlord's Rights.** If 25 percent or more of the Premises are damaged, then Landlord may terminate this Lease by giving written notice of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant, and Basic Rent and Additional Rent shall be abated as of the date of the Casualty.

(d) **Repair Obligation.** If neither party elects to terminate this Lease following a Casualty, or if less than 25 percent of Premises are damaged then Landlord or Tenant, as applicable based on the obligation to make such repairs pursuant to other provisions of this Lease, shall, within 120 days after such Casualty, begin to repair the Improvements and the Premises and shall proceed with reasonable diligence to restore the Improvements and Premises to substantially the same condition as they existed immediately before such Casualty; however, (a) Landlord shall not be required to repair or replace any of the furniture and equipment which may have been placed by, or at the request of, Tenant in the Building, and (b) should Tenant bear the responsibility to make such repairs pursuant to other provisions of this Lease, then there shall be no abatement of Rent.

14. **Taxes.** Tenant shall be liable for all taxes levied or assessed against personal property, furniture, or fixtures placed by Tenant in the Premises. If any taxes for which Tenant is liable are levied or assessed against Landlord or Landlord's property and Landlord elects to pay the same, or if the assessed value of Landlord's property is increased by inclusion of such personal property, furniture or fixtures and Landlord elects to pay the taxes based on such increase, then Tenant shall pay to Landlord, upon demand, the part of such taxes for which Tenant is primarily liable hereunder; however, Landlord shall not pay such amount if Tenant notifies Landlord that it will contest the validity or amount of such taxes before Landlord makes such payment, and thereafter diligently proceeds with such contest in accordance with law and if the non-payment thereof does not pose a threat of lien or other cloud on Landlord's title to the Center or of loss or seizure of the Center or interest of Landlord therein.

15. **Events of Default.** Each of the following occurrences shall be an "**Event of**

Default:"

(a) Tenant's failure to pay Rent or any other sum or charge due hereunder within ten (10) days after Landlord has delivered written notice to Tenant that the same is delinquent;

(b) Tenant's failure to perform, comply with, or observe any other agreement or obligation of Tenant under this Lease and the continuance of such failure for a period of more than 30 days after Landlord has delivered to Tenant written notice thereof, provided that if the default is of such a nature that it may not be reasonably cured within 30 days, then no Event of Default shall occur hereunder if Tenant commences curing within such 30-day period and thereafter diligently and continuously pursues such cure to completion within a period of not more than 90 days after the delivery of such notice; or

(c) The filing of a petition by or against Tenant (1) in any bankruptcy or other insolvency proceeding; (2) seeking any relief under any state or federal debtor relief law; or (3) for the appointment of a liquidator or receiver for all or substantially all of Tenant's property or for Tenant's interest in this Lease; however, if such a petition is filed against Tenant, then such filing shall not be an Event of Default unless Tenant fails to have the proceedings initiated by such petition dismissed within 90 days after the filing thereof.

16. **Remedies.**

(a) Upon an Event of Default and after expiration of all applicable cure periods, in addition to any other rights and remedies Landlord may have at law or in equity, Landlord shall have the right to:

(1) Immediately terminate this Lease by written notice to Tenant, in which event the term hereof shall expire and terminate as of the termination date set forth in said notice;

(2) Pursuant to Nevada law, re-enter the Premises or otherwise dispossess Tenant and any other occupants of the Premises, remove all property from the Premises and store the same for 30 days in a public warehouse or elsewhere at the cost of, and for the account of Tenant, and hold the Premises as hereinafter provided, Tenant agreeing that no such re-entry or taking possession of the Premises by Landlord shall be construed as an election on Landlord's part to terminate this Lease, such right however, being continuously reserved by Landlord; or

(3) Perform any obligation of Tenant under this Lease and charge the cost of such performance to Tenant and Tenant shall pay such cost to Landlord within 30 days after receipt of an invoice therefor.

(b) In the event Landlord elects to re-enter the Premises, Landlord may, but shall not be obligated to, make such alterations and repairs as may be necessary to relet the Premises, and relet the Premises or any part thereof for such term or terms (which may extend beyond the Term) and at such rental and upon such other terms and conditions as Landlord in its sole discretion may deem advisable. Upon each such reletting, all rentals and other sums received by Landlord from

such reletting shall be applied, first, to the payment of the indebtedness other than Rent due hereunder from Tenant to Landlord; second, to the payment of any costs and expenses of such reletting, including reasonable brokerage fees and attorneys' fees and costs of such alterations and repairs; third, to the payment of Rent and other charges due and unpaid; and the residue, if any, shall be held by Landlord and applied in payment of future Rent and other charges as the same may become due and payable hereunder. If such rentals and other sums received from such reletting are less than the amount of Rent that would have been paid by Tenant hereunder, Tenant shall pay such deficiency to Landlord; if such rentals and sums shall be more, Tenant shall have no right to the excess. Such deficiency shall be calculated monthly and paid monthly by the Tenant upon demand by Landlord. Notwithstanding any such re-entry by Landlord, Landlord may at any time hereafter elect to terminate this Lease for such previous breach.

(c) Should Landlord at any time terminate this Lease for any Event of Default, in addition to other remedies it may have, it may recover from Tenant all damages (other than consequential damages) it may incur by reason of such default, the reasonable cost of recovering the Premises, reasonable attorneys' fees, all Rent accrued through the date of termination, and including the amount of unpaid Rent for the Premises for the remainder of the stated Term discounted to present value at a per annum rate equal to the "Prime Rate" as published on the date this Lease is terminated by the *Wall Street Journal* in its listing of "Money Rates" minus one percent (1%).

(d) It is mutually agreed by and between Landlord and Tenant that the respective parties hereto shall and they do hereby waive trial by jury of any action, proceeding or counterclaim brought by either of the parties hereto against the other on any matters arising out of or in any way connected with this Lease, the relationship of Landlord and Tenant, Tenant's use or occupancy of the Premises and any emergency statutory or any other statutory remedy.

(e) Each right and remedy of Landlord provided for in this Lease shall be cumulative and shall be in addition to any other remedy, in law or in equity existing now or hereafter. Tenant hereby expressly waives any and all rights of redemption granted by or under any present or future laws in the event of Tenant being evicted or dispossessed from any cause, or in the event of Landlord obtaining possession of the Premises, by reason of the violation of the provisions hereof by the Tenant.

17. **Payment by Tenant.** Upon any Event of Default, Tenant shall pay to Landlord all reasonable costs incurred by Landlord (including court costs and reasonable attorneys' fees and expenses) in (1) obtaining possession of the Premises, (2) removing and storing Tenant's or any other occupant's property, (3) repairing, restoring, altering, remodeling, or otherwise putting the Premises into condition acceptable to a new tenant, (4) if Tenant is dispossessed of the Premises and this Lease is not terminated, reletting all or any part of the Premises (including brokerage commissions and other costs incidental to such reletting), and (5) performing Tenant's obligations which Tenant failed to perform. To the full extent permitted by law, Landlord and Tenant agree the federal and state courts of the State of Nevada shall have exclusive jurisdiction over any matter relating to or arising from this Lease and the parties' rights and obligations under this Lease, Landlord and Tenant each hereby consents to venue in Clark County, Nevada.

18. Intentionally deleted.

19. Surrender of Premises. No act by Landlord shall be deemed an acceptance of a surrender of the Premises, and no agreement to accept a surrender of the Premises shall be valid unless it is in writing and signed by Landlord. At the expiration or termination of this Lease, Tenant shall deliver to Landlord the Premises with all improvements located therein in good repair and condition, broom-clean, reasonable wear and tear (and condemnation and Casualty damage not caused by Tenant, as to which Sections 12 and 13 shall control) excepted, and shall deliver to Landlord all keys to the Premises. Provided that Tenant has performed all of its obligations hereunder, Tenant may remove all trade fixtures and improvements that either pertain to or apply specifically for use as a school or educational facility, furniture, and personal property placed in the Premises by Tenant. Tenant shall repair all damage caused by such removal. All items not so removed shall be deemed to have been abandoned by Tenant and may be appropriated, sold, stored, destroyed, or otherwise disposed of by Landlord without notice to Tenant and without any obligation to account for such items. The term "trade fixtures" shall not include carpeting or floor coverings. The provisions of this Section 19 shall survive the end of the Term.

20. Environmental Laws. Tenant represents, warrants, and covenants to Landlord that:

(a) Tenant will operate its business on the Premises in compliance with all applicable laws, ordinances, and regulations (including consent decrees and administrative orders) relating to public health and safety and protection of the environment, including but not limited to those statutes, laws, regulations, and ordinances identified in subparagraph (f) below, all as amended and modified from time to time (collectively referred to as the "Environmental Laws"). All governmental permits relating to the use or operation of the Premises required by applicable Environmental Laws that are now in effect will remain in effect, and Tenant will comply with them.

(b) Tenant will not cause to occur any release, generation, manufacture, storage, treatment, transportation, or disposal of "Hazardous Material", as that term is defined in subparagraph (f) below, on, in, under, or from the Premises. Tenant will promptly notify Landlord, in writing, if Tenant has or acquires notice or knowledge that any Hazardous Material has been or is threatened to be released, discharged, disposed of, transported, or stored on, in, under, or from the Premises; and if any Hazardous Material is found on the Premises that is the result of Tenant's activities on the Premises, Tenant, at its own cost and expense, will immediately take such action as is necessary to detain the spread of and remove the Hazardous Material introduced to the Premises by Tenant to the complete satisfaction of Landlord and the appropriate governmental authorities.

(c) Tenant will immediately notify Landlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to the condition of the Premises or compliance with Environmental Laws.

(d) Landlord will have the right at all reasonable times and from time to time to conduct environmental audits of the Premises, and Tenant will cooperate in the conduct of each audit. The audits will be conducted by a consultant of Landlord's choosing. If a violation of any of Tenant's warranties, representations, or covenants contained in this Section is discovered, the fees and expenses of such consultant will be borne by Tenant and will be paid as Additional Rent under

this Lease on demand by Landlord.

(e) If Tenant fails to comply with any of the foregoing warranties, representations, and covenants, Landlord may cause the removal (or other cleanup acceptable to Landlord) of any Hazardous Material from the Premises. With respect to the Hazardous Materials that were introduced to the Premises as a result of Tenant's activities on the Premises, the costs of Hazardous Material removal and any other cleanup (including transportation and storage costs) will be Additional Rent under this Lease, whether or not a court has ordered the cleanup, and such costs will become due and payable on demand by Landlord. Tenant will give Landlord, its agents, and employees access to the Premises to remove or otherwise clean up any Hazardous Material. Landlord, however, has no affirmative obligation to remove or otherwise clean up any Hazardous Material, and this Lease will not be construed as creating any such obligation.

(f) For purposes of this Lease, "Hazardous Material" means: (i) "hazardous substances" or "toxic substances" as those terms are defined by the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), 42 U.S.C. § 9601, et seq., or the Hazardous Materials Transportation Act, 49 U.S.C. § 1801, all as amended and amended after this date; (ii) "hazardous wastes", as that term is defined by the Resource Conservation and Recovery Act (RCRA), 42 U.S.C. § 6901, et seq., as amended and amended after this date; (iii) any pollutant or contaminant or hazardous, dangerous, or toxic chemicals, materials, or substances within the meaning of any other applicable federal, state, or local law, regulation, ordinance, or requirement (including consent decrees and administrative orders) relating to or imposing liability or standards of conduct concerning any hazardous, toxic, or dangerous waste substance or material, all as amended or amended after this date; (iv) crude oil or any fraction thereof which is liquid at standard conditions of temperature and pressure (60 degrees Fahrenheit and 14.7 pounds per square inch absolute); (v) any radioactive material, including any source, special nuclear or by-product material as defined at 42 U.S.C. § 2011, et seq., as amended and amended after this date; (vi) asbestos in any form or condition; and (vii) polychlorinated biphenyls (PCBs) or substances or compounds containing PCBs.

21. **Right to Renew or Extend.** Provided no Event of Default exists at the time of such election, Tenant may renew this Lease for two additional periods of five years each, by delivering written notice of the exercise thereof (the "Extension Notice") to Landlord not later than 90 days before the expiration of the Term. On or before the commencement date of the extended Term in question, Landlord and Tenant shall execute an amendment to this Lease extending the Term on the same terms provided in this Lease, except as follows:

(a) Within the twenty (20) day period following Tenant's delivery of the Extension Notice, the parties shall negotiate in good faith to agree upon the amount of Basic Rent payable for each month during each such extended Term; however, during the first five year extension period, the Basic Rent per month shall not be increased more than twelve percent (12%) of the amount of the Basic Rent applicable for the last month prior to the expiration of the Term, and during the second five year period extension period, the Basic Rent per month shall not be increased more than six percent (6%) of the amount of Basic Rent applicable for the last month prior to the expiration of the extended Term, and

(b) Landlord shall lease to Tenant the Premises in their then-current condition, and Landlord shall not provide to Tenant any allowances (e.g., moving allowance, construction allowance, and the like) or other tenant inducements.

Tenant's rights under this Section 21 shall terminate if Tenant fails to timely exercise its option under this Section 21, time being of the essence with respect to Tenant's exercise thereof

22. **Rights of First Refusal to Purchase.** Provided no Event of Default exists at the time of such election, Tenant shall have a right of first refusal to purchase the Premises and the Land on the following conditions:

(a) If Landlord should desire to sell the Premises, Landlord shall first offer to sell the Premises to Tenant on the same terms and conditions as proposed by a prospective bona fide third party purchaser in a written offer signed by such prospective purchaser and Landlord. Tenant shall have 20 business days after receipt of the offer during which to accept such offer.

(b) If Landlord's offer is timely accepted by Tenant in the manner described above, the purchase price shall be paid to Landlord in accordance with the terms and conditions set forth in the subject offer from the prospective purchaser and Landlord and Tenant shall mutually execute a purchase agreement within 20 days after Tenant's acceptance of Landlord's offer.

(c) If Tenant fails to accept the offer within the time period prescribed above, Landlord shall have the right, subject to the provisions of this Section 22, to sell the Premises or the Land to the prospective bona fide third party purchaser named in the offer at the price and upon the terms stated in the offer; provided, however that if such sale is not completed within the time period set forth in the offer, then Tenant's right of first refusal interest shall again be subject to this Section 22 in all respects unless Tenant has unreasonably acted or failed to act in such a manner that caused said prospective purchaser to refuse to complete such sale.

23. **Miscellaneous.**

(a) **Landlord Transfer.** Subject to Sections 21 and 22 above, Landlord may transfer any portion of the Premises and any of its rights under this Lease. If Landlord assigns its rights under this Lease, then Landlord shall thereby be released from any further obligations hereunder, provided that the assignee assumes Landlord's obligations hereunder in writing.

(b) **Assignment and Subletting.** Except as provided in this Lease, Tenant shall not, without the prior written consent of Landlord, not to be unreasonably withheld or delayed, (i) assign, transfer, or encumber this Lease or any estate or interest herein, whether directly or by operation of law, (ii) sublet any portion of the Premises, or (iii) permit the use of the Premises by any parties other than Tenant. Notwithstanding anything to the contrary herein, Tenant may, without Landlord's consent, (i) assign this Lease or sublease the Premises, or any portion thereof, to any entity into which or with which Tenant merges or consolidates, and to any parent, subsidiary, affiliate (as defined in Section 10(a)), or any entity with which Tenant or any affiliate of Tenant has an operating contract, with no release from liability hereunder of the obligations of the Tenant

originally named in this Lease, and Tenant shall deliver to Landlord a copy of a document satisfactory to Landlord in its reasonable discretion by which such assignee or sublessee agrees to assume and perform the appropriate terms, conditions and covenants of Tenant under this Lease, and (ii) sublease from time to time one or more portions of the Premises for use as or for community, civic or charitable purposes. As long as no Event of Default exists, Tenant may allow third parties (each, a "Third Party Temporary Occupant") to use one or more portions of the Premises from time to time, concurrently with Tenant's use and occupancy of the Premises, for a fee or charge to be paid to Tenant (each, an "Incidental Concurrent Use"), and such Incidental Concurrent Uses shall not require the consent of Landlord under this Section 23(b). Prior to each Incidental Concurrent Use, Tenant shall confirm that either the Third Party Temporary Occupant has obtained commercial general liability insurance as described in Section 10(a)(1) above naming Landlord as an additional insured or that Tenant's insurance as described in Section 10(a) above shall cover said Incidental Concurrent Use, and prior to such Incidental Concurrent Use, Tenant shall provide Landlord with certificates to evidence such insurance.

(c) **Force Majeure.** Whenever a period of time is herein prescribed for action to be taken by either party hereto, such party shall not be liable or responsible for, and there shall be excluded from the computation of any such period of time, any delays due to strikes, riots, acts of God, shortages of labor or materials, war, governmental laws, regulations, or restrictions, or any other causes of any kind whatsoever which are beyond the reasonable control of such party.

(d) **Brokerage.** Except for Anthony Hama of Sperry Van Ness ("Landlord's Broker") and Scot Lauderdale of Twainy Associates ("Tenant's Broker"), neither Landlord nor Tenant has dealt with any broker or agent in connection with the negotiation or execution of this Lease. Tenant and Landlord shall each indemnify the other against all costs, expenses, attorneys' fees, and other liability for commissions or other compensation claimed by any other broker or agent claiming the same by, through, or under the indemnifying party.

(e) **Estoppel Certificates.** From time to time, Tenant shall furnish to any party designated by Landlord, within 20 days after Landlord has made a request therefor, a certificate signed by Tenant confirming and containing such factual certifications and representations as to this Lease as Landlord may reasonably request.

(f) **Notices.** All notices required or permitted hereunder shall be in writing and shall be served on the parties at the addresses set forth below. Any such notices shall be either (a) sent by overnight delivery using a nationally recognized overnight courier, in which case notice shall be deemed delivered one business day after deposit with such courier, (b) sent by facsimile transmission, evidenced by confirmed receipt, and followed by a hard copy sent by overnight delivery service or personal delivery as described herein, or (c) sent by personal delivery. Notice given by facsimile transmission or personal delivery shall be effective only if received by the party to be notified between the hours of 8:00 a.m. and 5:00 p.m. of any business day with delivery made after such hours to be deemed received the following business day. A party's address may be changed by written notice to the other party; provided, however, that no notice of a change of address shall be effective until actual receipt of such notice.

If to Landlord: Centennial Academy, LLC
Attn: Stephen B. Aizenberg
4511 W. Cheyenne Ave., Suite 105
N. Las Vegas, NV 89032
Facsimile: (702) 873-7776

With a copy to: Centennial Academy, LLC
Attn: Rochelle Wilson
4511 W. Cheyenne Ave., Suite 105
N. Las Vegas, NV 89032
Facsimile: (702) 463-7697

If to Tenant: Schoolhouse Finance, LLC
Attn: Andrew Gordon
1005 North Glebe Road, Suite 610
Arlington, Virginia 22201
Facsimile: (703) 527-0038

With a copy to: Schoolhouse Finance, LLC
Attn: Aaron Kindel
18052 North Black Canyon Highway
Phoenix, Arizona 85053
Facsimile: (602) 547-7922

With a copy to: ~~Current Principal~~ ^{BS} ~~6610 Grand Montecito Parkway~~ ^{BS}
~~Las Vegas, Nevada~~ ^{NS}

(g) **Severability.** If any clause or provision of this Lease is illegal, invalid, or unenforceable under present or future laws, then the remainder of this Lease shall not be affected thereby and in lieu of such clause or provision, there shall be added as a part of this Lease a clause or provision as similar in terms to such illegal, invalid, or unenforceable clause or provision as may be possible and be legal, valid, and enforceable.

(h) **Amendments; and Binding Effect.** This Lease may not be amended except by instrument in writing signed by Landlord and Tenant. No provision of this Lease shall be deemed to have been waived by Landlord unless such waiver is in writing signed by Landlord, and no custom or practice which may evolve between the parties in the administration of the terms hereof shall waive or diminish the right of Landlord to insist upon the performance by Tenant in strict accordance with the terms hereof. The terms and conditions contained in this Lease shall inure to the benefit of and be binding upon the parties hereto, and upon their respective successors in interest and legal representatives, except as otherwise herein expressly provided. This Lease is for the sole benefit of Landlord and Tenant, and no third party shall be deemed a third party beneficiary hereof.

(i) **Quiet Enjoyment.** Provided Tenant has performed all of its obligations hereunder, Tenant shall peaceably and quietly hold and enjoy the Premises for the Term, without hindrance from Landlord or any party claiming by, through, or under Landlord, but not otherwise,

subject to the terms and conditions of this Lease.

(j) **No Merger.** There shall be no merger of the leasehold estate hereby created with the fee estate in the Premises or any part thereof if the same person acquires or holds, directly or indirectly, this Lease or any interest in this Lease and the fee estate in the leasehold Premises or any interest in such fee estate.

(k) **Entire Agreement.** This Lease constitutes the entire agreement between Landlord and Tenant regarding the subject matter hereof and supersedes all oral statements and prior writings relating thereto. Except for those set forth in this Lease, no representations, warranties, or agreements have been made by Landlord or Tenant to the other with respect to this Lease or the obligations of Landlord or Tenant in connection therewith.

(l) **Waiver of Jury Trial.** To the maximum extent permitted by law, Landlord and Tenant each waive right to trial by jury in any litigation arising out of or with respect to this Lease.

(m) **Governing Law.** This Lease shall be governed by and construed in accordance with the laws of the State of Nevada.

(n) **Attorneys' Fees.** In the event of any action, arbitration or proceeding brought by either party against the other under this Lease, the prevailing party as determined by the court or arbitrator, shall be entitled to recover its expenses and costs, including its attorneys' fees and expert witness fees in such action or proceeding, including costs of appeal, if any, in such amount as the court or arbitrator may adjudge reasonable.

(o) **Authority.** Tenant is a limited liability company duly organized, validly existing and in good standing under the laws of the State of Virginia. Tenant is duly qualified to do business in the State of Nevada of the type contemplated by this Lease. The individuals executing this Lease represent that: (1) they are fully competent and have all requisite authority to execute this Lease on behalf of their principal; (2) no further entity review and/or approval is required to bind either party to the obligations herein; and (3) neither the execution of this Lease, nor the consummation of the transaction contemplated herein, will constitute a breach under any contract or agreement to which either is a party or by which either is bound or affected.

(p) **Recording.** Prior to the Commencement Date and Tenant's election to secure a leasehold title insurance policy, whichever date last occurs, Tenant, Tenant's agents, representatives and any person, entity, managers, members (collectively, "Tenant Parties") acting by, thorough, affiliated with, under contract with or in conjunction with Tenant are expressly prohibited from recording and shall not record any documentation, memoranda or the like against title to the Premises of and concerning this Lease and/or any rights purported granted herein. In the event Tenant elects to record such documentation, no less than twenty (20) days prior to Tenant's desired recordation date, Tenant shall submit its proposed document to Landlord for Landlord's and Landlord's lenders' review and consent, which consent shall not unreasonably be withheld. In the

event such documentation is recorded without Landlord's prior written consent Tenant shall be liable for all damages attributable thereto.

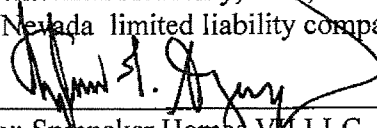
(q) **List of Exhibits.** All exhibits and attachments attached hereto are incorporated herein by this reference.

Exhibit A - Legal Description of Land

Dated as of the date first above written.

LANDLORD:

Centennial Academy, LLC,
a Nevada limited liability company


By: Sprnaker Homes VII LLC
Its: Managing Member

By: SBA Development, Inc.
Its: Managing Member

By: Stephen B. Aizenberg
Its: President

TENANT:

SCHOOLHOUSE FINANCE LLC, a Virginia
limited liability company

By: _____
Its: _____

event such documentation is recorded without Landlord's prior written consent Tenant shall be liable for all damages attributable thereto.

(q) **List of Exhibits.** All exhibits and attachments attached hereto are incorporated herein by this reference.

Exhibit A - Legal Description of Land

Dated as of the date first above written.

LANDLORD:

Centennial Academy, LLC,
a Nevada limited liability company

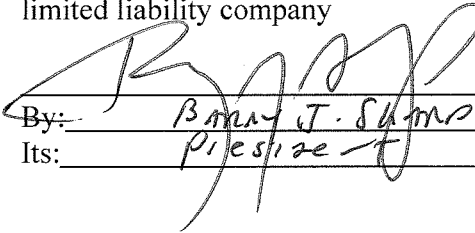
By: Spinnaker Homes VII LLC
Its: Managing Member

By: SBA Development, Inc.
Its: Managing Member

By: Stephen B. Aizenberg
Its: President

TENANT:

SCHOOLHOUSE FINANCE LLC, a Virginia
limited liability company

By:  Barry J. Szymo
Its: President

Attachment C.3(f)
Certificate of Occupancy

Certificate of Occupancy

City of Las Vegas, Nevada
Department of Building & Safety

This Certificate issued pursuant to the requirements of the International Building Code indicating that at the time of issuance this structure was in substantial compliance with the various Structural, Fire, and Life Safety Codes of the City regulating building construction or use. Any Certificate of Occupancy presuming to authorize a violation of the code or other ordinance is declared invalid.

Plan Check #

Building Permit No. 169548

Building Address 6610 GRAND MONTECITO PKWY Suite No. _____

Type of Construction V-B Occupancy Classification E Area: 37234 S.F.

Building Owner's Name: CENTENNIAL ACADEMY LLC

Owner's Address: _____

Tenant's Name: IMAGINE SCHOOL IN THE VALLE

Description of Use: NON WORK - SCHOOL

Prepared By: Susan Denton Date: AUGUST 12, 2010

By: 

CHRIS KNIGHT
POST IN CONSPICUOUS PLACE
BUILDING OFFICIAL

Attachment C.3(g)
Insurance



3975 Fair Ridge Dr., Suite 110-North Bldg.
Fairfax, VA 22033
(703) 352-2222
Fax (866) 925-7123

July 27, 2012

State Department of Education
700 E. Fifth Street
Carson City, Nevada, 89701

RE: Imagine School - Centennial
6160 Grand Montecito Parkway
Las Vegas, NV 89149

To Whom It May Concern:

On behalf of Philadelphia Indemnity Insurance, Hartford Insurance Company, and National Union Fire Company, authorized insurers in the State of Nevada, I have reviewed the types and amounts of insurance required for a charter school, pursuant to Nevada Administrative Code ("NAC") 386.215, and hereby submit the following estimate:

- Property coverage for school building, contents and business income exposures is estimated at \$25,000.
- General Liability including Umbrella and Employee Benefits Liability is estimated at \$12,500
- Educators Legal Liability, D&O and EPL coverages are estimated at \$8,500
- Workers Compensation is estimated at \$11,000

As current broker, I will obtain coverage from the referenced carriers, or comparable companies, based on market pricing at the time of application and subject to underwriting.

In the event you have additional questions or wish to discuss the representations set forth herein more fully, please do not hesitate to contact me directly.

Sincerely,

Mary E. Burns, CPCU
Account Executive
Vice President

Attachment C.3.3

Inspection Documents

City of Las Vegas
INSPECTION RESULT

AP #: 22597



Inspection Date: 3/14/2012 10:40:24 AM

Re-Inspection Date:

Inspector: KURT JOHNSON

A/P Name:
QUEST ACADEMY

Inspection Type:
558-AM - (AREA MANAGEMENT
ACTIVITY)

Job Address:
6610 GRAND MONTECITO PKWY LAS VEGAS,
89149-

AP Issued To:

Location:

Comments:

Violations that were noted on previous inspection(s) have been corrected. No open violations at this time.

P
A
S
S
E
D

Problem/Violations

POST IN A CONSPICUOUS PLACE



SOUTHERN NEVADA HEALTH DISTRICT
LAS VEGAS, NEVADA

HEALTH PERMIT

THIS CERTIFIES THAT THE ESTABLISHMENT LOCATED AT THE ADDRESS SHOWN BELOW AND OWNED AND/OR OPERATED BY ENTITY INDICATED HAS BEEN FOUND TO BE OPERATING IN CONFORMITY WITH THE HEALTH LAWS AND REGULATIONS PROMULGATED BY THE NEVADA DIVISION OF ENVIRONMENTAL PROTECTION AND THE SOUTHERN NEVADA DISTRICT BOARD OF HEALTH. THIS CERTIFICATE GRANTS THE APPLICANT APPROVAL TO OPERATE THE TYPE OF ESTABLISHMENT INDICATED, BUT IS REVOCABLE AT ANY TIME BY THE SOUTHERN NEVADA HEALTH DISTRICT OFFICER FOR FAILURE ON PART OF THE PERMITTEE TO MEET STATE AND DISTRICT HEALTH LAWS AND REGULATIONS.

OWNED AND OPERATED BY **Imagine School in the Valle**

BUSINESS | ADDRESS **Imagine School in the Valle
6610 Grand Montecito PKWY
Las Vegas, NV 89149-0210**

TYPE OF ESTABLISHMENT **ELEMENTARY SCHOOL**

PERMIT IS NOT
TRANSFERABLE

DATE GRANTED | EXPIRES **07/01/2011 | 06/30/2012**

PERMIT NUMBER **PR0021899**

LAWRENCE K. SANDS, D.O., M.P.H. | Chief Health Officer

FEE PAID **\$118.00**

ENVIRONMENTAL
HEALTH SPECIALIST **Marilou Siy**

AREA **LAS VEGAS**

POST IN A CONSPICUOUS PLACE



SOUTHERN NEVADA HEALTH DISTRICT
LAS VEGAS, NEVADA

HEALTH PERMIT

THIS CERTIFIES THAT THE ESTABLISHMENT LOCATED AT THE ADDRESS SHOWN BELOW AND OWNED AND/OR OPERATED BY ENTITY INDICATED HAS BEEN FOUND TO BE OPERATING IN CONFORMITY WITH THE HEALTH LAWS AND REGULATIONS PROMULGATED BY THE NEVADA DIVISION OF ENVIRONMENTAL PROTECTION AND THE SOUTHERN NEVADA DISTRICT BOARD OF HEALTH. THIS CERTIFICATE GRANTS THE APPLICANT APPROVAL TO OPERATE THE TYPE OF ESTABLISHMENT INDICATED, BUT IS REVOCABLE AT ANY TIME BY THE SOUTHERN NEVADA HEALTH DISTRICT OFFICER FOR FAILURE ON PART OF THE PERMITTEE TO MEET STATE AND DISTRICT HEALTH LAWS AND REGULATIONS.

OWNED AND OPERATED BY **Imagine School in the Valle**

BUSINESS | ADDRESS **Imagine School in the Valle Kitchen
6610 Grand Montecito PKWY
Las Vegas, NV 89149-0210**

TYPE OF ESTABLISHMENT **WARM/HOLD ELEMENTARY SCHOOL KITCHENS**

PERMIT IS NOT
TRANSFERABLE

DATE GRANTED | EXPIRES **07/01/2011 | 06/30/2012**

PERMIT NUMBER **PR0021900**

LAWRENCE K. SANDS, D.O., M.P.H. | Chief Health Officer

FEE PAID **\$121.00**

ENVIRONMENTAL
HEALTH SPECIALIST **Marilou Siy**

AREA **LAS VEGAS**

Attachment C.4.4

Drills and Emergency Situations

Attachment C.4.4 Drills for Students

Emergency drills are a central part of the preparedness plan for Imagine Centennial. When faced with an emergency situation, people respond as they have trained – which is why firefighters frequently participate in emergency drills and exercises in Nevada. The schools have found their partnerships with firefighters and other emergency responders to be very important. Practicing emergency responses and skills in schools may someday save lives. School emergency plans must be exercised and practiced to discover potential weaknesses and reach maximum effectiveness.

In addition to the monthly fire drill – and sometimes as determined by the agency more often than once a month - the following drills will be practiced on a regular basis. During the first month of school, all drills will be practiced. Drill procedures and practice are at the core of the Emergency Management Plan. (Attachment C.4.5)

Drills and Emergency Situations Imagine Centennial

Emergency Management Plan

- A. In cooperation with other community agencies such as the Clark County Office of Emergency Management, Imagine Centennial will maintain an Emergency Plan to be followed in any state of extreme emergency.
- B. The principal will develop school emergency procedures that are consistent with district-wide guidelines and procedures. The principal will discuss the emergency procedures with the staff so that all personnel in the school will understand the procedure and know what is expected of them.
- C. Principals and teachers shall provide for safety and emergency instruction for students.
- D. Imagine Centennial Governing Body will procure the necessary liability insurance to cover all health and safety requirements.

Fire Drills

- A. Nevada law requires that fire drills shall be held once each month during the school year. Therefore, fire drills shall be conducted under the supervision of the chief of the fire department. Additionally, the principal may conduct additional school fire drills at any time desired.
- B. Copies of fire escape route diagrams and fire drill information shall be approved by the chief of the fire department or, if there is no fire department, the state Fire Marshall. The approved procedures and diagram shall be posted in every classroom of Imagine Centennial.
- C. The principal will work out the best procedures to implement approved fire escape routes and signals for fire drills in the school, and see that every teacher and student understands them. Alternate routes will be planned in case the regular fire exit is blocked.

Fire Drill Preparation

Each teacher will have a Fire Drill Emergency Folder attached to each exit door in the classroom. Each folder will contain:

- A red exit map with possible emergency exits and approved meeting places posted on the front of the folder, visible for all to see. The evacuation map will have a diagram of the floor plan of the building, be specific as to the exit for persons inside that room, and will also be posted beside all building exit doors.
- An up-to-date roster that includes each currently-enrolled student's name
- A bright green flag that will indicate to authorities that all students are accounted for.

- A bright red flag that will indicate to authorities that all students are NOT accounted for.
- A bright purple flag that will indicate to authorities that extra students have been counted.

Fire Drill Procedures

Each teacher will follow these procedures in the event of a fire or fire drill under the supervision of the Fire Department.

- If directed to do so, the employee will activate the fire alarm in his/her location upon request by the Fire Marshall in the case of a supervised drill.
- Students will quickly and orderly file through the exit doors with their teachers/supervisors.
- The teacher will collect the Fire Drill Emergency Folder from the nearest exit and take it outside to the approved meeting place.
- The teacher will shut off the lights and make sure the exit door is unlocked.
- The teacher will follow the students in a single file to the approved meeting place.
- If:
 - The teacher has accounted for all present students, he/she will hold up the GREEN flag.
 - The teacher has NOT accounted for all present students, he/she will hold up the RED flag.
 - A supervisor will approach the teacher to inquire about the missing student(s).
 - The teacher has accounted for MORE than his/her assigned students, he/she will hold up the PURPLE flag.
 - A supervisor will approach the teacher to inquire about the additional student(s).
- The teachers will be signaled by a whistle and waving of a large YELLOW flag by a supervisor that it is safe to re-enter the building with the students.

Shelter-In-Place drills will be conducted once per school trimester under the supervision of the required authorities.

Shelter-In-Place Preparation

Each teacher will be provided with instructions on expected procedures and materials required for proper implementation of emergency procedures. Teachers will be provided with all necessary materials to carry out emergency procedures.

Shelter-In-Place Procedures

After determination that a toxic, unknown, or flammable gas is present outside the facility or after instructions from the fire department:

The office will:

1. Announce Shelter-In-Place.
2. All classroom doors will be locked and sealed (for drill purposes put a small piece of masking tape across door and threshold).
3. All students and teachers in portables will remain in their classroom. Office will contact each portable for information regarding attendance.
4. Teachers should take attendance and tape a list of missing students on the window.
5. The air conditioning/heating units will be turned off (simulated during a drill).
6. All outside doors to the building/portables will be locked and sealed with tape.
7. Any student not in a classroom when it is sealed should be sent to the office (do not open your door to let the student in).
8. Any teacher not having students at the time of a drill must report to the office for assignment.
9. The drill procedures will be in force until an “all clear” has been given.

Lockdown

When the school receives a call from local authorities of a dangerous situation in the neighborhood of the school, the following procedure will be followed:

1. Announce that the school is on lockdown. Everyone inside.
2. Outside students will be escorted to the nearest building entrance.
3. Students and staff in special classes (Art, Music) remain in place.
4. Teachers on prep will remain at their present location.
5. LOCK DOORS(s) and move away from windows and outside walls.
6. Close drapes/mini-blinds.
7. Take attendance and remain with class.
8. Teachers slide color card and information form under door to notify status of students.
9. Administrative staff and Crisis Team members report to office for directions.
10. Wait for “ALL CLEAR” announcement.

EMERGENCY DRILLS AND PROCEDURES

Imagine Centennial

FIRE

- COUNT HEADS AS STUDENTS FILE OUT TO DESIGNATED AREA
- GRAB SIGN & ATTENDANCE BINDER
- CLOSE DOOR
- MEET STUDENTS IN DESIGNATED AREA
- DOUBLE CHECK STUDENTS PRESENT AGAINST ROSTER
- WAIT FOR ALL CLEAR

SHELTER IN PLACE

- LOCK DOORS
- PLACE CARD UNDER DOOR
- SEAL WINDOWS ("X" TAPE ON WINDOWS & DOOR)
- PLACE CARD UNDER DOOR
(RED=MISSING CHILDREN, GREEN=ALL STUDENTS INSIDE)
- CONTINUE TEACHING

SOFT LOCK DOWN

- LOCK DOORS
- CONTINUE TEACHING
- PLACE CARD UNDER DOOR
(RED=MISSING CHILDREN, GREEN=ALL STUDENTS INSIDE)
- WAIT FOR ALL CLEAR

HARD LOCK DOWN

- HEAR THE SECRET CODE ANNOUNCED
- LOCK DOORS
- DUCK AND COVER UNDER CUBBIES
- TURN OFF LIGHTS
- PLACE CARD UNDER DOOR
(RED=MISSING CHILDREN, GREEN=ALL STUDENTS INSIDE)
- DO NOT OPEN DOOR
- WAIT FOR ALL CLEAR

Attachment C.4.5
""EMERGENCY'O CPCI GO GP V'RNCP

Imagine Centennial Emergency Management Plan

PURPOSE

The purpose of the Emergency Management Plan is to provide emergency preparedness and response instructions, information and procedures to protect the safety and well-being of students, staff and visitors at Imagine Centennial during a time of emergency. Specific objectives of this plan include:

- Protection of the safety and welfare of students, staff and visitors.
- Provision of guidelines for a safe and coordinated response to emergency situations.
- Protection of facilities and property of Imagine Centennial.
- Guidelines to restore normal conditions with minimal confusion in the shortest time possible.
- Guidelines for coordination with off-site emergency operations resources and services.

EMERGENCY POLICY

- Imagine Centennial has established certain policies governing emergency preparedness and response, which relate directly to this plan. These include:
 - The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and the school Staff.
 - In the event of a major disaster during school hours, the school will not be dismissed without the express approval of the Principal or his designee. Until released to parents or their pre-authorized representative, students will remain under the supervision of school authorities.
 - Imagine Centennial staff should be prepared to use fire extinguishers, turn off utilities (water, electricity, and gas) and be prepared to do search and rescue. Staff may be required to stay ON SITE for 24-36 hours or longer, so that parents will know their whereabouts of their child; however, it may be necessary to leave the site as a group. Children should be within the care of staff of Imagine Centennial. We will have emergency supplies on hand and will be accessible in the event of an emergency. Children will only be released to people listed on the Emergency Release Form.

PROJECTIONS OF IMAGINE CENTENNIAL NEEDS:

The school has enrollment of about 500 students ages 5-13. It has about 45 employees which are here for the full day. It is the school's projection that it may be necessary to provide care, including a meal for this number of people in the event of such an emergency.

Since many of the students live in the surrounding community, it is estimated that many parents will pick up children as soon as possible. It is estimated that most children will be

picked up within a six-hour period. Less than 1/3 of the students may need to stay over a longer period of time.

ALTERNATE SITES

If there is a need for evacuation from the school site the following site is approved by the Principal for use:

TBD

COMMUNICATION

The Imagine Centennial Emergency Response Team Members have cell phones that may be used in case of an emergency. The school also has a battery operated radio and car radios to receive information. The school also has 2-way radios, which can be used to communicate internally. The staff has appointed a designated zone leader to contact parents in the case of an emergency.

IMAGINE CENTENNIAL PREPAREDNESS MEASURES

Staff Orientation to the Emergency Plan

The Principal orients employees to the Emergency Plan at least annually. Orientation includes a review of employees' mandated role as Emergency Response Team during declared disasters; the site's Emergency Management Program and concept of emergency operations, emergency response policies and procedures, and how to conduct and evaluate required drills.

The Principal may ask employees with specific skills to fulfill certain emergency management roles (i.e. First Aid, CPR, Search and Rescue and/or Fire Extinguisher training and certification).

Development Committee

On an annual basis, the Development Committee (appointed by the Governing Board) will review the plan and make adjustments as suggested by school leadership, school employees, and city emergency services. The Development Committee will consist of a member of the governing board, at least one administrator, at least one licensed teacher, at least one staff member, at least one parent (all members will be from Imagine Centennial), at least one member of the local law enforcement agency, and at least one representative from a state or local organization for emergency management.

Students and Staff with Special Needs

Students and staff with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs on the Emergency Information and Release Form. A copy of this form is maintained in a portable disaster file, which will be removed by the principal if the site must be evacuated.

Message to Parents

Each year all parents will be asked to fill out and sign the Emergency Information Release Form this provides an emergency medical release for the child and designees who are authorized to pick up their child.

Postings of Procedures

Evacuations routes and emergency procedures are posted by the doorway in each classroom and school offices. These posted procedures will include an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Students and staff will gather according to homeroom classes unless otherwise instructed by public safety officials. Attendance must be taken immediately upon meeting in assigned areas.

Classroom Disaster Kit

At the beginning of each school year, instructional staff will prepare a classroom disaster kit containing the specific supplies listed on the attached sheet. Whenever the building is evacuated, the teacher will remove this kit and the attendance sheet.

NOTE: The contents of this kit should be coordinated through the Principal or the Principal Designee.

Portable Disaster File

A portable file, containing student emergency contact and other disaster information will be maintained in the School Office and will be removed by the Office Staff whenever the building is evacuated.

Disaster Supplies

Disaster supplies for projected care for 36 hours including food, first aid, blankets, tarps, and tools are kept in the supply room. This room is easily located and accessible to the entire staff. A list of all supplies that will be kept in the supply room is presented on the attached sheet.

Zones

To assist in identifying specific locations where there is a threat, the campus has been divided into numbered zones. Each zone is assigned to a zone leader that will communicate all commands in the event that an emergency response is required. The zones are identified as follows:

Zone 1	Main Office	Zone Leader:
Zone 2	Cafeteria & Kitchen	Zone Leader:
Zone 3	Rooms _____	Zone Leader:
Zone 4	All K & 1 Classrooms	Zone Leader:
Zone 5	P.E. Courtyard Area	Zone Leader:
Zone 6	MS Offices & Rooms _____	Zone Leader:
Zone 7	MS Multi-Purpose & Rooms _____	Zone Leader:
Zone 8		Zone Leader
Zones 1-8	Campus Overview	Zone Leader

CRISIS TEAM ROSTER & RESPONSIBILITIES

Principal
Physical Education
Business Manager
Receptionist
Data Processor/Registrar
Principal Designee
City/County Communications Liaison

Emergency Codes

CODE RED	Threat Incident outside the facility that warrants lockdown of facility including SAFE Team Members. (Drive-by-Shooting, Outside Disruption, Terrorist Threat)
CODE YELLOW	Threat Incident inside the facility that warrants lockdown of facility excluding SAFE Team Members.
CODE BLACK	Evacuate Facility (Fire, Gas Leak, Bomb, or Bomb Threat)
CODE BROWN	Accidental Chemical, Biological, Radiological, or Nuclear Spill
CODE BLUE	Medical Emergency
CODE WHITE	Active Shooter or Multiple Response Required. (Used in conjunction with Red or Yellow Code) (Active Shooter, Hostage/Barricade Situation, Natural Disaster/Injury, Death or Suicide at School, Plane Crash Near School)
CODE GREEN	All Clear. Return to Classroom and/or normal activities.
CODE ORANGE	Evacuate. (When situation warrants beyond codes)

If there is an unknown person on campus, an announcement will be made that states, “Paging Mr. Bakke to Zone _____”. This should be an indication to all staff member to lock all doors, internal and external.

Classroom Supplies

- ✓ Class Roster *(Update Monthly or as Needed)*
- ✓ First Aid Kits (one per class) containing: *(To be kept in folder)*
 - Band Aids
 - Gauze
 - Tape
 - Antiseptics
 - Scissors
- ✓ Flashlights *(To Be Kept On Wall Near Emergency Response Folder)*
- ✓ Batteries *(To Be Kept In Flashlights)*
- ✓ Large plastic bags *(To Be Kept In Classroom)*
- ✓ Name Tags *(To Be Kept in Folder)*
- ✓ Pad and Pen *(To Be Kept in Folder)*
- ✓ Instructional Supplies (paper, pencils, crayons, etc.)



NOTE: All items listed above should only be used in the event of an announced code. Do not use these items as a part of your daily classroom activities. As items become depleted, remember to request replacements from Mrs. McGowan.



Imagine Centennial

Safety Program

**Nevada Revised Statute (NRS) 618.383
Nevada Administrative Code (NAC) 618.540**

Las Vegas, Nevada

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IMAGINE CENTENNIAL SAFETY PROGRAM

SAFETY POLICY

I expect every employee of Imagine Centennial to make every effort to integrate safety and health considerations into every part of their daily activities. Safety program effectiveness is a shared responsibility. Each employee must contribute their fair share in order for our company to remain competitive and successful. We are committed to provide a safe work place for all employees and encourage all employees to be involved.

The objective of our safety and health program is to reduce injuries and illnesses by 10% per year. Management is charged with the responsibility for assuring that each employee is provided with the tools and resources necessary to accomplish their job tasks in a safe manner consistent with established procedures, safety and health rules and criteria. Violations of safety and health policy and procedures will not be tolerated by management or employees and is subject to progressive discipline.

Every employee is encouraged to identify unsafe conditions and be assured that immediate action will follow to permanently solve the safety concern. Each employee can also feel confident that identifying unsafe conditions will not result in any type of reprisal to them. The prevention of accidents and mishaps is crucial to the success of the safety program. If every employee does their part, we will all have a safe place to work.

Signed,

Principal

RESPONSIBILITIES

GOVERNING BOARD:

- Be ultimately responsible for the safety and health program including NRS 618.383.
- Provide the resources necessary to effectively implement the programs.
- Provide direction and leadership.
- Ensure that the programs are effectively implemented.
- Provide a safe and healthful workplace.

SCHOOL ADMISISTRATION:

- Ensure effective execution of the programs within their areas of responsibilities.
- Ensure that employees comply with safety and health rules.
- Inspect work areas to ensure that hazards are promptly identified and corrected.
- Ensure that employees are provided with and use appropriate safety devices, safeguards, personal protective equipment (PPE), and tools needed to safely perform assigned tasks.
- Ensure employees receive safety training and are knowledgeable of the safety and health rules relevant to their jobs.
- Report and investigate injury and illnesses and property damage accidents.
- Ensure that the company's discipline policy is fairly administered.

EMPLOYEES:

- Be an active participant in the safety and health program.
- Perform all tasks according to established policies, procedures and safe work practices.
- Perform a safety evaluation of his or her work space daily or as conditions warrant.
- Inspect all tools and equipment prior to use to identify any hazards.
- Promptly report any injury, illness or incident to the appropriate person.

SAFETY DIRECTOR:

The President has appointed the Safety Director (BUSINESS MANAGER) to serve as his safety and health representative in safety and health related matters. The BUSINESS MANAGER is assigned the responsibility for development, implementation and oversight of the safety and health program. The BUSINESS MANAGER's duties include:

- Ensure compliance with all applicable federal, state and local safety and health requirements.
- Develop, publicize and administer the company's safety and health programs and procedures.
- Ensure that all employees are provided with adequate and appropriate safety and health training.
- Conduct surveys/inspections to assess program effectiveness and compliance.
- Make recommendations to management for the correction of hazards.
- Provide assistance, advice and guidance to managers, supervisors and employees on safety and health matters.
- Ensure that accidents, injuries and illnesses are promptly reported and investigated.
- Maintain required records and program documentation.
- Assess and analyze operations and data to determine trends and address problem areas.
- Review safety and health programs when changes in operations dictate and update as necessary (at least annually).

HAZARD ID, ANALYSIS & CONTROL:

Imagine Centennial takes a pro-active stance toward the identification, analysis and control of any existing or potential hazards in the workplace. Efforts begin with comprehensive pre-planning and hazard

analysis for new or changed operations. Hazard identification will be accomplished through inspections, trend analysis and employee communication.

Inspections:

- The worksite supervisor will be responsible for conducting informal daily inspections.
- The BUSINESS MANAGER will conduct formal weekly or monthly inspections according to the job tasks involved.
- The inspection checklist will be used and status and progress of corrective action will be tracked by both the supervisor and the Business Manager.
- Identified hazards that are not corrected immediately will be documented in writing. The BUSINESS MANAGER will assign each such hazard a priority for correction based on its hazard potential and severity, and the status of any corrective actions will be tracked until completion.
- When a hazard is found to be an imminent threat to life, health, or property, the BUSINESS MANAGER, manager or worksite supervisor shall take action to immediately stop work and remove personnel from the danger. Work will not start without the abatement of the hazard or without written approval of the Regional Director.
- Completed inspection checklists will be forwarded to the BUSINESS MANAGER and kept on file for 3 years.

Reported Hazards:

Hazards reported to the BUSINESS MANAGER by employees will be sent to the corresponding department supervisors for immediate action. The information will explain the hazard but not who reported the hazard unless the employee has given permission to release his or her name. The goal is to learn what hazards exist and to correct them. No one will take adverse action against anyone for identifying a safety or health hazard.

Analysis:

- The BUSINESS MANAGER will conduct a periodic accident trend analysis to identify any accident potentials that need to be addressed. The analysis should include evaluating physical equipment, procedures, training and supervision. Sources of information that can aid in hazard analysis include:
 - Loss Reports
 - OSHA Injury and Illness Log
 - Accident Reports
 - Incident “Near Miss” Reports
 - Employee Input
 - Personal Observations
 - Job Safety Analysis
 - Inspection Reports

Control:

After a hazard has been analyzed, the BUSINESS MANAGER will give it priority based on its overall severity. Hazards will then be controlled as outlined below:

- Any hazard that can be eliminated will be.
- All other hazards will be controlled by using engineering or administrative controls or a combination of these as appropriate.
- Supervisors are to correct hazards within their control.
- Remaining hazards will be evaluated and controls implemented by the President or his designated representative (in most cases the BUSINESS MANAGER) with the assistance of the Safety Committee.

Administrative and work practice controls for hazards will be either designated as a separate safety program or part of a safety procedure. The following controls for hazards can be found in separate programs and/or procedures:

- Chemical hazards; see Hazard Communication Program.
- Fire, bomb threat, earthquake, events: see Emergency Action Plan.
- Bloodborne pathogens exposure: see Bloodborne Pathogen Program and accompanying documents.
- Energy source hazards: see Energy Control Program, Lock/Out Tag/Out.
- Use of respirators: see Respirator Program,
- Noise hazards: see Hearing Conservation Program.

SAFETY & HEALTH TRAINING

COMMUNICATIONS:

The PRICIPAL is responsible for communicating the program to company employees. This will be done by holding mandatory safety meetings and training classes. Employees will receive initial training on the program prior to their first day of work. Hazards associated with their job will be explained in depth so that the employee is knowledgeable of the safety issues and the required safety equipment to be used.

The BUSINESS MANAGER will act as a liaison between management and workers for safety and health issues. He will inform management of the status of the safety and health program and will inform workers of the new safety and health rules, policies, and procedures.

Management will also receive training and follow safety guidelines and rules. The BUSINESS MANAGER will ensure that management is following the safety guidelines.

Employees are encouraged to provide input regarding safety issues. They may do so without fear of reprisal.

Management/employees will have safety and training records in their file. The BUSINESS MANAGER is responsible for documenting and maintaining these records.

Program Responsibility:

The Principal is responsible for ensuring that every employee receives the required formal and practical training prior to beginning work. The BUSINESS MANAGER, acting as the Principal's representative, is responsible for the development and administration of the safety and health training program.

Supervisors will not assign an employee to a task or operation for which the employee is not trained to perform safely. When a new operation is being conducted, or new equipment or chemical is introduced, the supervisor must ensure that the employee is properly trained before allowing him/her to work without constant supervision.

Employee training:

- Every new employee will receive safety and health orientation training prior to being assigned to any position within the company. This training will include: Employee safety rights and responsibilities; site emergency action plan; first aid procedures; and Company safety policy and procedures.

- Every employee will receive safety and health training on all activities required of his or her job description.
- Employees who demonstrate a lack of knowledge of safety rules or work skills will be prohibited from working at the tasks involving the deficient topic/skill until retrained and recertified if required.

Training Program Topics:

Some training events require periodic refresher or follow-up training. Others require formal classroom training followed by practical demonstration of skill. Each topic outline suggests the frequency of training. The following training topics are required training at Imagine Centennial:

- Employer and employee rights and responsibilities
- Workplace Safety Program
- Emergency Action Plan and/or Fire Prevention Plan
- Accident and incident reporting
- Vehicle operations and forklifts
- First aid/medical treatment
- Bloodborne Pathogen Awareness
- Hazard Communication
- Personal Protective Equipment (PPE) use
- Compressed Gases
- Ladder Safety
- Power and Hand Tool Safety
- Office safety
- Construction site safety
- Scaffold safety requirements/competent person
- Electrical Safety
- Fire extinguisher use/combustible and flammable liquid safety
- Machine Guarding
- Material Handling
- Slips, Trips and Fall Safety
- Confined Space entry
- Lock out/Tag out

Documentation/Recordkeeping:

The BUSINESS MANAGER shall keep a record of each training event for 3 years. Record of orientation training and training necessary for in employee certification/qualification shall be maintained in each employee’s personnel file.

ACCIDENT REPORTING AND INVESTIGATION

Accidents and near misses must be reported immediately to your supervisor! Employees who are injured on the job are encouraged to seek professional medical attention when necessary. Limited first aid supplies (band-aids, antiseptic, aspirins, etc) are available at the BUSINESS MANAGER’s office. However, no company employee is required to provide first aid services except on a Good Samaritan basis.

When a serious accident involving an employee injury requiring medical care, the supervisor or co-worker shall call 911 and request immediate assistance. Serious accidents involving the hospitalization of three or more employees or a fatality must be reported to the Nevada Occupational Safety and Health

Administration (OSHA) within 8 hours of receiving notification of the accident. The BUSINESS MANAGER is responsible for gathering pertinent information and making this notification.

If immediate medical attention is not required, the employee will complete the Notice of Injury/Occupational Disease (C-1) and give the completed form to their supervisor.

The BUSINESS MANAGER is responsible for conducting an investigation to determine the cause of the accident and for recommending corrective actions.

Accident Investigation:

The BUSINESS MANAGER is responsible for assuring adequate investigations are conducted of near miss, injury and property damage accidents. Normally, the supervisor is responsible for conducting the investigation of minor injury and property damage mishaps. Imagine Centennial's accident investigation form will be used to document the results of the investigation. This form is sent to the BUSINESS MANAGER as soon as practical after the accident.

If serious accident occurs, the BUSINESS MANAGER may assume full responsibility for the investigation. For very serious accidents, the BUSINESS MANAGER may form an accident investigation team to assist in the investigation.

All Accident/Injury investigations should include enough information to determine the root cause of the incident. In serious accidents, the scene should be secured so that evidence is not destroyed. Photographs may help in reconstruction if necessary. The investigation should include facts about the injured employee: name, age, employment status, whether employee was performing regular job duties, etc. Next, information about the type of injury sustained should be collected: body part, severity, medical attention rendered at the scene, etc. Take statements from any witnesses to the accident.

Recommendations resulting from an accident investigation will be tracked until completion. The BUSINESS MANAGER will assign responsibility for implementation of the recommendation and will monitor the status of the recommendation. Documentation of corrective action will be maintained in the accident report folder.

Recordkeeping:

Human Resources will maintain injury accident records (Workers Compensation records) and is responsible for maintaining the OSHA 300 Log and Summary of Occupational Injuries and Illness. A copy of the Log and any applicable forms will be maintained for at least 5 years. The BUSINESS MANAGER will maintain records of the accident investigation forms and will maintain a copy of the appropriate OSHA 301 (or equivalent) in the folder with the Investigation reports.

SAFETY COMMITTEE

Imagine Centennial recognizes that cooperative effort is required to ensure a safe operation. We have established a Safety Committee to facilitate the proper cooperative attitude.

The Safety Committee shall be composed of members of an equal amount from both employees and management. Each Department will have at least one employee representative. No more than 3 management members will be selected as members at any one time. Employee members will be selected from volunteers whenever possible and will serve two year term.

The BUSINESS MANAGER will serve as the safety committee advisor and is responsible for providing meeting agendas, giving assignments to the committee, and publicizing committee accomplishments. Safety Committee meeting minutes and attendance rosters shall be maintained for three years.

The BUSINESS MANAGER is responsible for assuring that committee members are adequately trained to perform their committee duties and responsibilities.

The primary purpose of the safety committee is to evaluate safety and health program effectiveness, suggestions, hazard reports, hot line reports, etc., and to provide suggestions and recommendations for improving workplace safety.

Additional duties of the committee include advising and educating employees in safety working practices, investigating accidents and their causes, recommending preventive measures, inspecting work areas, and other duties as assigned.

Meetings will be held quarterly or more often as needed. Discussion items will include:

- Inspection Reports
- Accident Reports
- The safety of operating methods and practices
- Review and make recommendations on employee hazard reports, suggestions, etc.

The safety committee members will receive their regular rates of pay while performing safety committee duties. Time spent performing safety committee duties shall be documented using normal time reporting procedures.

Committee Representatives:	
1. Management Rep _____	2. Management Rep _____
3. Management Rep _____	4. Employee Rep _____
5. Employee Rep _____	6. Employee Rep _____

GENERAL SAFETY RULES

The following general safety rules establish some broad guidelines for employee conduct on the job:

- Employee will follow published safety and health rules and regulations.
- Torn, frayed, or loose clothing can be hazardous when working around machinery.
- No roughhousing or horseplay.
- Employees using prescript or over-the-counter medicine that cause drowsiness or impairment must report that use to the supervisor before start of work.
- Do not handle/tamper with any machinery/equipment that is not part of your assigned duties.
- Do not start machinery, operate valves or switches unless you have been trained and qualified to do so.
- Obey warning signs.
- Keep work areas clean and orderly. If you spill it or drop it, clean it up.
- Wash hands after handling hazardous chemicals.
- No eating or drinking in areas where hazardous chemicals are being used.
- Never use a defective tool or machine.
- No tools, equipment, etc., will be brought onto the site without approval of the BUSINESS MANAGER and supervisor.
- Extension cords will be used only for temporary (less than one day) use. Cords will not be placed where they create a tripping hazard or be damaged by passing employees or equipment in use.
- Store materials and equipment only in approved storage locations.
- Avoid stacking supplies and materials on top of cabinets and other office furniture.
- Open only one drawer of a filing cabinet at a time. Never leave a drawer open unattended.
- Scissors, staplers, letter openers, etc. will only be used for their intended purposes.
- Keep floors clean and dry whenever possible.
- Get help when lifting or moving heavy objects.
- Never substitute anything for a ladder.

Managers and supervisors will develop and publish more specific safety rules applicable to their work sites. These rules must be coordinated with the BUSINESS MANAGER before publication.

ENSURING COMPLIANCE/DISCIPLINE POLICY

Supervisors are directed to impose appropriate disciplinary actions for repeated violations of safety rules. Noted violations, and any associated disciplinary actions will be documented in the employees' personnel file.

The following progressive discipline will apply to managers, supervisors, and employees:

- First Violation : Verbal warning
- Second Violation: Written warning and mandatory re-training
- Third Violation: Suspension without pay
- Fourth Violation: Termination

NOTE: Any manager, supervisor, or employee who knowingly violates any policy, procedure, or regulation that places them or another employee at imminent risk of serious injury or death shall have their employment immediately terminated.

TRAINING OUTLINE FOR FRONT OFFICE

- The office will have fire extinguishing equipment and a training program on how to use extinguishers.
- An evacuation plan will be in place with periodic fire drills and training.
- Inspect the work place using an inspection form.
- Exit signs will be lighted and clearly visible, emergency lighting will be installed.
- Aisles will be kept clear to allow for easy travel and exit in the event of an emergency.
- Doors to stairwells and to exits will not be blocked. These areas will be clearly marked.
- Store solvents and any other flammable or combustible liquid property and use in small amounts only.
- Trash and rubbish will be properly stored and discarded daily.

TRAINING OUTLINE FOR OFFICE SAFETY

- Chairs will never be used in place of a ladder. Chairs will be stable and have at least a 5 point base. Adjustable seating will be used for different builds of people and different tasks. Armrests will be low and short enough to fit the chair under the work surface and allow the user to get close enough to the work surface to use the chair backrest.
- Thin keyboards will be used to minimize wrist deviation or keyboard palm rests will be used. A short rest break will be encouraged after each hour of computer work is performed.
- A physician approved first aid kit will be available for emergency use.
- Work areas will be well illuminated; however, glare will be reduced by lowering the lighting. Window glare can be reduced by providing drapes or blinds.
- Items stored on racks and shelves will not be overhanging or protruding so as to cause personal injury.

INSPECTION LOG

All copies of the inspection log will be sent to the safety office upon completion.

DATE _____ SUPERVISOR _____ LOCATION _____

VIOLATION _____

CORRECTIVE ACTION _____

CORRECTIVE DUE DATE _____

VIOLATION _____

CORRECTIVE ACTION _____

CORRECTIVE DUE DATE _____

VIOLATION _____

CORRECTIVE ACTION _____

CORRECTION DUE DATE _____

VIOLATION _____

CORRECTIVE ACTION _____

CORRECTION DUE DATE _____

NOTES:

SAFETY MEETING/TRAINING

TOPIC _____

DATE/TIME _____

TRAINER/SUPERVISOR _____

EMPLOYEES ATTENDED

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TRAINING RECORDS ARE TO BE KEPT FOR THREE YEARS IN THE SAFETY OFFICE.

ACCIDENT INVESTIGATION REPORT

TO BE FILLED OUT BY SUPERVISOR IMMEDIATELY AFTER INJURY, AND TURNED IN TO THE SAFETY OFFICE FOR REVIEW BY MANAGEMENT.

NAME OF INJURED _____

DATE AND TIME OF INJURY _____

LOCATION _____

WITNESSES _____

SUPERVISOR _____

HOW ACCIDENT OCCURRED _____

MEDICAL TREATMENT _____

CORRECTIVE ACTION _____

CORRECTION DUE DATE _____

STEPS TAKEN TO PREVENT RECURRENCE _____

NOTES:

ALL ACCIDENTS MUST BE REPORTED IMMEDIATELY NO MATTER HOW SMALL TO SUPERVISOR.

NOTICE OF SAFETY INFRACTION

We consider the safety of our employees to be very important. Therefore, to prevent accidents, it is our policy to strictly enforce company safety rules. Infractions of safety rules will result in the following:

- 1st – Written/Verbal Warning
- 2nd Infraction – Written Warning
- 3rd Infraction - 3 to 5 days suspension
- 4th Infraction – Dismissal

NAME _____, you have been observed working in the following unsafe manner, contrary to company safety rules: _____

This is your 1st _____ 2nd _____ 3rd _____ 4th _____ Infraction.

Action taken, therefore is: _____

Supervisor: _____ Date _____

Employee: _____ Date _____
