

Academy of Arts and Sciences

Nevada Charter Petition

August 2013

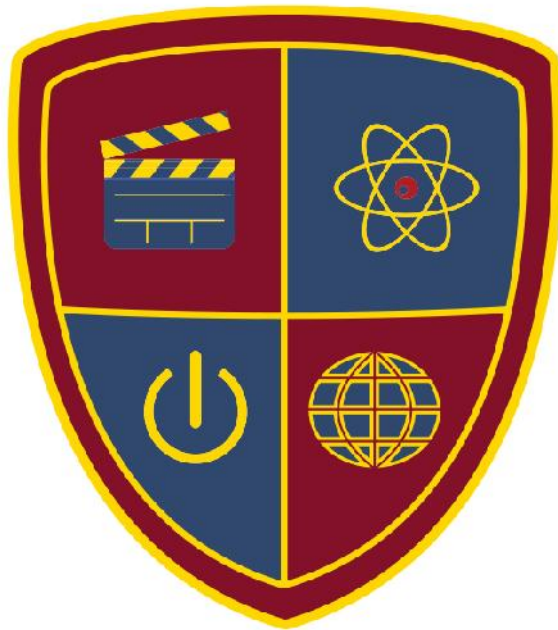


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A.1: Mission, Vision and Educational Philosophy

A.1.1 Purpose

Academy of Arts and Sciences (AAS) is committed to providing a rigorous, college ready, Arts and Science focused, program of inquiry that meets the needs of all students. ACADEMY OF ARTS AND SCIENCES offers the security of established structure and cutting edge online curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff brings a wealth of experience and best practices from leading schools both with Nevada and the United States. The diversity within the student population enhances the sense of community, and our small size enables us to maintain close and valued links with the members of our school community: students, parents, and staff.

Our students will improve academically through the innovative teaching methods and curriculum provided through online and face to face delivery. In addition to improving academically, our flexible scheduling and online learning allows students from all backgrounds and situations to take advantage of our free, quality public education. Our purpose is to actively engage and enrich our students through a blended online environment which will enhance students' academic performances. [NRS 386.520 (4)(b)]

A.1.2 Mission

The mission of Academy of Arts and Sciences is to develop leaders, passionate about making a positive contribution to their local and global communities. We will do this by implementing an academically rigorous, inquiry-based, college preparatory curriculum, cultivating international awareness through the arts, sciences, and the International Baccalaureate program, and by developing meaningful traditions and learning opportunities that reinforce our model of inquiry.

A.1.3 Vision

The long term vision of the school is to become one of the highest-performing charter schools in the Nevada educational landscape, producing students and graduates who are college-bound and successful

at competitive universities across the nation, and who will go on to become motivated, effective, and principled leaders and citizens. Within the next decade, ACADEMY OF ARTS AND SCIENCES will offer this innovative instructional model to students throughout Nevada, and throughout the country. This vision will be accomplished by creating a school environment in which: Adults are sensitive facilitators of the process of empowering students to value their learning and to take responsibility for it; Students are seen as competent and are listened to by the adults around them; Students are encouraged to be curious, be inquisitive, ask questions, explore and interact with their academic environment physically, socially and intellectually; Explicit learning outcomes and the learning process are made transparent to the students; Students are supported in their efforts for mastery of skills on their journey to become independent, autonomous learners; Learning experiences are differentiated to accommodate the range of abilities and learning styles in the group; and Collaboration on the part of all teachers is high, with a commitment to an interdisciplinary approach to teaching.

A.1.4 Philosophy

In education, one size does not fit all. The philosophy of Academy of Arts and Sciences (ACADEMY OF ARTS AND SCIENCES) is that every student deserves to learn, regardless of scheduling or location. ACADEMY OF ARTS AND SCIENCES is dedicated to providing students and families with both a blended online learning environment and an independent study model that can meet an individual student's needs.

Our Learning Center Hubs will support the blended learning environment by providing meeting areas for the social and face to face component on this program. Teachers and students will meet at the Learning Centers for additional meeting times and for school activities. The Learning Centers will also be home to the any community wide activities we will have for both students, parents, learning coaches, and families. The social aspect of the Learning Centers helps create strong inter-personal relationships and actively includes all members of our school community.

For those that are not local to a Learning Hub or have other commitments outside of education, we will offer a course of Independent Study. This closely monitored component allows for students to pursue other opportunities while ensuring the integrity and quality of their education. All Independent students are monitored by and held accountable to our Master Agreement. The Master Agreement clearly informs the student and family about the policies regarding attendance, evaluations, course of study objectives, and resources available to the student. By signing this agreement, both student and learning coach/parent are agreeing to the terms and expectations of our program.

Our educational program is based on the instructional needs of our target student profile. Our target student profile is not limited to any particular demographic. Instead, the Charter School is designed and organized to serve students and families who have chosen a blended educational setting for any of the following reasons, or other reasons relevant to the individual: Individuals who are self-directed and choose a wider range of academic options; Students of all ability levels seeking additional academic and learning opportunities; Exposure to the International Baccalaureate Program and the Arts and Sciences; Family relationships, personal beliefs and values, and families who prefer a blend of online and on site instruction; Scheduling (i.e. sports, drama, extracurricular activities); High-risk/at-risk for successfully achieving high school graduation or equivalency; or Health reasons prohibit them from attending normal classroom programs.

Through achievement markers such as benchmark data, standardized testing, greater graduation rates, higher levels of community service, and increased student satisfaction, we will know that our educational philosophies are successful and relevant. [NAC 386.150 (4)] Regardless of past experiences, or current situations, all students deserve the opportunity to succeed academically and to receive a quality, free education.

A.2: School-Specific Goals and Objectives

A.2.1 Educational goals/objectives

The educational goals of Academy of Arts and Sciences are to provide all students with the necessary tools and resources to succeed in a global economy, regardless of background. To do so, ACADEMY OF ARTS AND SCIENCES will use the Common Core Standards as a compass to lead projects and curriculum that will insure our students' academic success. [NRS 386.520 (4)(b)] [NRS 386.520 (4)(n)]

- Within the first three years, 85% of our students will improve by at least one level on the SMARTER Balanced Assessment Consortium (SBAC) in the area of Language Arts, until the level of proficient or advanced is reached.
- Within the first three years, 88% of our students will improve by at least one level on the SMARTER Balanced Assessment Consortium (SBAC) in the area of Math, until the level of proficient or advanced is reached.
- 90% of ACADEMY OF ARTS AND SCIENCES students taking the Nevada High School Proficiency Examination (NHSPE) will pass.
- Students will master 80% of content material before moving on to next level as measured by the curriculum based assessments.
- Students will participate in at least 1 school sponsored community activity a semester, as verified by teacher and attendance rosters.
- Teachers will meet with Learning Coaches and Mentors at least two times a semester as measured by teacher records.

A.2.2 Organizational/Management goals/ objectives

In order to be successful academically, the organization needs goals that can help us meet our academic goals.

- ACADEMY OF ARTS AND SCIENCES will retain at least 80% of its staff during the first three years.
- The School will have an average re-enrollment rate of 75% during its first five years.
- According to Parent Satisfaction Surveys, at least 90% of the parents will be satisfied with the instructional mode.
- Our yearly attendance rate will be at least 97%.

A.2.3 Assessment tools/data/artifacts

Academy of Arts and Sciences students will participate in both the yearly SMARTER Balanced Assessment Consortium during grades 3-8. In addition, high school students will take the Nevada High School Proficiency Examination in order to qualify for graduation.

Students also take unit assessments in order to move on to the next level in any given area. Students must show a content mastery of at least 80% in order to advance to the next level.

State standardized test results, curriculum assessment data, work samples, and teacher records and logs will serve as the artifacts and evidence. [NAC 386.150 (4)]

A.2.4 Reasonableness of goals

These goals are believed to be reasonable and attainable. The vision of the school is to create well-rounded, college bound students who are able to compete academically and responsibly. Through a network of teachers, learning coaches and mentors, and community members, our students will be supported and encouraged in their academic endeavors.

A.3: Curriculum and Instruction

A.3.1 Curriculum model

The Charter School's curriculum will meet Nevada State Content Standards and Common Core State Standards. The curriculum at the Charter School will develop a foundation of basic skills from which students can build and cultivate higher-order thinking skills. It will be simultaneously rigorous and relevant to students. Our curriculum and instructional framework is guided by the independent study and blended online learning models used nationwide.

Courses at the Charter School combine online content with textbooks from nationally recognized publishers. A sampling of instructional materials is included in the appendices. This model offers a rich learning environment in that it combines a vast amount of age-appropriate learning resources available through the Internet with prescribed print curriculum and other electronic learning resources. Students migrate from a dependence on textbooks to a reliance on a variety of learning resources. This method of delivery relies both on providing quality online learning opportunities and the Charter School instructional staff guiding and individualizing student learning to obtain maximum results. Directed online learning will be supplemented and enhanced with off-line (print-based) activities and assignments, Charter School instructional staff/student discussion boards, project-based learning assignments and opportunities for collaborative projects.

Courses are structured around objectives, content, and assessments. The Charter School's courses have been designed to meet today's rigorous academic environment. The Charter School's courses follow an objective-based learning structure. Objectives for the course are clearly identified at the beginning of the course and will be included in the student's master agreement. Each full-year course is divided into 6 Units. Unit objectives are identified at the beginning of each unit. Units are then further divided into Topics. A Unit typically has between 3 and 6 Topics.

Topics are structured to include reading assignments, plus activities from a companion “Learning Guide” which is prepared for each Charter School course by the course author. The Learning Guide will be available to each Student online. Its materials supplement the textbook readings with:

- Additional supporting instructional material regarding a particular concept;
- Guidance as to “what to look for” during the reading assignment;
- Additional reference materials, from the web or other sources, to expand on the concepts being presented in the readings;
- Stories and application viewpoints.

Graded activities will include, as a minimum, a Unit Exam at the end of each Unit, plus a Part I exam taken after Unit 3 (similar to a Semester Final Exam), and a Part II exam taken after Unit 6 (similar to a Final Exam). Exams are typically “open-book.” Exams will include a variety of assessment types: True/false and multiple choice, short answer, and essay.

In addition, additional activities (which may be graded or ungraded) that are included in each course may include: Research Paper, Theme based projects, Data Analysis, Journals and Story writing, Practice quizzes at the end of most Topics, and Character and Story Analysis.

Our full-year courses are designed to contain approximately 180 hours of course work to complete, or the equivalent of one Carnegie Unit or one year of study. Our semester courses are designed to deliver approximately 90 hours of course work to complete, and are the equivalent of one-half of a Carnegie Unit, or a high school semester. A complete catalog of courses is included in the attachments.

Our courses are rich with multimedia to keep students engaged throughout their online experience. Most of our multimedia is built using Flash technology. All courses contain a variety of flash tutorials which include audio, text, and video components that reinforce course content and are designed to address various learning styles. All of our courses are also rich with engaging self-check and practice activities for students to self-assess their mastery of the course content. We also use a variety

of Flash-based games including flashcard activities, crossword puzzles, drag and drop/matching activities, as well as basic self-check quizzes. These activities can be completed as many times as the student desires until they have mastered the skills. We offer animations to students to demonstrate a concept where appropriate. We have added avatars that both entertain and teach concepts using flash technology. Avatars are used to present dialogues in our foreign language courses as well as instructional tutorials within our core subjects. Examples of the many different activities we provide in our courses are below.

[A.3.2 Schedule of courses](#)

Academy of Arts and Sciences offers comprehensive classes that prepare students for the skills and abilities needed to succeed academically, and globally. Each course must be mastered before a student can progress to the next level. Attachment A.3.2 gives a complete list of the classes as assigned and required per grade level.

[A.3.3 Course descriptions and alignment with standards](#)

All courses offered through Academy of Arts and Sciences are closely aligned with Common Core State Standards. Attachment A.3.3 gives an explicit list of course descriptions and alignment with Common Core Standards. [NAC 386.150(5)], NRS 386.550 (1)(i), NRS 389.018(1)

[A.3.4 Typical daily schedule](#)

With the unique learning environment that Academy of Arts and Sciences provides, there is no such thing as a typical day. Students have the flexibility and commitment to construct their instructional day in a way that meets various individual needs and learning styles.

A.3.5 Courses to complete for promotion

The course to promotion is based off of the table of classes that makes up the Class Schedule.

Attachments A.3.2 and A.3.3 give a list and descriptions of classes needed to pass by grade level.

Students must receive a passing grade in each course to qualify for promotion.

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

In addition to the requirements listed in Attachment A.3.6, students must pass the Nevada High School Proficiency Examination in order to graduate. Students pending finalization of grades/transcripts/test scores may participate in the ceremony but will receive their diploma once their graduation status has been verified.

A.3.7 Policy for Pupil Promotion

Academy of Arts and Sciences has a Policy for Pupil Promotion that clearly outlines requirements for yearly promotion. The PPP needs to include students' grades and other indicators of academic achievement. Students' results on the Criterion Referenced Test (CRT) may be included as one indicator of academic achievement. However, CRT results may not be the exclusive criterion for promotion or retention, as they have not yet been certified for that purpose pursuant to *NRS 389.659*.

Academy of Arts and Sciences bases promotion and retention at the following specified grade levels based on grades and other indicators of academic achievement designated by the district:

- Between second and third grade
- Between third and fourth grade
- Between fourth and fifth grade
- Between the end of the elementary grades and the beginning of middle school
- Between the end of the middle school grades and the beginning of high school (*NRS 389.659*)

The identification of students who should be retained or who are at risk of being retained is based primarily on proficiency in reading between the second and third grades and between the third and fourth grades. For the remaining grade levels, identification is based on proficiency in reading, English-language arts, and mathematics.

A.3.8 Diploma (*if applicable*)

Please refer to Attachment A.3.8 to see an example of Academy of Arts and Sciences' Diploma.

A.3.9 Transcript

Official transcripts should be requested from the registrar's office at least two weeks prior to deadlines.

(NAC 386.150(8)) See attachment A.3.9 for a copy of a transcript.

A.3.10 Transfer of credit

Upon charter approval, the Charter School plans to request affiliation with the Western Association of Schools and Colleges, (WASC). Once such a request is made, a review visit can be scheduled after the Charter School has been in operation for at least three months.

A pupil who has successfully completed courses at a ACADEMY OF ARTS AND SCIENCES must be allowed to transfer the credit that he/she received as applicable toward advancement to the next grade at any other public school or toward graduation from any other public school. The Charter School will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet Nevada State University (NSU) entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the NSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the

NSU list and transferability of classes will be updated on an annual basis. A state-certified high school diploma will be issued to all students who meet the Charter School's graduation requirements. (NRS 386.582, NAC 386.150(8))

Transferring into ACADEMY OF ARTS AND SCIENCES

Transfer credits are awarded on a case-by-case basis by the registrar's office. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. (NAC 389.445) ACADEMY OF ARTS AND SCIENCES will accept transferable credits for equivalent classes as explained by NRS 386.582.

To earn high school credit toward graduation, students must supply complete records (depending on state requirements), which may include evidence of attendance, state/national test results, curricula followed, and/or portfolio of work. A core group of school personnel (e.g., an administrator, language arts teacher, mathematics teacher, and a Special Education Area Manager where appropriate) will review the documentation within five (5) business days of submission and determine the number of credits to be awarded for transfer. The school will accept the grades awarded by the home school for any credit transferred. (NAC 389.445)

A.3.11 Textbooks

Textbooks and materials have been created specifically for this program. Please refer to Attachment A.3.11 for a complete list of additional books needed. The curriculum developers are included in Nevada's list of approved providers.

A.3.12 Instructional strategies

The School's teachers use a variety of instructional strategies. Through multi-sensory delivery, students are able to access the curriculum regardless of different learning styles. The online delivery system

provides videos, games, and books to address the various types of learners. Students are asked to move, touch, see, and speak to build meaning and background knowledge.

Using previously developed curriculum, teachers in the online classroom focus less on planning and content development, which allows them more time to be spent on the other value-added tasks undertaken by highly effective teachers. In other words, more quality instructional time is spent working with students and interacting with them in the learning environment than on some of the behavioral and administrative tasks teachers typically assume. This enhances the learning experience for students and creates a clearer focus for teachers.

The Charter School's instructional model allows for a flexible student learning experience in a structured environment, with an appropriate amount of interaction between highly qualified certificated teachers and the independent study learner.

- Teachers will conduct at least one scheduled, hour-long synchronous instructional session per course per week through Elluminate™ software. These sessions describe specific content which allows for student participation and interaction. Sessions are archived for students to access later.
- Teachers also will be required to conduct one scheduled, hour long "office hour" session per week for an open discussion or Q&A format through Elluminate™ software. These sessions are intended to assist students who may need additional help, missed an archived session or who may be working at their own pace.
- Student discussion boards are utilized for unit topics in each subject as group discussions in which all students participate.
- Teachers send outbound personalized emails to each student a minimum of once a week.

- Grading and responses to student questions by phone, email, and synchronous tutoring are ongoing. Teachers are required to respond to all student communications within one school calendar day.
- Teachers monitor student progress and activity, at least weekly, through activity and grade book reporting.
- The school is committed to the Charter School teacher-student contact with strong adult guidance to facilitate learning.

Daily lesson plans are contained in our online course pacing guides for students to work at their own pace or by the pacing guide provided. Online lessons through Elluminate™ are archived for student review and for those students who were unable to attend the online session. Assignments are broken down into off-line reading and activity assignments, online activity assignments, discussion board responses, and assessments. Charter School teachers have the ability to monitor individual student progress through the Content Management System (CMS).

Part of the learning process will require students to reflect on their learning, to self-evaluate their progress, and to design steps for improvement and advancement of their growing body of knowledge. Students will learn how to use information as a strategic lifelong resource as they learn how to identify problems, find and evaluate resources, plan work strategies, synthesize and present information. By working with information in a variety of contexts, students will develop an understanding and appreciation for its importance, and they will be more likely to retain and apply it in real-world situations.

Students get written feedback from their teachers in the form of comments on their assignments, but students can contact their teachers at any time to discuss comments or any other aspect of the class. These meetings can take the form of telephone calls or online sessions using Elluminate™ software.

Teachers will initiate online meetings with students any time a student's quality of work requires attention. In addition to these meetings, students can request an individual meeting with their teacher online at any time to discuss progress.

In addition to feedback and responsiveness to student and parent questions, regular reporting will occur as follows:

- Weekly Progress Reporting via e-mail to parents and to students via their assigned k¹² webmail account. This report focuses on reporting the amount of time spent online working in each course, the number of assignments and other assessments submitted, the average score on work submitted, and the average course grade to date for each course. This information is generated from the learning management system and the grade book for each course. These reports are received on Tuesday and report data from the previous week.
- Monthly Teacher-created progress reports sent to parent e-mail accounts. These reports are created by each teacher and compiled into reports on individual students. They contain not only grade and progress information, but teacher written comments on the quality and pacing of student work. These reports require a response from parents that they have reviewed the report, and also to either request an individual teacher/counselor/student services coordinator phone conference or to indicate that they are satisfied with the information provided in the report and that no phone conference is necessary.
- Quarterly face-to-face parent conferences to review reports of quarterly progress to date for each student. Parents will be mailed an assigned time and location for the conferences to occur. They can request either to attend face to face or via Elluminate. Parents who choose to not attend the meetings will be required to speak with the counselor by phone about student progress. Documentation of all these contacts will be maintained in the student's record.

Two copies of the hard copy report cards will be mailed to the parent's address as indicated in the student record. 10 days following the end of each semester. Parents are required to sign one copy of the report and return it by mail in the postage paid envelope or by fax to the school office fax number

A.3.13 Professional Development

Academy of Arts and Sciences ensures the development of its staff by frequently surveying the teachers as to areas in which they would like additional information or professional development. In addition, monitoring student progress helps in determining which content areas might be in need of additional resources and tools.

Through organizations such as ASCD, Scholastic, Annenberg Learner, and other top rated educational organizations, ACADEMY OF ARTS AND SCIENCES is able to offer its staff quality professional development throughout the year. Both online and in-person professional development is followed up with surveys and reflections. It is important to take note of which sessions offer quality resources and tools and which are seen as unnecessary.

Throughout the year, ongoing sessions involving our Special Education program are provided. Focus is given to our Response to Intervention program and the Laws Governing IDEA and FAPE. Professional development regarding the teaching of our English Learners is also a priority. Using Stanford University's Library of English Learners' Library of Resources and their English Language Learner Professional Development courses, videos and articles regarding the use of Specifically Designed Academic Instruction in English (SDAIE) and other strategies are viewed and discussed.

The yearlong professional development calendar is created so that issues such as communication are addressed first thing in the school year and again towards report card time. Meeting the needs of our Special Education students and English Language Learners are addressed during the first quarter, with follow up meetings and seminars each quarter. There is also at least one session a year dedicated to meeting the needs of our Gifted students. Some of the professional developments are focused on an individual grade or department, depending on the results of benchmark data. Our professional developments do have the flexibility to meet the needs of the staff and the students as determined by academic achievement.

A.4: Assessment and Accountability

A.4.1 Assessment Plan and instruments

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, Academy of Arts and Sciences shall conduct testing pursuant to NAC 386.150 (7), NRS 386.550(1)(g) and (h) and NAC 389.048 as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the Charter School's performance in comparison to similar schools throughout the District and state, and provide the metrics for programmatic audits reported to the Nevada Department of Education. See Attachment A.4.1 for detailed information regarding Assessment Plan and Instruments.

A.4.2 Use of student data

Monthly meetings, as required in each student's Master Agreement, will be scheduled between the student, parent, and teacher to report student progress and to provide assignments for the next learning period. Parents and students will be routinely informed of student progress through these regularly scheduled meetings. Progress reports will be provided to families on a weekly basis through e-

mail. Progress meetings will be followed up with a written summary of the meeting via an e-mail from the homeroom teacher.

Individualized student evaluation data will be utilized by the homeroom teacher in tailoring the student's education program and updating the master agreement as necessary.

Staff will receive data on student achievement on a weekly basis. Staff will review and utilize the data to help monitor and improve the Charter School's education program. Program success will be a major topic of discussion at weekly staff meetings and in regular program review evaluations.

The Charter School will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations. In addition, the Charter School will arrange for the services of an independent evaluator to review achievement data and to make program recommendations. Students who are not making adequate progress will be monitored and given interventions such as individual meeting times with the teacher and scaffold assignments.

A.4.3 Use of longitudinal data

ACADEMY OF ARTS AND SCIENCES will use the data collected over time to track, measure and evaluate academic performance indicators as students' progress through the years. In addition, ACADEMY OF ARTS AND SCIENCES will identify "best practice" techniques used by individual teachers and put in place a system that allows all parents access to performance information. By comparing data over time, it will be possible to develop more specific programs based on the analysis of student performance data. Both NCLB and NRS 385.347 requires states to provide performance metrics on students in the public K-12 system. This is, however, merely a reporting requirement; it does not tell the complete story nor provide comprehensive information on which the individual school system can effectively take remedial action. By implementing a longitudinal data analysis system, Academy of Arts and Sciences can: Use test results analysis to determine better methods to educate individual students; Explore and identify the

relationship that exists between instructional variables and student, teacher, school success and improvement; Develop individualized lesson and education plans better tailored to individual students; Provide a more accurate picture to policymakers when requesting needed resources; and Provide better insight into the effects of various policy decisions as they relate to K-12 education.

A.4.4 Data management plan

As a both a blended learning environment and an independent study environment, data management is a key component to our success. Through the use of School Pathway's Personalized Learning Systems (PLS), our teachers are able to organize a full range of curriculum for one individual student while doing the same for all other students on his/her roster.

The PLS supports a rich, dynamic curriculum database of frameworks. These frameworks map and highlight the appropriate skills, objectives, assignments and assessments a student might engage in to learn the specific subject matter. Teachers can easily customize the database maps to fit the needs of the individual student. Curriculum assignments are aligned to state standards and Common Core Standards enabling the software to track the standards as they are assigned. The resulting reports permit educators to address instructional deficiencies well ahead of standardized testing dates.

In addition, the K¹² online system allows teachers to monitor the progress of students as they move through their assigned classes. Together, these systems help ACADEMY OF ARTS AND SCIENCES follow student progress and allow for early interventions or enrichments as needed.

A.5: Tentative School Calendar and Daily Schedule

A.5.1 Calendar

Please refer to Attachment A.5.1 for the 2014-2015 Calendar.

A.5.2 Enrollment dates

We are looking forward to an opening date of August 24, 2014. We would like to start recruiting and enrolling students as early as May 1, 2014.

A.5.3 Alternative schedule application (if applicable)

Not Applicable

A.6: School Climate and Discipline

A.6.1 How climate/discipline policies support educational goals

Students learn best when in a safe, caring environment. Academy of Arts and Sciences believes that whether in the real world or in the virtual world, respect and commitment are key. Our policies support our belief that every child can succeed and our discipline policy supports this idea. In the Student Handbook is the Discipline Policy and Student Behavior Expectations are clearly outlined. They are there to educate our students and families as to the expected behaviors during class and online. There are also consequences if these expectations are ignored. Every student deserves to feel safe, both physically and intellectually. Our policies also lay ground for the collaborative norms that are expected in the virtual classroom. Academic success comes with the freedom to express ideas openly and when higher levels of thinking can be accommodated. Academy of Arts and Sciences' goal is to create a safe and responsible environment that will allow students to grow both academically and personally.

A.6.2 Student behavior philosophy

Academy of Arts and Sciences expects our students to become respectful, global citizens. With that in mind we have set forth the following goals:

We believe our students will become...

Socially Responsible and Productive Global Citizens.

- Demonstrate respect for self and others- Accept personal responsibilities for all actions-
- Work effectively as an individual and as part of a collaborative team- Contribute to the betterment of the local and global communities- Acknowledge and seek to understand and celebrate diversity-

Self-motivated, Independent Learners

- Prioritize tasks- Demonstrate efficient time management- Establish, pursue and achieve success in personal goals- Develop and use a variety of strategies to help maximize learning

Effective Communicators

- Listen with understanding and interpret effectively- Speak to convey information with knowledge and confidence- Read with understanding, comprehension and fluency
- Write in a variety of formats required at each grade level

[A.6.3 Discipline policy/code of conduct](#)

Academy of Arts and Science has a Student Code of Conduct that supports our belief that all students deserve to learn in a safe, responsible environment. Refer to Attachment A.6.3.

[A.6.4 Truancy Policy](#)

Academy of Arts and Sciences enforces the Truancy Policy as set by the State of Nevada. Please refer to Attachment A.6.4 for further information.

[A.6.5 Absence Policy](#)

Academy of Arts and Sciences abides by the Absence Policy as set by the State of Nevada. Please refer to Attachment A.6.5 for more information.

A.6.6 Involving families

As a blended learning environment, family participation is crucial. Events and activities are planned to enhance the experiences of not just our students, but for the whole family. The Academy of Arts and Sciences plans events that support our local communities. From various festivals to holiday parades, parents and students take part in organizing, supporting, and participating with the intent of building strong relationships.

Our Learning Centers host Open Houses, Science Expos, and Art Exhibits to allow parents a chance to interact with other ACADEMY OF ARTS AND SCIENCES families. We bring in various speakers who address pertinent topics and book clubs to support the lifelong love of literacy.

A Parent Satisfaction survey will be provided electronically to all parents in March of each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed in April of the school year along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year. Feedback will be given to parents to indicate specifically how their survey suggestions were used.

Additionally, Academy of Arts and Sciences will provide parent education classes on timely issues such as the important role attendance plays in student success and how to help students with special needs.

A.7: Target Population

A.7.1 School location

As a blended learning environment, Academy of Arts and Sciences has the flexibility of locating to an area that is need of our educational model. With a large percentage of our program available on line,

the physical location of a student does limit the child from accessing the curriculum or meeting with the teacher. This model allows all students to receive a rich and rigorous education, regardless of location.

A.7.2 Target population

As a blended learning environment and an independent study school, our target population are those students who will benefit from the advantages of an online school. There are many reasons as to why some students choose this form of learning.

Our target population include: Individuals who are self-directed and choose a wider range of academic options; Students of all ability levels seeking additional academic and learning opportunities; Students desiring exposure to the International Baccalaureate Program and the Arts and Sciences Family relationships, personal beliefs and values, and families who prefer a blend of online and on site instruction; Scheduling (i.e. sports, drama, extracurricular activities); High-risk/at-risk for successfully achieving high school graduation or equivalency; or Health reasons prohibit them from attending normal classroom programs.

A.7.3 Enrollment projections

The table in Attachment A.7.3 outlines the enrollment projections for 2014-2019.

A.7.4 Alignment of school plan with target population

The mission, vision, educational philosophy, and curriculum are vital components that make up Academy of Arts and Sciences. It is through the innovative program design that allows us to meet the individual needs of our students, regardless of location. The standards aligned curriculum ensures that our students are exposed to and have mastered the concepts and skills needed to achieve academic success in this global environment. Students enrolled in either the Blended Learning portion or Independent Study portion of our program are given tools and resources needed to become 21st century learners.

All areas of the program are carefully thought out and executed so that all areas of learning are addressed and enhanced. By remaining faithful to our mission, vision, and philosophy, we are able to meet the needs of students.

A.7.5 Student recruitment plan

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School shall comply with all applicable legally required minimum and maximum age requirements. For information regarding the Lottery Process, please see Attachment B.3.7.

The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the State: An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process; The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the state; and Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the state.

A.7.6 At Risk Students

While we encourage At Risk students to apply for our program, we are not an At-Risk school. We will offer At Risk students the necessary tools and resources so that they are able to succeed in this type of learning environment.

A.8: Special Student Populations

A.8.1 Identification, etc. for Special Ed., etc.

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress and attendance reports, placement tests, course assessments, standardized test results, and parent and student observation. The Charter School will utilize strategies to improve student success such as curriculum modification, parent education, and advisory mentorship. The Charter School will identify students who are performing below or above grade level, or those students otherwise having issues that are impacting the Student academically, and utilize a Student Success Team (“SST”) process to develop a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues. The purpose of the SST is clarify the nature of the student’s challenges and the options that are available through appropriate instruction. Through this process comes a better understanding of whether or not the student was appropriately identified as an English Language Learner or Gifted student.

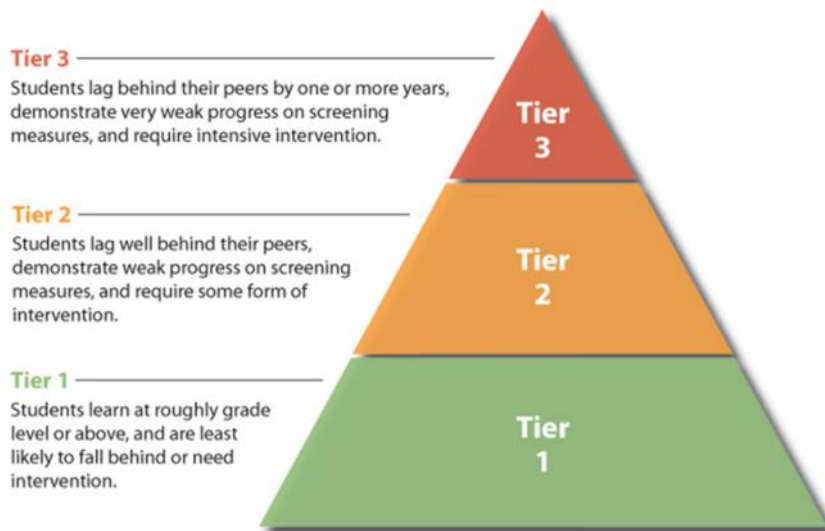
Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

All students will be assigned to a teacher in a virtual homeroom. The homeroom teacher meets with their assigned students as a group and individually by on-line meetings and telephonic meetings to discuss student support needs and progress. For the low achiever, the homeroom teacher assists in the coordination of support services. This adds another layer of support for students. A Student Services Coordinator will be focusing on follow up with students based on data from the Learning Management System, and based on referrals from teachers. Specific strategies will be developed for individual students through joint work with teachers, the student, parents, and other appropriate staff.

A.8.2 Multi-tiered Response to Intervention

Our Response to Intervention (RtI) is a thorough program designed to meet the challenges of struggling students and identify those that need more intensive practices. RtI levels are determined by the scores



of universal assessments that are given to all students. The RtI pyramid consists of three levels: Level 1, Level 2, and Level 3. Level 1 houses about 80% of the students. These students are not the lowest performing students nor are

they students with current IEPs. These students are identified through assessment scores. Level 2 is home to the 17% of students who are identified as lowest performing on the same assessments as Level 1 students. These students receive individualized instruction in the areas that they are testing deficient.

Additional instructional strategies are used with Level 2 students and they meet with teachers either in the Learning Center or during pre-designated times online. If after a period of time there is no measurable improvement, the possibility of having Special Education assessments is brought to the table. Level 3 students are made up of the remaining 3% of students. These students already have IEPs. The purpose of the program is to intervene with the struggling students. The hope is to offer a remedy that will close the achievement gap and bring a student up to grade level without having to go through the Special Education process. Rtl students receive an additional 20 minutes per day of personalized instructional time.

A.8.3 Special Ed. Revenues/expenditures

Academy of Arts and Sciences utilizes a distance learning model for our curriculum delivery, however this does not mean that we do not meet the needs of our Special Education students. To do this, we have budgeted money to accommodate the needs and services as indicated by each student's IEP or 504 Plan. Through monies received under IDEA, we will budget 35% for staff including Special Education teachers if our numbers warrant and Special Education Aides. Another 35% will be budgeted for outside services such as speech therapy, occupational therapy, and physical therapy. The remaining 30% will be budgeted for the purchase of necessary materials needed to assist our Special Education students in reaching academic success.

A.8.4 Special Ed. Continuum of service

Academy of Arts and Sciences maintains a full continuum of special education instructional programs, resource programs and related services options based on the nature and degree of the intervention needed for students with varying disabilities including, but not limited to, Learning Disabilities, Severe Emotional Disorders, Autism, Speech and Language, Intellectually Disabled, and Other Health Impaired. The Charter School shall comply with all applicable State and Federal Laws in serving students with

disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). Finding the least restrictive environment for students with disabilities is the primary goal of the Special Education Department.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA.

Any facilities to be utilized by the School shall be accessible for all students with disabilities.

A.8.5 Special Education Policy assurance

Please see attachment A.8.5 for signed Special Education Policy Assurance.

A.8.6 RtI referral packet and flowchart

Please refer to Attachment A.8.6 for Referral Packet Forms and RtI Flowchart.

A.8.7 Special Ed. Continuum of service flowchart

Attachment A.8.7 outlines the path of services offered that allows for the least restrictive environment.

A.9: Records

A.9.1 Pupil Records

At Academy of Arts and Sciences, the Registrar will be the person responsible for the handling and maintenance of all student records. The Registrar will also be responsible for providing student records to the school district so that our students can be included in the automated system of accountability information for the state. (NRS 386.650)

All student records will be kept in locked file cabinets in the Registrar’s office. Access to these files will be monitored through a sign in sheet and limited to teachers and administrators. Staff will be educated on the access protocol to these records and to the importance of maintaining student confidentiality.

In case of the school's dissolution, the Registrar will work with the authorizing districts in transferring all student records. Upon graduation or withdrawal from the charter school, student records will be transferred to the authorizing districts. (NAC 392.340)

All handling and access of student records will comply with the Family Educational Rights and Protection Act.

[A.9.2 Pupil record retention policy](#)

Please refer to Attachment A.9.2 for our Parents' Guide to Student Records.

[B.1: Governing Body](#)

[B.1.1 Bylaws letter from counsel](#)

Please refer to Attachment B.1.1 for the letter from our Attorney.

[B.1.2 Bylaws](#)

Please see Attachment B.1.2 complete Board By-Laws.

[B.1.3 Bylaws stipulations identification](#)

Please refer to Attachment B.1.3 for Stipulation Identification.

[B.1.4 Governance philosophy](#)

While the Charter School intends to collaborate and work cooperatively with the State, the Charter School shall operate as a separate legal entity, independent of the District. Academy of Arts and Sciences is governed pursuant to the bylaws approved by the Board, which may be subsequently amended pursuant to the amendment process specified in the bylaws, which are consistent with the terms of this charter. The Charter School will be governed by the Academy of Arts and Sciences Board of Directors. Academy of Arts and Sciences will comply with the Brown Act.

Members of the Academy of Arts and Sciences executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and Nevada’s Charter School policies and regulations regarding ethics and conflicts of interest.

B.1.5 Governance structure and composition

Academy of Arts and Sciences is governed by its Board of Directors (also referred to as “Governing Board”) whose members have a legal fiduciary responsibility for the well-being of the organization.

Academy of Arts and Sciences believes that the Charter School’s internal accountability structure and decision-making process, if strong and clear, will make the Charter School self-sustainable throughout the years.

The Board of Directors is composed of a broad cross-section of the school community and community-at-large. According to the bylaws, Board members are selected through a process in which a Selection Committee is assigned by the Governing Board to recommend candidates. The committee makes recommendations of candidates to the Board. The Board then appoints new directors.

The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Each member will act in accordance with both the Duty of Care: to act in good faith and with care of an ordinary prudent person; and the Duty of Loyalty: to refrain from doing anything that would cause injury to the organization.

B.1.6 Increasing board capacity

If deemed necessary, the board would increase its size thoughtfully and cautiously. Reasons for the increase could include: to remedy a lack of diversity, to provide a skill necessity, and in response to community request.

The procedure to increase Board size is as follows: Address concerns at Board meeting, Board vote on desire to increase size, Open recruitment to community members, Open recruitment to organizations, and community partners that can supply the Board with candidates that meet the qualifications, depending on the reasons for the increase, Paper application screening, Interview process the and Board votes on candidates.

Training of Board members will start with in the first month of their election onto the Board. All new Board members will receive the same training as the existing members. A session on the Brown Act is mandatory for new members and a refresher course will be mandatory for existing Board members.

There will also be mandatory annual Board Strategic Planning sessions that would identify areas of need and improvement. During these sessions, Board members will come up with a Plan of Action to meet the needs of the school.

B.1.7 Recruitment of board members

Through community postings, professional postings, parents, and staff, potential Board openings will be communicated to the public. The community is invited to attend the Board meetings to get a sense of their purpose and goals. A good reputation and word of mouth will work in the School's favor as will its willingness to meet the needs of a diverse community.

The application process and questionnaire will be available on the school's website for quick access.

Question and answer sessions will also be made available prior to the start of the application process.

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

B.2.1 Committee member names, resumes

Please refer to Attachment B.2.1

B.2.2 Committee members' response to questionnaire

Please refer to Attachment B.2.2

B.2.3 Members' association with other charter schools

From the current members on our Committee to Form a School, two people are affiliated with Charter Schools. Dr. Caroline Wesley is the Executive Director of Ivy Academia Entrepreneurial School. Her knowledge of Charter Schools is extensive. Caroline Nuttall is a lead teacher at Academy of Arts and Sciences and has knowledge of distance learning models.

B.2.4 Assurances

Please refer to attachment B.2.4 for copy of Board Assurances.

B.3: Management and Operation

B.3.1 Organizational structure

Academy of Arts and Sciences will be headed up by an Executive Director. The Executive Director will report directly to the Board of Directors. Reporting to the Executive Director will be the Director of Enrollment & Community Outreach and the Director of Operations.

The Director of Enrollment & Community Outreach will be responsible for all Enrollment policies and procedures. In addition, this person will also be responsible for all community development and outreach. The Director of Operations will be responsible for the legal and logistical aspect of the school's operations.

Others reporting to the Executive Director are the K-5 Principal and the 6-12 Principal. Reporting to the Principals will be the appropriate grade level teachers and counselors.

The Registrar also reports directly to the Executive Director.

The School's leadership team will be made up of the Executive Director, the Director of Enrollment & Community Outreach, the Director of Operations, and both Principals. The Leadership Team will be

responsible for determining the direction of the instructional team's staffing, school culture, and program development and implementation. They will also work together in identifying strengths and weaknesses of the school and support the Board of Directors as necessary. The Leadership team will meet at least twice a month, and in between as needed.

The entire staff will meet weekly to review goals and objectives, school wide events, and to address questions and concerns if they arise. This will also be the time to celebrate the staff and to recognize staff members for outstanding achievements.

B.3.2 Key management positions responsibilities

Please refer to section B.4.6 for Position qualifications.

The following are Key Management Descriptions and Responsibilities:

Executive Director

The Executive Director (ED) is the Chief Executive Officer of Academy of Arts and Sciences. The ED reports directly to the Board of Directors and is responsible for the overall leadership and direction of the School in implementing the Board's policies and procedures.

Specific ED responsibilities include but are not limited to directing the programmatic, organizational and financial plans that will further the School's mission and vision. The ED promotes the vision of the Board and is a nonvoting member of the Board. The ED will oversee all areas of the school. Responsibilities include: The meeting of the School's educational objectives as described by the Board; Provide guidance, supervision, direction, and assistance in instructional practices, program development, and academic achievement that is culturally responsive and relevant to the language and social and academic needs of our student population, including Special Education, Language Acquisition, and Gifted and Talented students; In partnership with parents ensures that AAS is developing lifelong learners and socially and civically responsible students; In collaboration with the financial team, ensure

that AAS is operating in a fiscally responsible manner; Works with the fiscal team and stakeholders to develop the annual budget for presentation to the Board, which is aligned with the mission statement and objectives of the Board; Within the approved budget, ensures the School's programs and expenses are in line with the budget and if not, reports same immediately to the Board; Understands and promotes the Charter's mission, purpose, and objectives to parents, staff, students, Board member, and the community; Provides AAs with strong and purposeful leadership that enhances the ability of the School to meet its mission, vision, and objectives; Maintains an open-door policy for all stakeholders, including parents, students, and staff, with a proactive communication style that encourages two-way communication and invites new stakeholders to the School; Collaborates with staff to facilitate the achievement of the School's long-range goals and plans; Ensures there is an effective professional development program with training as necessary for all employees; Is responsible for on-going and timely communications with the Board, staff, and parents to ensure effective daily operations and adherence to the approved yearly school calendar; Maintains a School culture that ensures student safety and acceptance; Oversees the hiring and dismissal of any employee at the School; Ensures regular performance evaluations are held and that sound human resource practices are in place; Maintains a climate that attract, retains, and motivates a diverse, top quality staff committed to the School's mission and objectives; Prepares agendas and minutes for all Board meeting and maintains all records and correspondence to the Board; guides the Board in being compliant with all Charter, State and Brown Act laws; and When necessary and within budget, retains legal counsel to advise on matter that may expose the School to legal actions or proceedings.

Director of Enrollment & Community Outreach

Responsibilities include: Ensure that all enrollment policies and procedures are adhered to so that students may access curriculum quickly and efficiently; Educate teachers on importance of accurate and timely record maintenance; Act as Liaison between staff and curriculum provider; Include community in

school wide activities and events; Represent the School at outreach events; Communicate the role, objectives, accomplishments, and needs of the School to the community; Maintain positive communications with staff; Within the School community, inspires a culture of excellence that is centered on the School's vision; Provides AAs with strong and purposeful leadership that enhances the ability of the School to meet its mission, vision, and objectives; and Observe and monitor staff's implementation of enrollment policies and procedures

Director of Operations

Responsibilities include: Ensure staff knowledge and resources regarding academic goals; Educate staff on academic requirements and objectives as specified in the Nevada Revised Statutes; Monitor application windows and deadlines for accountability reports and requirements; Uphold legal requirements of school operations as specified by the State; Within the School community, inspires a culture of excellence that is centered on the School's vision; Provides AAs with strong and purposeful leadership that enhances the ability of the School to meet its mission, vision, and objectives; Effectively communicate staffing needs to Executive Director; and Observe and monitor staff's implementation of State requirements regarding accountability and achievement.

Principals (K-5, 6-12)

Responsibilities include: Monitor student acquisition of academic skills and content knowledge that align with the School's mission and vision; Provide guidance, supervision, direction, and assistance in instructional practices, program development, and academic achievement that is culturally responsive and relevant to the language and social and academic needs of our student population, including Special Education, Language Acquisition, and Gifted and Talented students; Ensure fidelity and implementation of Common Core instruction; Arrange for appropriate professional development; Maintain positive communications with staff; Understands and promotes the Charter's mission, purpose, and objectives to parents, staff, students, Board member, and the community; Within the School community, inspires a

culture of excellence that is centered on the School's vision; Provides AAs with strong and purposeful leadership that enhances the ability of the School to meet its mission, vision, and objectives; Effectively communicate staffing needs to Executive Director; and Observe and monitor teachers in all areas of instruction, lesson execution, student progress, and all areas relating to academic achievement.

B.3.3 Organizational chart

Please refer to Attachment B.3.3 for Organizational Chart.

B.3.4 How we will carry out laws

The responsibilities and obligations of the School's implementation of all educational laws will be carried out through the following ways: School leadership team will attend training sessions focusing on educational codes in NRS and NRC, Director of Operations will monitor implementation and observance of said codes, Stakeholders will participate in conferences and events as they relate to the fulfillment of the School's mission and vision, School will belong to the Charter School Association of Nevada, School will maintain positive relations with the Nevada Department of Education, Staff members will participate in professional development and training offered through the Nevada Department of Education and through the State Public Charter School Authority, The Board will represent the diverse community in which we operate, School will maintain transparency in all actions and operations, School will adhere to mission and vision in all decisions, and Stakeholders will avoid situations that would cause a conflict of interest with AAS.

B.3.5 Dispute resolution

In the event that a dispute should arise between Academy of Arts and Sciences and the State Public Charter School Authority, the School will submit a written statement describing the complaint and will include a proposed resolution or plan of action to the Authority. The Director of the State Public Charter School Authority will have 30 calendar days to respond to the complaint and the proposed resolution.

The response should include either the acceptance of the complaint and proposed resolution, or offer an alternative solution to remedy the complaint. AAS will have 15 calendar days to either accept or refute the Director's response. If representatives from both organizations are unable to reach a decision regarding a plan of action, the complaint and proposed resolution will be brought to the attention of the State Public Charter School Authority for consideration. The Authority will offer a decisive and final resolution.

B.3.6 Kind of school

Academy of Arts and Sciences will be a K-12 school offered through either an online blended learning environment or through an independent study program. We will start Year 1 as such and will continue to do so throughout the term of our proposed charter.

B.3.7 Lottery description

Refer to Attachment B.3.7

B.3.8 Outside help with application

- A. This application was prepared by Julie Troletti, Director of Operations for Academy of Arts and Sciences. Academy of Arts and Sciences is the educational management organization that will be working with the proposed School.
- B. Academy of Arts and Sciences is a public charter school located at 4560 Alvarado Canyon, #1H, San Diego, CA 92120
- C. Ms. Troletti is a full time employee of AAS.
- D. Ms. Troletti is presently employed by AAS.
- E. Please see Resume in attachment B.3.8

B.3.9 Limiting enrollment

Because of the unique educational model that the School is using, that of a blended environment or independent study, enrollment does not need to be limited based on physical requirements. To ensure the integrity of the program, AAS will maintain the 25:1 ratio currently in place for all core content classes throughout the organization. Rather than limit enrollment, AAS plans to hire additional staff as the need arises.

B.3.1: Educational Management Organization (EMO), CMO,

B.3.1.1 Existing Schools Information Template

Please see Attachment B.3.1.1 for Existing Schools Information Sheet.

B.3.1.2 Selection of EMO/model

Please refer to Attachment B.3.1.2 for information regarding existing schools.

B.3.1.3 Academic performance of EMO/model

Please refer to Attachment B.3.1.3 for information regarding CMO's Academic performance.

B.3.1.4 Financial performance of EMO/model

Please refer to Attachment B.3.1.4 for information regarding CMO's financial performance.

B.3.1.5 Legal relationship with EMO/model

Please refer to Operational Agreement for information regarding legal relationship.

B.3.1.6 Organizational structure

Please refer to Operational Agreement for information regarding organizational structure.

B.3.1.7 Contract/management agreement

Please refer to Attachment B.3.1.7 for Operational Agreement.

B.3.2: Distance Education

B.3.2.1 Distance Education special education services

Academy of Arts and Sciences guarantees a quality education for all students. The procedure for our new students with Special Education needs starts by meeting with the school principal and teacher upon completion of enrollment paperwork. If an IEP is already in place, it is reviewed to assure that the student's needs will be met. The School and its service providers will set up a schedule to ensure that the service minutes are provided for the student. Annual IEP meeting will be held as outlined in the IEP. Our Special Education students will be serviced by independent service providers or by providers contracted through the local school districts.

B.3.2.2 Distance Education parent-teacher conferences

Parent communication is just as important in a virtual world as it is in a bricks and mortar environment. To ensure that this crucial component is upheld, teachers schedule parent/teacher conferences to be conducted either via the internet, or in person at one of the Learning Centers. In addition to conferences, constant communication is kept through newsletters, progress reports, and office hours.

B.4: Staffing and Human Resources

B.4.1 Staffing plan

The Leadership team will be responsible for creating a staffing plan that will allow for growth as the school grows. The teacher matrix is created with a 25:1 ratio in mind. The need for additional teachers

will be determined by the matrix. As enrollment grows, teachers meeting the Teacher Requirements will be hired. The need for additional teachers will be determined by the matrix.

Recruitment for staff shall be conducted through word of mouth, community postings, and job posting sites such as Edjoin.org and LinkedIn. Candidates will be paper screened and interviewed. Ideal candidates will possess the necessary credentials and degrees. In addition, candidates need to be flexible and computer literate.

The need for classified employees will be determined by the school's ability to process paperwork and monitor online programs in a timely and efficient manner. When enrollment grows and the need for additional staff members arises, the School will prudently hire the amount necessary to fill the positions. The number of positions will be determined with the idea that student information must be entered and monitored in a timely fashion. All staffing issues will be dictated by what is needed to best accommodate our students.

Training will be provided to all staff members on the uses and procedures regarding the online programs used by the School. Staffing budget for the first year is based on the assumption of 500 students will enroll. The staffing budget will increase as our enrollment increases.

B.4.2 Employment contract negotiation

Academy of Arts and Sciences shall be deemed the exclusive public school employer of the Charter School teachers, staff and other employees of the charter school. The Charter School recognizes the employees' rights under NRS 386.595 and NRS 288.150 to organize for collective bargaining.

B.4.3 Instructor qualifications

Charter School teachers will be required to hold a Nevada State Teaching License or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with

Nevada Code section NRS 391.031, and shall meet applicable “highly qualified” requirements required by the No Child Left Behind Act. Teachers shall be appropriately assigned within their credential area.

Teacher Recruitment

The Charter School will develop a comprehensive teacher recruitment policy to attract highly-qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, LinkedIn, Monster.com, college employment fairs, among other generally acceptable strategies. Applicants will go through a paper screening process conducted by the Principal. Those that pass the paper screening will then

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development workshop days include:

- An intensive one-week retreat during the summer to implement and design as needed current and instructional strategies that address the needs of our targeted student population.
- A comprehensive monthly staff meeting.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

B.4.4 Teacher evaluations

Teachers will be observed and evaluated two times a year. In addition, the Charter School will abide by the additional evaluation methods that are currently being put in place with the intention of full implementation by 2015.

Teachers will also be evaluated using these standards:

Committed to students and learning- Experience teaching in an online environment- Highly Qualified under applicable requirements of the No Child Left Behind Act- Technologically knowledgeable- Skilled in management of learning- Reflective in their practice- Community-oriented.

B.4.5 Administrator information

In the event of an open Administrator's position (except for the CEO position), a notice will first be sent to school employees advertising the position and requirements. If no qualified staff members are identified, the position will be released to the public. The position will be advertised on Ed Join and through various educational postings. Applicants will be paper screened by a committee of three: one administrator and two teachers. For those passing the paper screening process, they will be interviewed by a panel of five: two administrators, two teachers, and one classified staff member.

If the open position is for the CEO, the Board of Directors will advertise for the position on Ed Join and LinkedIn. Applicants will be paper screened by a panel of four: two Board members and two administrators. The next level of the employment process will consist of an interview before a panel of Board members. The final step in the hiring process will be a panel interview with the administration team, two teachers, and a member of the classified staff.

B.4.6 Administrator position description

Executive Director Qualifications

The Charter School's CEO will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This person will have: Understanding of distance learning methodology, measurement and implementation; Understanding of employee evaluation in a corporate / non-profit setting; Superb communication and community-building skills; Deep knowledge of curriculum development and program design; A record of success in

operating not / for profit business; A record of success in building community partnerships and fundraising; Entrepreneurial passion; and Knowledge of school / non-profit management

Required educational level (NRS 386.590):

Master's Degree not required but preferred and Administrative Credential not required but preferred

Director of Enrollment and Community Outreach Qualifications

The Charter School's Director of Enrollment and Community Outreach will be responsible for all aspects of enrollment and student recruitment. He/she will organize and execute all forms of staff training relating to the use and utilization of the school's online enrollment and learning systems. This person will also be responsible for community outreach and participation. He/she will also help promote the academic goals of the school. These are the following qualifications for this position: Understanding of distance learning methodology, measurement and implementation; Understanding of the community's role in a blended learning environment; Superb communication and community-building skills; A record of success in developing teachers; and Knowledge of school management.

Required educational level (NRS 386.590):

Master's Degree required and Administrator's Credential preferred.

Required experience:

7 plus years teaching and administrative experience/Experience in performance assessment/ Experience in school management

Director of Operation Qualifications

The Director of Operations (DO) will be the operational leader at the school and will be responsible for helping the school maintain and file all records and policies as required by the state of Nevada. He/she will also be responsible for assuring the fidelity of all student and employee records and school programs. The DO will have the following qualifications: Understanding of distance learning

methodology, measurement and implementation; Knowledge of educational rules and statutes; Superb communication and community-building skills; Deep knowledge of curriculum development and program design; Detailed oriented; and Knowledge of school management.

Required educational level (NRS 386.590):

Master's Degree required and Administrative Credential preferred but not required.

Required experience:

7 plus years teaching and administrative experience/Experience in performance assessment/Experience in school management

Principal Qualifications

The Charter School's COO will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. The COO will have the following qualifications: Understanding of distance learning methodology, measurement and implementation; Understanding of teacher evaluation in an online school; Superb communication and community-building skills; Deep knowledge of curriculum development and program design; A record of success in developing teachers; and Knowledge of school management.

Required educational level (NRS 386.590):

Master's Degree required and Administrative Credential required

Required experience:

7 plus years teaching and administrative experience/Experience in performance assessment/Experience in school management

B.4.7 Employing administrators

Administrators of Academy of Arts and Sciences should possess leadership abilities, a comprehensive educational vision that is consistent with the Charter School's mission and educational program, a global

frame of reference, skill in hiring and supervising excellent teachers, technological and data analysis experience, and, if possible, business and legal experience.

The minimum criteria for administration candidates include having:

Bachelor's Degree/Master's Degree/Evidence of educational and work experience after college

Positive references from most recent place of employment, college, or graduate school/Administrative credentials preferred

B.4.8 Employing instructors/others

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by NRS 391.033. New employees not possessing a valid Nevada Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The CEO of the school shall monitor compliance with this policy and report to the Academy of Arts and Sciences Board of Directors on a quarterly basis. The Academy of Arts and Sciences Board President shall monitor the fingerprinting and background clearance of all employees. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

Our staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Nevada community as possible. It is equally important that staff members are committed to the charter school mission and environment. Other relevant qualifications include evidence of the exercise of leadership, an ability to work effectively as a member of a team, familiarity with innovative instructional strategies and differentiated instructional techniques, interest in entrepreneurialism, interest or experience in

technology, strong written and verbal communication skills, experience in peer mediation and alternative dispute resolution techniques, administrative skills, and an interest in seeking productive collegial interaction and professional growth for themselves.

C.1: Budget

C.1.1 Budget

Please refer to Attachment C.1.1

C.1.2 Budget narrative

Please refer to Attachment C.1.2

C.1.3 Cash flow statement

Please refer to Attachment C.1.3

C.1.4 Chart of Accounts assurance

Academy of Arts and Sciences will adhere to the categories and departments as indicated in the NDE Chart of Accounts in all of its fiscal documentation.

C.1.5 Pre-opening budget

Please refer to Attachment C.1.5

C.1.6 Contingency plan for financial challenges

Academy of Arts and Sciences Contingency Plan calls for the immediate freeze on all hiring of employees. Additionally, a look at capital spending would be taken to evaluate needs versus wants. An examination of supplies and upcoming needs would determine areas to be reduced as well. Selling of receivables in an option and loans based off of future disbursements would also be taken into consideration. A prioritized list of necessary items would be strictly adhered to and all cuts would affect the students last, rather than first.

C.2: Financial Management

C.2.1 Financial responsibility

Upon approval of the Charter, the School will begin working with an outside auditing firm. The firm will be responsible for handling of the School's bookkeeping, financial reporting, and financial liability. The Board of Directors will be responsible for working with the Executive Director in determining the hiring of the outside accounting firm. The Executive Director will be responsible for ensuring that remaining money will be returned to the State upon closure of the School.

C.2.2 Closing procedures

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Nevada Department of Education, and the retirement systems in which the School's employees participate (NVPERS) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the State with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District of Residence to store original records of Charter School students. All records of the School shall be transferred to the District of Residence upon School closure. If the District will not or cannot store the records, the Charter School shall work with the Nevada Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the State promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The School will complete and file any annual reports required pursuant to NRS 386.570.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students

attending the School, remain the sole property of the non-profit public benefit corporation and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another Nevada public educational entity which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public educational purpose. Any assets acquired from the State or State property will be promptly returned upon School closure to the State. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the School.

As specified by the Budget in the appendices, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above

C.2.3 Audit firm

Upon approval of the Charter, the School will enter into an agreement with an Audit firm to ensure financial feasibility and responsibility. The firm will help maintain financial transparency and fidelity. The School will look to the Authority and other schools for recommendations and references regarding the reputation and performance of auditing firms.

C.2.4 Nevada bank

Upon approval of the Charter, the School will open accounts with a Nevada bank that is FDIC insured and has a history of working with schools or other public entities.

C.2.5 Fees, Charges

As a public charter school, there are few fees or charges. Any charges incurred would be in the case of field trip entrance fees. All tools and resources will be provided to the students free of charge.

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

The Executive Director and Chairman of the Board will be authorized to draw orders for payment of school's money.

C.2.7 Minimum number of enrolled pupils required

There needs to be at least 75 students enrolled to meet our needs.

C.3: Facilities

C.3.1 NAC 386.140(4)(a-f)

The Charter School is seeking administrative office space from the Nevada State Department of Education. As an online blended learning environment and independent study school, a full bricks and mortar building is not needed.

Any and all Charter School facilities shall comply with the Nevada Building Standards Code. We anticipate establishing one learning center during year 1 of operation (2014-2015), with the location determined by the geographic distribution of our students. Learning centers are approximately 2500 square feet with flexible layouts designed to provide areas for direct supervision (such as monitored testing) as well as indirect supervision (students meeting for club activities, parent engagement activities, teacher professional development), supporting the online curriculum delivery.

It is our goal to find a space in an already existing building that is both convenient to the majority of our students and staff. Office space can be acquired quickly, once a location is decided upon. A suitable office can be fully furnished and operating within a month's time. Personnel will be recruited upon Charter approval. With the online component, location can be virtual or physical.

Equipment such as printers, copiers, chairs, and desks will be acquired through purchase or lease to fully equip the Learning Center.

C.4: Transportation, Health Services and Emergency Services

C.4.1 Transportation

AAS will operate as a blended online learning or independent study school. Because of this, physical presence can be substituted by a virtual presence. For local school events and activities, transportation will be provided if necessary through either an agreement with a local school district or through a private transportation company. (NAC 386.170 (1) and NRS 386.520)

C.4.2 Health Services

Pursuant to NRS 386.560 4 (b), distance learning schools are exempt from providing health services to students.

C.4.3 Immunization Records

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections NAC 386.170 (2)(b).

C.4.4. Emergency Drills

Emergency drills will be conducted monthly at the Learning Centers. There will be practice evacuations and active shooter drills. In addition, maps of evacuation routes will be posted on all doorways.

Emergency contacts will be kept up to date.

C.4.5 Emergency Management Plan

Please refer to Attachment C.4.5 for a detailed Emergency Management Plan.

Attachment A.3.2 Schedule of Courses

Schedule of Courses for Grades Kindergarten through 8th Grade

[NAC 386.150(5)] (NAC389.445)

Kindergarten	Language Arts K- Blue	Math+ Blue	Science K	History K	Art K	Preparatory Music	PE	
1 st Grade	Language Arts 1- Green	Math+ Green	Science 1	History 1	Art 1	Beginning Music 1	PE	
2 nd Grade	Language Arts 2 (Orange)	Math+ Orange	Science 2	History 2	Art 2	Beginning Music 2	PE	
3 rd Grade	Language Arts 3	Math+ Purple	Science 3	History 3	Art 3	Exploring Music	PE	
4 th Grade	Language Arts 4	Math+ Red	Science 4	History 4	Art 4	Intermediate Music 1	PE	
5 th Grade	Language Arts 5	Math+ Yellow	Science 5	American History A	Intermediate Art: American A	Intermediate Music 2	PE	
6 th Grade	Intermediate English A	Fundamentals of Geometry & Algebra	Earth Science/Life Science	American History B	Intermediate Art: American B	Intermediate Music 3	PE	
7 th Grade	Intermediate English B	Pre-Algebra	Physical Science	Intermediate World History A	Intermediate Art: World A	Music Appreciation	Foreign Language A	PE
8 th Grade	Literary Analysis and Composition	Algebra	Advanced Life, Earth or Physical Science	Intermediate World History B	Intermediate Art: World B	Music Concepts	Foreign Language B	PE

Attachment A.3.3 Curriculum Assurances of alignment to standards

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school:

English Language Arts

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: Language Arts K- Students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.
1st grade: Language Arts 1- Students get structured lessons on reading skills, language skills, and literature to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.
2nd grade: Language Arts 2- This course provides a comprehensive and interrelated sequence of lessons for students to continue building their proficiency in literature and comprehension, writing skills, vocabulary, spelling, and handwriting.
3rd grade: Language Arts 3- This course provides a comprehensive sequence of lessons introducing students to composition, vocabulary, grammar, and spelling. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent readers.
4th grade: Language Arts 4- This is a comprehensive course covering reading comprehension, analysis, composition, vocabulary, grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable students to recognize base words and roots in related words. Lessons are designed to develop reading comprehension, build vocabulary, and help students become more independent readers. The emphasis is on classic literature. Additionally, students read works of nonfiction, as well as four novels selected from a long list of classic titles. A test preparation program prepares students for standardized tests.
5th grade: Language Arts 5- This course provides structured lessons on reading comprehension, analysis, composition, vocabulary, grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent and thoughtful readers. Students practice writing as they write a memoir, an editorial, a research paper, a business letter, and more. Students learn about parts of speech, punctuation, and research skills. Students study literature in a variety of genres including fiction, poetry, nonfiction, drama, and novels.
6th grade: Intermediate English A- This course offers a systematic approach to the development of written and oral communication skills, and is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English
7th grade: Intermediate English B- This course builds on the skills introduced in Intermediate English A, offering a systematic approach to the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (or formal)

English.
8th grade: Literary Analysis and Composition MS- Throughout this course, students will engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The program is organized in four strands: Literature, Composition; Grammar, Usage and Mechanics (GUM); and Vocabulary.
9th grade: Literary Analysis and Composition I- In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.
10th grade: Literary Analysis and Composition II- In this course, students build on existing literature and composition skills and move to higher levels of sophistication.
11th grade: - American Literature- In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.
12th grade: British and World Literature: Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.

READING

Key Ideas and Details	Yes	No
Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Yes	
Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	Yes	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Yes	
Craft and Structure		
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape	Yes	

meaning or tone.		
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Yes	
Assess how point of view or purpose shapes the content and style of a text.	Yes	
Integration of Knowledge and Ideas		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Yes	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Yes	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Yes	
Range of Reading & Level of Complexity		
Read and comprehend complex literary and informational texts independently and proficiently	Yes	

WRITING

Text Types & Purposes	Yes	No
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	Yes	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Yes	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Yes	
Production & Distribution of Writing		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Yes	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Yes	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Yes	
Research to Build & Present Knowledge		

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	Yes	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	Yes	
Draw evidence from literary or informational texts to support analysis, reflection, and research	Yes	
Range of Writing		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Yes	

SPEAKING AND LISTENING

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

Conventions of Standard English	Yes	No
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Yes	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Yes	
Knowledge of Language		
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Yes	
Vocabulary Acquisition and Use		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Yes	
Demonstrate understanding of word relationships and nuances in word meanings	Yes	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Yes	

Math

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: Math+ - This course focuses on computational fluency, conceptual understanding, and problem-solving .It introduces students to numbers through 30. Students learn through reading, writing, counting, comparing, ordering, adding, and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. They learn to gather and display simple data. Students also study two- and three-dimensional figures—they identify, sort, study patterns, and relate mathematical figures to objects within their environment.
1st grade: Math+ - This course focuses on computational fluency, conceptual understanding, and problem-solving. This course extends their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.
2nd grade: Math+ - This course focuses on computational fluency, conceptual understanding, and problem-solving.. This course for students in Grade 2 focuses primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.
3rd grade: Math+ - This course focuses on computational fluency, conceptual understanding, and problem-solving.. This course for students in Grade 3 provides a quick overview of whole number addition and subtraction, but has a greater focus on whole number multiplication and division, encompassing early algebraic thinking. Decimals are studied in relationship to place value and money, and fractions are addressed through multiple representations and probability. Students are introduced to specific methods and strategies to help them become more effective problem solvers. Geometry and measurement are addressed through the study of two- and three-dimensional shapes, early work with perimeter, area, and volume, and applying measuring techniques to time, length, capacity, and weight.
4th grade: Math+ - This course focuses on computational fluency, conceptual understanding, and problem-solving. This course for students in Grade 4 moves into applications and properties of operations. Students work with simple fraction and decimal operations, which are applied in the study of measurement, probability, and data, and mathematical reasoning techniques. Students begin the study of equivalencies between fractions and decimals on the number line and early work with integers. Algebraic thinking is developed as students work with variables, coordinate graphing, and formulas in problems involving perimeter, area, and rate. Geometry is extended into greater classification of shapes and work with lines, angles and rotations.
5th grade: Math+ - This course focuses on computational fluency, conceptual understanding, and problem-solving. This course for students in Grade 5 investigates whole numbers through practical situations in rounding, exponents and powers, and elementary number theory. Students begin addition

and subtraction of integers and apply all of their work with rational numbers to problem-solving experiences. The study of algebra includes work with variables, solving equations and inequalities, using formulas within geometry and measurement, and work within the coordinate system. The study of geometry encompasses properties of lines, angles, two- and three-dimensional figures, and formal constructions and transformations.

6th grade: Fundamentals of Geometry and Algebra Students enhance computational and problem-solving skills while learning topics in algebra, geometry, probability, and statistics. They solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. The study of plane and solid figures includes construction and transformations of figures. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative integers and solve problems involving ratios, proportions, and percents, including simple and compound interest, rates, discount, tax, and tip problems. They learn multiple representations for communicating information, such as graphs on the coordinate plane, statistical data and displays, as well as the results of probability and sampling experiments. They investigate patterns involving addition, multiplication, and exponents, and apply number theory and computation to mathematical puzzles.

7th grade: Pre-Algebra- Students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems.

8th grade: Algebra- Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

9th grade: Geometry- Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

10th grade: Algebra II- This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and

their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

11th grade: : Pre-Calculus/Trigonometry - Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

12th grade: Calculus- This course is a comprehensive look at the study of differential and integral calculus concepts including limits, derivative and integral computation, linearization, Riemann sums, the Fundamental Theorem of Calculus, and differential equations. Applications include graph analysis, linear motion, average value, area, volume, and growth and decay models.

Below are lists of the Common Core Math learning domains, initial the appropriate box that accurately reflects the status of the school’s proposed Math curriculum.

KINDERGARTEN-LEARNING DOMAINS

Learning Domain	Yes	No
Counting and Cardinality	Yes	
Operations & Algebraic Thinking	Yes	
Number & Operations in Base Ten	Yes	
Measurement & Data	Yes	
Geometry	Yes	

1ST AND 2ND GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Operations and Algebraic Thinking	Yes	
Number & Operations in Base Ten	Yes	
Measurement & Data	Yes	
Geometry	Yes	

3RD THROUGH 5TH GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Operations and Algebraic Thinking	Yes	
Number & Operations in Base Ten	Yes	
Number & Operations-Fractions	Yes	
Measurement & Data	Yes	
Geometry	Yes	

6TH THROUGH 8TH GRADES-LEARNING DOMAINS

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

HIGH SCHOOL—GENERAL KNOWLEDGE

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

HIGH SCHOOL-ALGEBRA

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

HIGH SCHOOL GEOMETRY

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

HIGH SCHOOL STATISTICS & PROBABILITY

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

Science

Provide a course name and brief description of the course for each grade level being offered at the proposed school Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: Science K- Kindergarten students begin to develop observation skills as they learn about the five senses, the earth's composition, and the basic needs of plants and animals.
1st grade: Science 1- Students learn to perform experiments and record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weathervane.
2nd grade: Science 2- Students perform experiments to develop skills of observation and analysis, and learn how scientists understand the world. They demonstrate how pulleys lift heavy objects, make a temporary magnet and test its strength, and analyze the parts of a flower.
3rd grade: Science 3- Students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone.
4th grade: Science 4- Students develop scientific reasoning and perform hands on experiments in Earth, Life, and Physical Sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs.
5th grade: Science 5- Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects gravity.
6th grade: Earth Sciences- The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world.
7th grade: Life Sciences- The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.
8th grade: Physical Sciences- This course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.
9th grade: Physical Sciences- Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter,

chemical reactions, and the interactions of energy and matter. Students develop skills in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning, with hands-on laboratory investigations making up half of the learning experience.

10th grade: Biology- In this course, students focus on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology.

11th grade: Chemistry- This course surveys all key areas of chemistry, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry.

12th grade: Physics- This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. (optional)

Below are lists of the NV Science unifying concepts, initial the appropriate box that accurately reflects the status of the school's proposed Science curriculum.

PHYSICAL SCIENCE

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

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

LIFE SCIENCE

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

Grades 3-5: Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.	Yes	
Grades 6-8: Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.	Yes	
Grades 9-12: Students understand biological evolution and diversity of life.	Yes	

EARTH AND SPACE SCIENCE

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

EARTH AND SPACE SCIENCE

Unifying Concept (B) Solar system and Universe	Yes	No
Grades K-2: Students understand there are objects in the sky, which display patterns.	Yes	
Grades 3-5: Students understand that there are many components in the solar system including Earth.	Yes	
Grades 6-8: Students understand characteristics of our solar system that is part of the Milky Way galaxy.	Yes	
Grades 9-12: Students know scientific theories of origins and evolution of the universe.	Yes	
Unifying Concept (C) Earth's Composition and Structure		
Grades K-2: Students understand the Earth materials include rocks, soils, and water.	Yes	
Grades 3-5: Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.	Yes	
Grades 6-8: Students understand that landforms result from a combination of constructive and destructive processes.	Yes	
Grades 9-12: Students understand evidence for processes that take place on a geologic time scale.	Yes	

NATURE OF SCIENCE

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

Grades 6-8: Students understand the interactions of science and society in an ever-changing world.	Yes	
Grades 9-12: Students understand the impacts of science and technology in terms of costs and benefits to society.	Yes	

Social Studies

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

Kindergarten: History K- Students will explore the Great Barrier Reef in Australia, the frozen expanses of Antarctica, and the grasslands and rain forests of Africa. They will learn what it is like to climb the Andes and ride with the gauchos and become familiar with the landmarks, people, and stories of many countries in Europe and Asia, as well as North America, including Canada and Mexico. In addition, students will learn about American History through biographies of famous figures, from Christopher Columbus and the Pilgrims to Thomas Jefferson and Sacagawea, from Harriet Tubman and Susan B. Anthony to Abraham Lincoln and Theodore Roosevelt, from Thomas Edison and the Wright brothers to Cesar Chavez and Martin Luther King, Jr.

1st grade: History 1- This course kicks off a program that, spanning the elementary grades, provides an overview of world geography and history from the Stone Age to the Space Age. Through lively stories and activities, students will: meet nomadic children in ancient Mesopotamia who settle in the Fertile Crescent, Explore the great pyramids in ancient Egypt, and meet mighty pharaohs such as King Tut, learn about the origins of democracy in ancient Greece, as well as the first Olympic games, the Trojan War, Alexander the Great, and the marvelous myths of the ancient Greeks, visit ancient India and hear stories of the historical origins of Hinduism and Buddhism and travel down great rivers in ancient China, hear the wisdom of Confucius, and witness the building of the Great Wall.

2nd grade: History 2- Second graders continue their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age. Through lively stories and activities, second graders will: Explore ancient Rome and meet Julius Caesar, Hear stories of the raiding and trading Vikings, Appreciate the achievements of early Islamic civilization, During the early Middle Ages in Europe, meet knights in armor, and hear stories of St. George, Robin Hood, and Joan of Arc, Visit the medieval African kingdoms of Ghana, Mali, and Songhai, travel the Silk Road across China, and meet the powerful emperor, Kublai Khan and learn about the fighting samurai and the growth of Buddhism and Shintoism in feudal Japan

3rd grade: History 3- Continuing their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, third grade students will: Explore the Renaissance, and meet Petrarch, da Vinci, Michelangelo, Gutenberg, Galileo, and more, journey through the Age of Exploration with Dias, da Gama, Magellan, and more, Get to know the Maya, Aztecs, and Incas, Visit civilizations in India, Africa, China, and Japan During England's Golden Age, meet Elizabeth I, Sir Walter Raleigh, and William Shakespeare Explore Jamestown, Plymouth, and the thirteen colonies in Colonial America and learn about the American Revolution

4th grade: History 4- Concluding their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, fourth grade students turn to the study of the modern world. They will: learn about the Age of Enlightenment and the Scientific Revolution, and meet Isaac Newton and Benjamin Franklin, Become familiar with James Madison and American constitutional government, as well as Napoleon in France, learn about various revolutions in Latin America, see how great changes—nationalism, industrialism, and imperialism—shaped, and sometimes shattered, the modern world, leading to the two world wars, and study many inventors and innovators who achieved great advances in communication, transportation, medicine, and government

5th grade: American History A- The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series A History of US, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

6th grade: American History B- The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series A History of US, the course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

7th grade: Intermediate World History A- K12 Intermediate World History A surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of Intermediate World History. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

8th grade: Intermediate World History B- This course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include: The cultural rebirth of Europe in the Renaissance, The Reformation and Counter-Reformation, The rise of Islamic empires, Changing civilizations in China, Japan, and Russia, The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans. The changes that came with the Scientific Revolution and the Enlightenment, Democratic revolutions of the eighteenth and nineteenth centuries, The Industrial Revolution and its consequences, Nineteenth century nationalism and imperialism and the remarkable transformations in communications and society at the turn of the twentieth century.

<p>9th grade: World History- In this survey of world history from prehistoric to modern times, students focus on the key developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement World History: Our Human Story, a textbook written and published by K¹². Students analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.</p>
<p>10th grade: Modern World Studies- Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.</p>
<p>11th grade: U.S. History- This course is a full-year survey that provides students with a view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12’s The American Odyssey: A History of the United States. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.</p>
<p>12th grade: (Optional) U.S. Government and Politics- This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.</p>

Below are lists of the NV Social Studies standards, initial the appropriate box that accurately reflects the status of the school’s proposed Social Studies curriculum.

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

Students acquire skills necessary to become active, informed, and literate citizens.	Yes	
People, Cultures, and Civilizations—US, NV, and World		
Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.	Yes	
Nation Building and Development—US, NV, and World		
Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.	Yes	
Social Responsibility & Change—US, NV, and World		
Students understand how social ideas and individual action lead to social, political, economic, and technological change.	Yes	
International Relationships & Power—US, NV, and World		
Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.	Yes	
World in Spatial Terms—Map Elements & Concepts, Map Selection & Analysis, Map Construction, & Map Use & Geographic Tools		
Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.	Yes	

Places & Regions—Application of Concepts & Characteristics, Cultural Identity & Perspective, Patterns of Change & Impact of Technology, & Location	Yes	No
Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.	Yes	
Human Systems—Demographic Concepts, Migration & Settlement, Rural & Urban Communities, Analysis of Economic Issues, & Human Organizations		
Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.	Yes	
Environment & Society—Changes in the Physical Environment, Technology & Modifications of the Physical Environment, Effects of Natural Hazards on Human Systems, & Management of Earth’s Resources		
Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.	Yes	
Market Economy—Incentives, Choice, and Cost, Consumers, Producers, Employees, & Markets & Prices		
Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.	Yes	
U.S. Economy as a Whole—Forms & Functions of Money, Interest, Savings, Borrowing, Financial Institutions, & Circular Flow		
Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.	Yes	
Dynamic Economy—Organizations, Investment, Entrepreneurship, Specialization & Interdependence, & Competition		
Students will identify the causes of economic change, explain how the US economic system responds to those changes, and explain how other economic systems respond to change.	Yes	
International Economy—International Interdependence, Exchange Rates, Globalization, & Restricted Trade		
Students will explore trends in international trade, the impact of trade on the US economy, and the role of exchange rates.	Yes	

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

Attachment A.3.4 Typical Day

As a Blended Learning Environment, a typical day is anything but traditional. Some students log on to receive and execute assignments early in the morning on the same rhythm of a traditional school, but many more find their productivity is best in the afternoon or evenings. At the Charter School, students learn at the times convenient to their schedules. Though students have the flexibility to choose the time frame in which they study, they are required to demonstrate work on at least one subject each school day.

No matter the time a student does start his or her learning for the day, he or she typically starts by going online to get assignments, to network with teachers and classmates and to check for Elluminate™ tutoring and subject matter lesson sessions for their courses for the day. Students turn in assignments regularly through the online course, take tests and quizzes, and also submit papers. A student's progress and grades are posted on a secure, private site so that both student and parents are always aware of their current status.

Through their online interactions, students develop and pursue friendships, both during official online sessions, or through the Charter School Commons (message boards based on student interests). Extracurricular Charter School-sponsored events allow students and parents to meet and build friendships based on mutual interests. In addition, many students pursue sports, music, and other activities in coordination with local organizations and local schools.

The student will work with the teacher and parent to agree upon the order in which the assignments will be tackled to ensure all coursework is completed in a semester. Some students may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Regardless of the time of day, teachers are able to monitor the amount of time each student spends on course work and check for daily attendance.

Every day is unique for a Charter School student - just like everyone, our students are unique.

Attachment A.3.5

Classes Needed for Yearly Promotion

[NAC 386.150(5)] (NAC389.445)

Kindergarten	Language Arts K- Blue	Math+ Blue	Science K	History K	Art K	Preparatory Music	PE	
1 st Grade	Language Arts 1- Green	Math+ Green	Science 1	History 1	Art 1	Beginning Music 1	PE	
2 nd Grade	Language Arts 2 (Orange)	Math+ Orange	Science 2	History 2	Art 2	Beginning Music 2	PE	
3 rd Grade	Language Arts 3	Math+ Purple	Science 3	History 3	Art 3	Exploring Music	PE	
4 th Grade	Language Arts 4	Math+ Red	Science 4	History 4	Art 4	Intermediate Music 1	PE	
5 th Grade	Language Arts 5	Math+ Yellow	Science 5	American History A	Intermediate Art: American A	Intermediate Music 2	PE	
6 th Grade	Intermediate English A	Fundamentals of Geometry & Algebra	Earth Science/Life Science	American History B	Intermediate Art: American B	Intermediate Music 3	PE	
7 th Grade	Intermediate English B	Pre-Algebra	Physical Science	Intermediate World History A	Intermediate Art: World A	Music Appreciation	Foreign Language A	PE
8 th Grade	Literary Analysis and Composition	Algebra	Advanced Life, Earth or Physical Science	Intermediate World History B	Intermediate Art: World B	Music Concepts	Foreign Language B	PE

Attachment A.3.6 Graduation Requirements

Standard Diploma Requirements (NAC 389.664, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	Literary Analysis & Composition I & II (Core, Comprehensive, Honors, Credit Recovery (CR), American Literature (Core, Comprehensive, Honors, CR), British & World Literature (Core, Comprehensive, Honors, CR), AP Language Composition, AP Literature & Composition
Math	3	Algebra 1 (Core, Comprehensive, Honors, CR), Algebra 2 (Core, comprehensive, honors, CR), Geometry (Core, Comprehensive, Honors, CR), AP Calculus, Business & Consumer Math, Pre-Algebra (Core, Comprehensive, CR), Trig, AP Statistics
Science	2	Physical Science (Core, CR), Earth Sciences (Core, Comprehensive, Honors, CR), Biology (Core, Comprehensive, Honors, CR, AP), Chemistry (Core, Comprehensive, Honors, CR, AP), AP Physics, AP Environmental Sciences
Social Studies	3	World History (Core, Comprehensive, Honors, CR), Modern World Studies (Core, Comprehensive, Honors, CR), Geography and World Cultures (Core, Comprehensive, CR), US History (Core, Comprehensive, Honors, CR), Modern US History (Core, Comprehensive, Honors, CR), US Government & Politics (Core, Comprehensive, CR), AP Macroeconomics, AP Microeconomics, AP World History, AP European History
Arts & Humanities OR Career & Tech. Ed.	1	Fine Arts, AP Art History, Art Appreciation, Image Design and Editing, Flash Animation, Game Design, 3D Image Design, Audio Engineering
Health	½	Skills For Health
Physical Ed.	2	P.E.
Computers	½	Computer Literacy, AP Computer Science, Engineering Design I/CAD, C++ programming
Electives	6 ½	Spanish (Core, AP), French (Core, AP), German, Psychology, Intro to Entrepreneurship, Intro to Marketing, Marketing I, Marketing II, Anthropology, Civics, Oceanography, Environmental Science, Service Learning, College Goals and Paths, Digital Arts
TOTAL	22 1/2	



Academy of Arts and Sciences

This certifies that

(Student's Name)

Has completed the course of study prescribed by the

Nevada

State Board of Education

For High School and is entitled to this

Diploma

And has earned all rights and privileges pertaining therein

This 11 Day of June, 2013

Executive Director

Principal

Attachment A.3.11 Textbooks

As an online blended learning environment, we utilize the curriculum offered by K¹². Unlike other online learning companies, K¹² has made an unusual commitment to develop a number of learning resources in-house, with their own staff of subject matter experts. All curriculum and materials have been developed by K¹² and are Nevada's list of approved vendors. Math, Science, and Language Arts textbooks are all online materials.

For History, additional outside resources are used.

7th Grade

History- The Human Odyssey Volume 1: Prehistory Through the Middle Ages

Edited by Mary Beth Klee, John Cribb, and John Holdren

Herndon, Virginia: K12 Inc., 2004; 664 pages

ISBN: 1931728534

8th Grade

History- The Human Odyssey Volume 2: Our Modern World, 1400 to 1914

Edited by Mary Beth Klee, John Cribb, and John Holdren

Herndon, Virginia: K12 Inc., 2005; 736 pages

ISBN: 1931728569

High School

History- The Human Odyssey Volume 3: From Modern Times to Our Contemporary Era

Edited by Mary Beth Klee, John Cribb, and John Holdren

Herndon, Virginia: K12 Inc., 2007; 432 pages

ISBN: 1601530188

Attachment A.4.1 Assessment Plan and Instruments

Academy of Arts and Sciences is using A-F grading system based off of percentages in grades 6-12. Each letter grade is in a 10% range: A=100-90%, B=89-80%, C=79-70%, D=69-60%, and F is for 59% and below.

The Charter School is using a standards based grading system based on standard mastery in grades K-5. Every graded assignment, test, quiz, or project is assigned a score based off of examples of student knowledge either through correctly answered questions or grade level designed rubric. A score of 5 shows work that exceeds standard mastery and involves higher level thinking. Students have correctly completed 90%-100% of the work. A score of 4 shows that students are adequately progressing. Students have completed 80%-89% of the work correctly and are on their way to mastery. A score of 3 shows that satisfactory progress towards standards mastery is being made. A score of 2 shows that a student needs improvement and some type of intervention needs to begin. A score of 1 indicates that no progress is being made toward standard mastery. Work is incomplete and no effort is being made to progress in the given area. In addition, those students receiving an overall percentage of 71% or less will receive deficiency notices during weeks 5, 15, 25, and 35 of the school year. These notices require parent signatures and present an opportunity for parents to meet with teachers regarding student performance. Quarterly benchmark data will be analyzed to direct instruction.

In addition to student produced work, curriculum based assessments such as unit tests and quarterly assessments will be used to measure student achievement. Quarterly benchmark assessments will monitor students' progression towards standard mastery.

State Standardized Testing

Students in grades 3-8 will take the CRT or Smarter Balance exam around the 150th day of school. Students in grades 5 and 8 will take both the Science CRT and the Written CRT. The Results from the Criterion Referenced Test, or Smarter Balance as we implement Common Core, will be analyzed and aggregated so that areas of strengths and needs can be clearly utilized to drive instruction. ACADEMY OF ARTS AND SCIENCES will use the AYP and the API scores to assess program success and quality and make changes as necessary to improve sub-group performance. (NAC 386.150(7)),

AP Classes

AP exams will be given to students in grades 9-12 during the spring.

English Language Proficiency Assessment

Students in Kindergarten through twelfth will be assessed annually by the ELPA until receiving a rating of Reclassified Fluent English Proficient. Students that are Limited English Proficient will take the English Language Proficiency Assessment (ELPA) annually until they are deemed proficient in reading, writing, speaking, comprehension, and listening. This is administered at during the spring quarter. The ELPA does not replace state standardized testing, but is in addition. This assessment is given during the beginning of the school year and as needed for new students. (NAC 389.0515)

Nevada High School Proficiency Exam

High school students will be required to take the Nevada High School Proficiency Exam. Sophomores will take this exam in March. Juniors will take this exam in October and March. Seniors will be able to take this exam in either November, March, April, or July. This exam must be passes in order to qualify for graduation. (NAC 389.048), (NAC 389.051)

Graduation and Attendance Rates

Additionally, graduation rates and average daily attendance will be used as assessment tools in monitoring the success of ACADEMY OF ARTS AND SCIENCES's model. The Graduation rates will be used to determine whether pupils are completing the required course of study to adequately prepare them for college, university, military or employment. The rates reached by Academy of Arts and Sciences pupils will also be used as a metric for evaluation by external auditors. A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the Charter School, and as pupils cannot participate in activities when they are not present, the attendance of pupils will be closely monitored. Academy of Arts and Sciences attendance accounting system will meet the requirements of the Nevada Department of Education.

Attachment A.5.1 School Calendar

2014-2015 Traditional Calendar

Calendar for 2014-2015 school year		Academy of Arts and Sciences					Start Date		8/25/2014	
	Monday	Tuesday	Wednesday	Thursday	Friday	SD	ASD			
Aug		25	26	27	28	29			First Day 8/25/14	
Sept	DH - 1		2	3	4	5			Labor Day 9/1/2014	
	8	9	10	11	12					
	15	16	17	18	19			School	Count Day 9/19/14	
						19	19	Month 1		
Oct		22	23	24	25	26				
		29	30	1	2	3				
		6	7	8	9	10				
		13	14	15	16	17		School		
						20	39	Month 2		
Nov		20	21	22	23	24				
		27	28	29	30	DH 31			Nevada Day 10/31/14	
		3	4	5	6	7			Veterans Day 11/11/14	
		10	DH 11	12	13	14		School		
						18	57	Month 3		
Dec		17	18	19	20	21			Thanksgiving 11/27/14	
		24	25	26	27	28			Family Day 11/28/14	
		1	2	3	4	5				
		8	9	10	11	12		School		
						18	75	Month 4		
Jan		15	16	17	18	19			Winter Break begins 12/22/14	
	WB 22	WB 23	WB 24	WB 25	WB 26				Winter Break ends 1/4/15	
	WB 29	WB 30	WB 31	WB 1	WB 2				Classes Resume 1/5/15	
	2nd Semester 5	6	7	8	9				Start of 2nd Semester 1/5/15	
	12	13	14	15	16			School		
						15	90	Month 5		
Feb	DH - 19		20	21	22	23			Martin Luther King Jr Day 1/19/15	
	26	27	28	29	30					
	2	3	4	5	6					
	9	10	11	12	13			School		
						19	109	Month 6		
March	DH - 16		17	18	19	20			Presidents Day 2/16/2015	
	23	24	25	26	27					
	2	3	4	5	6					
	9	10	11	12	13			School		
						19	128	Month 7		
April		16	17	18	19	20			Spring Break 3/30/2015-4/3/2015	
	SB 30	SB 31	SB 1	SB 2	SB 3					
	6	7	8	9	10			School		
						15	143	Month 8		
May		CRT 13	CRT 14	CRT 15	CRT 16	CRT 17				
		CRT 20	CRT 21	CRT 22	CRT 23	CRT 24				
		27	28	29	30	1				
		4	5	6	7	8		School		
						20	163	Month 9		
June		11	12	13	14	15			Memorial Day Holiday 5/25/2015	
		18	19	20	21	22			Last Day 6/5/2015	
	Memorial Day 25	26	27	28	29					
	1	2	3	4	5			School		
						17	180	Month 10		

- WB Winter Break
- SB Spring Break
- CD Contingency day
- DH District Holiday
- CRT Criterion Results Testing

Semester 1 90 days
Semester 2 90 days

Attachment A.6.3 ACADEMIC DISHONESTY AND PLAGIARISM

Academic Dishonesty and Plagiarism includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

Citations formats vary among the departments; however, all courses require that students submit original work that is properly cited when applicable. The teacher will dictate which citation format should be used and what the guidelines are for the department. Detailed information and tutorials in MLA and APA styles as well as a comprehensive explanation and tutorials on plagiarism can be found at <http://owl.english.purdue.edu/>

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor must exercise the following protocol:

ACADEMIC INFRACTION CONSEQUENCES

- 1st offense
 - If approximately more than 30% of the assignment was plagiarized or not completed by the student, to be determined by the teacher, then the student will receive a grade of F for the assignment. The teacher will notify the student and parent and the Content Lead and/ or Guidance Counselor, all other teachers, and Principal. The student will be mailed/emailed a copy of a behavior contract regarding the infraction. The student, parent and teacher will sign the document, which will then be placed in the student's file.
 - If approximately less than 30% of the assignment was plagiarized or not completed by the student, to be determined by the teacher, then the student will receive 10% reduction on the assignment. The teacher will notify the student and parent and the Content Lead and/ or Guidance Counselor and Principal. The student will be mailed/emailed a copy of a behavior contract regarding the infraction. The student, parent and teacher will sign the document, which will then be placed in the student's file.

- 2nd offense (in any course and of any percentage of infraction)
 - If the occurrence is in a separate course, the student will receive an F on the assignment, as well as a 10% overall course grade reduction in both of the course the

infractions occurred in. This will result in a 10% reduction of the course for the first infraction regardless of infraction percentage and a 10% reduction in the second course. Parent and student will, again be notified via certified mail of the actions taken. A conference call will be set up with the student, parent, the teacher and the Content Lead and/ or Guidance Counselor.

- If the infraction occurred in the same course as the first infraction, the student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript. Parent and student will, again be notified via certified mail of the actions taken. A conference call will be set up with the student, parent, the teacher and the Content Lead and/ or Guidance Counselor.
- 3rd offense (in any course and of any percentage of infraction)
 - The student will be withdrawn from ACADEMY OF ARTS AND SCIENCES and placed back in their school of residence. The three incidents will be noted in the student's permanent file.

CLASSROOM ETIQUETTE

In ACADEMY OF ARTS AND SCIENCES, a classroom is defined as many different locations. These may include but are limited to:

- Web-Based sessions
- On-site Classrooms

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

WEB-BASED SESSIONS ETIQUETTE

Web-Based sessions are designed to extend the boundaries of the physical classroom by connecting students and teachers, and create a learning partnership. Web-Based sessions provide a real-time virtual classroom environment designed for virtual education and collaboration. The Web-Based classroom technology enables all students of all ability levels to get an interactive learning experience.

ACADEMY OF ARTS AND SCIENCES offers a wide variety of student Web-Based sessions, which support the K12 curriculum and are an excellent resource for students. Teachers conduct student sessions and offer office hours to answer questions from students and learning coaches.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.

2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher.
6. Use only your own user name and password, and do not share these with anyone.
7. Do not post personal information including: Phone Number, Myspace, you tube, Facebook, email address, etc.
8. Do not download, transmit or post material that is intended for personal gain or profit
9. Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.
10. Students may not distract students via chat, web or drawing features.
11. Do not download, transmit or post material that is intended for personal gain or profit
12. Do not upload or post any software on ACADEMY OF ARTS AND SCIENCES instructional computing resources that are not specifically required and approved for your assignments
13. Do not post any MP3 files, compressed video, or other non-instructional files to any ACADEMY OF ARTS AND SCIENCES server
14. Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content

ON-SITE CLASSROOMS:

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Ensure no trash is left in the classroom or on school premises.
6. No Gum on site. Food only allowed in designated areas.
7. Cell-Phones must be turned onto vibrate or turned off
8. Students must maintain a quiet environment, conducive to learning

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students.

Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

CONSEQUENCES – FOR NON-HARASSMENT INFRACTIONS:

Infractions to the classroom code of etiquette will result in the following:

- First warning
- Certified letter
- If problem continues: Administrator phone conference
- **Students may be withdrawn from the program after a repeated infraction**
- Depending on the severity of each action, ACADEMY OF ARTS AND SCIENCES reserves the right to withdraw student upon first action

NETWORK ETIQUETTE

As an ACADEMY OF ARTS AND SCIENCES student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang.
- Swear words are unacceptable
- Do not harass or threaten others
- Limit use of all capital letters as this can be is considered yelling
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses
- Do not post personal information, (personal information, Myspace, you tube, Facebook, email address, phone numbers etc.)

At the school site users shall not use the school's equipment, software, web-based classrooms and other materials of ACADEMY OF ARTS AND SCIENCES to view, download, save, receive or send material related to or including any of the following:

- Illegal activities
- Offensive content of any kind, including pornographic material
- Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
- Threatening or violent behavior
- Gambling or wagering
- Commercial messages.

- Religious, political or racial messages
- Messages that misrepresent yourself

In addition, students may not:

- Download or install any software on the ACADEMY OF ARTS AND SCIENCES computer
- Use websites or chat rooms that are not for the purpose of ACADEMY OF ARTS AND SCIENCES related education

Students may not change any settings on an ACADEMY OF ARTS AND SCIENCES computer.

CONSEQUENCES – FOR NON-HARASSMENT INFRACTIONS:

Infractions to the policy on Site-Based computers will result in the following:

- 1) Warning
- 2) Letter home to the family
- 3) Students may lose the privilege to work on a school computer
- 4) Students may be withdrawn from the program after a repeated infraction

Infractions to the policy on Site-Based computers will result in the following:

- 1) Warning
- 2) Letter home to the family
- 3) Device may be confiscated and returned to a parent
- 4) Students may lose the privilege to bring their Device to School
- 5) Students may be withdrawn from the program after a repeated infraction

Infractions of a Harassment nature will follow the Harassment Discipline Policy

INTERNET SAFETY POLICY

It is the policy of ACADEMY OF ARTS AND SCIENCES to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act

[Pub. L. No. 106-554 and 47 USC 254(h)].

DRESS CODE POLICIES

The intent of the dress code is to have students wear clothing that is appropriate for school and the learning environment. Staff at ACADEMY OF ARTS AND SCIENCES should not have to feel

uncomfortable while conferencing with any student. Good taste and grooming are an important part of our students' education.

The following will not be acceptable at ACADEMY OF ARTS AND SCIENCES:

- Beach wear
- Halter tops/Spaghetti strap tops/tube tops
- Bare midriffs that show any skin – front or back
- Low-cut tops (use the "L" rule)
- Brief shorts/skirts (use arm's length rule)
- See-through outfits
- Any form-fitting clothing
- Bare feet
- Gang related clothing /Clothing with profanity
- No undergarments showing
- Baggy or sagging clothing
- Clothing or products that promote tobacco, alcohol, drugs or sex
- Hats, "doo rags", and caps are to be removed while at ACADEMY OF ARTS AND SCIENCES, wearing of sunglasses while in the building

DRESS CODE ENFORCEMENT:

ACADEMY OF ARTS AND SCIENCES staff is expected to enforce the dress code in a fair and consistent manner. If a student violates the dress code he/she may be asked to leave or be given an oversized cover-up to wear during the appointment time. Should a student come dressed inappropriately a second time he/she will be asked to leave and the teacher will fill out a disciplinary form.

SEXUAL HARASSMENT AND CYBER BULLYING

Academy of Arts and Sciences is committed to equal opportunity for all individuals in education. ACADEMY OF ARTS AND SCIENCES programs and activities will be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability, or any other unlawful consideration.

Harassment – A Definition:

Harassment is unwanted and unwelcomed behavior from other students or staff members that interferes with another individual's life. When it is sexual in nature, it is "sexual harassment." When it is racial in nature, it is "hate-motivated behavior" or sometimes a "hate crime."

Discrimination – A Definition

Discrimination is negative or unfair treatment toward an individual based on race, ethnicity, sexual orientation, religion or gender.

Sexual harassment of or by any student or member of the School staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student or immediate termination of any faculty, with a zero-tolerance policy over proven offenses.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School.

Harassment comes in many forms including:

Spam (unsolicited e-mails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or the School's Administration. The Investigator will immediately investigate all such incidents in a confidential manner.

STEPS FOR STUDENTS TO FOLLOW

Students who deem that they are victims of cyber-bullying or harassment should adhere to the steps below:

1. Do not answer to the person alleged of cyber-bullying or harassment.
2. Authenticate specific instances of cyber-bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).
3. If the unwarranted correspondence is from another student and occurs as part of classwork (i.e., as part of any class activity such as a threaded discussion, or group assignment), inform the teacher of the situation, and provide the teacher with all the proper correspondence. (See Appendix for form)
4. If the unwarranted correspondence is from another student and happens in any other school setting (i.e., not as a part of a specific class), inform the coach of the situation, and provide the coach with all the proper correspondence. (See Appendix for form)
5. If the unwarranted correspondence is from a staff member, report the situation to the administration.

6. If the abusive communication is from someone within the administration, inform the coach of the situation who will inform an appropriate administrator.

ADMINISTRATIVE ACTION PLAN

When a student informs a faculty of an incident of cyber-bullying or harassment from another student:

- The teacher will acquire and examine documentation.
- The teacher will discuss the situation with the principal. Records of the actions taken will be appended to the student's electronic file.
- The parent/guardian and, if applicable the learning coach, of the accused will be notified of the situation.
- Depending on the level of concrete evidence the accused student will either be provided written notification of a warning with a contract in place for future infractions, or the student will be removed from the program.
- The teacher will arrange a parent conference to discuss the matter.
- If the student is referred to the principal, the student may be a candidate for expulsion.

When a student reports an incident of cyber-bullying or harassment to a counselor:

- When a student reports an incident of cyber-bullying or harassment by a staff member to the administration, that person will discuss the incident with the accused and may contact HR.

Disciplinary Action for Students Engaging in Harassment or Cyber-bullying

Students who are found engaging in harassing or bullying behavior

- Will be candidates for expulsion dependent on the severity of the offense.

Staff Member Responsibilities for the Harassment or Cyber-bullying Policy:

- Instructors and/or coaches collect and review documentation and discuss the incident(s) with the student.
- Instructors and/or coaches record the documentation in the student's electronic file.
- Instructors and/coaches arrange a parent conference to discuss the matter.
- If not enough concrete evidence to expel on first infraction, Instructors and/coaches warn the student about possible expulsion.

Principals initiate administrative expulsions as described above.

Attachment A.6.4 Truancy Policy

Academy of Arts and Science has adopted a truancy policy that is aligned to NRS 392.144. The Charter School will attempt to take reasonable actions designed to encourage, enable, or convince students with one or more unexcused absence to attend school.

If a student is habitually truant pursuant to NRS 392.140, administrators of the Charter School may report the student to a school police officer or to the local law enforcement agency for investigation and issuance of a citation, if warranted, in accordance with NRS 392.149.

The Charter School will create and maintain a Student Attendance Review Board to monitor attendance issues and to educate parents as to the importance of consistent attendance.

Attachment A.6.5 Absence policy

Academy of Arts and Sciences bases its Attendance Policy on Nevada Revised Statutes 392.122. ACADEMY OF ARTS AND SCIENCES has established a policy requiring 90% attendance for promotion to the next grade or earning credit. The emphasis of the attendance policy is on the importance of keeping students in school and providing access to the curriculum. The Attendance Policy describes the acceptable reasons and number of Excused Absences as the following:

- 10 Circumstance absences per year for elementary and middle school students or 5 Circumstance absences per each semester for high school students
- Religious Family business Pre-arranged Bereavement
- Legal Personal business Emergencies
- Medical absences

Parents/guardians must provide a note from a medical professional if available and always notify the school of an absence due to a medical reason.

It should be noted that parents/guardians must send a note or call the school regarding any absence. This must be done within three days after the student returns to school. Of course, calls or notes in advance are always appreciated.

Any absence that is not verified by a parent/guardian within the three days after the student returns to school counts against the 90%.

Any absences beyond the 10 (elementary/middle school) or 5 per semester (high school) Circumstance absences will count against the 90%.

Absences that are within the parent's/guardian's control also count as unexcused absences. Examples of these types of absences are:

- Staying home to care for siblings
- Didn't feel like coming to school
- Excessive transportation issues
- Sleeping in too late

If your child has failed to meet the 90% requirement, you may ask for a review of the absences.

Students who attend less than 90% of the year or course will be retained or not earn credit. Academy of Arts and Sciences will follow the requirements regarding attendance as set forth in NRS 392.122 for the appropriate grade levels. The Charter School expects that students will submit work daily on school days unless ill and documented by a physician's note. The Charter School will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Attachment A.7.3 Enrollment Projections

Year	# of students
2014-2015	175
2015-2016	300
2016-2017	500
2017-2018	700
2018-2019	1000

After searching schools with similar programs, these numbers seem realistic and achievable. With the increase in acceptance and credibility of online education, distance learning opportunities are becoming more and more popular. As our reputation and achievement grow, so will our enrollment.

Attachment A.8.5 Special Education Policy Assurance

NEVADA DEPARTMENT OF EDUCATION Charter School Application

INSTRUCTIONS

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

POLICY ASSURANCES

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

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

Academy of Arts and Sciences

Signature:

Date:

Attachment A.8.6 RtI Referral Packet and Flowchart

Student RtI Referral Form

Teacher(s) _____ Date Received _____

Student Name _____ Grade _____

DOB _____

***Parent Contact Date** _____ Conference Telephone Note E-mail

***Second Contact Date** _____ Conference Telephone Note E-mail

Reason for Referral: Academic Absences (# ___) Tardies (# ___) Behavioral Office Referrals (# ___)

At Risk: Yes No

Screeners:

Reading Score(s): _____

Comprehension Score(s): _____

Prior Special Ed Referral Yes No

Prior Retention Yes No Grade _____

Subject(s) Currently Failing _____

Prior Districts Yes No # of Districts _____

Services Provided

Speech	Literacy Lab	Tier I Differentiation	Intervention Tier II
Mentoring	Learning Centers	Resource	Intervention Tier III
Tutorials	Bilingual/ESL	Content Mastery	Saturday School
Counseling	Other	Dyslexia	

Intervention		(Circle one)				How Often		
		Successful (S)	Unsuccessful (US)	Not Tried (NT)	Not Applicable (NA)	Daily	Weekly	Monthly
1	Teacher-led one-on-one	S	US	NT	NA			
2	Teacher-led small groups	S	US	NT	NA			
3	Change seating	S	US	NT	NA			
4	Reduce distractions	S	US	NT	NA			
5	Provide breaks	S	US	NT	NA			
6	Use visual cues/signals	S	US	NT	NA			
7	Modify instructions	S	US	NT	NA			
8	Tutor/Mentor (peer volunteer)	S	US	NT	NA			
9	Reduce degree of difficulty	S	US	NT	NA			
10	Allow more time	S	US	NT	NA			
11	Give immediate feedback	S	US	NT	NA			
12	Maintain proximity	S	US	NT	NA			
13	Use timer	S	US	NT	NA			
14	Break task into smaller steps	S	US	NT	NA			
15	Minimize transition time	S	US	NT	NA			
16	Model/role-play behavior	S	US	NT	NA			
17	Individual instruction/attention	S	US	NT	NA			
18	Positive reinforcement	S	US	NT	NA			
	verbal concrete	S	US	NT	NA			
19	Planned ignoring	S	US	NT	NA			
20	Contract/chart/points	S	US	NT	NA			
	classroom CM	S	US	NT	NA			
21	Loss of privileges	S	US	NT	NA			
22	Privileges/responsibilities	S	US	NT	NA			
23	Time-out (in room)	S	US	NT	NA			
24	Time-out (out of room)	S	US	NT	NA			

How do this student's academic skills compare with those of an average student in your classroom?

In what settings/situations does the problem occur **most** often?

In what settings/situations does the problem occur **least** often?

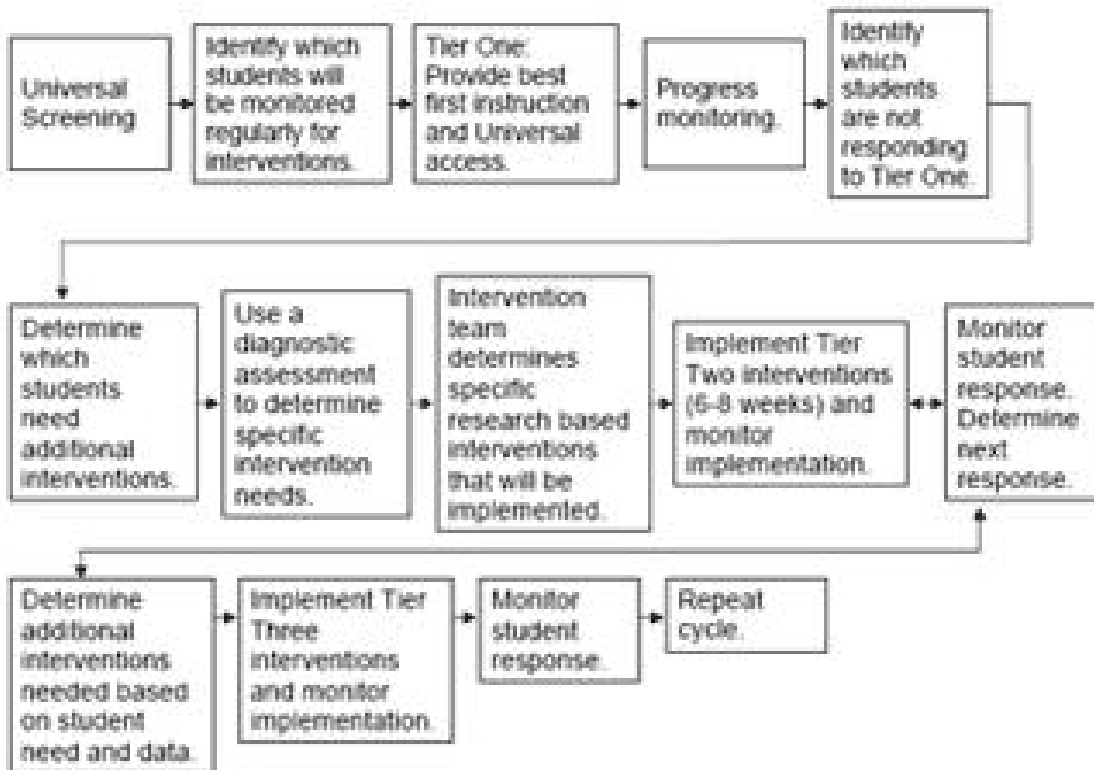
What are the student's strengths, talents, and/or specific interests?

What would be the best day(s) and time(s) for someone to observe the student having the difficulties that you describe above? (Please attach a copy of the student's daily schedule, if available.)

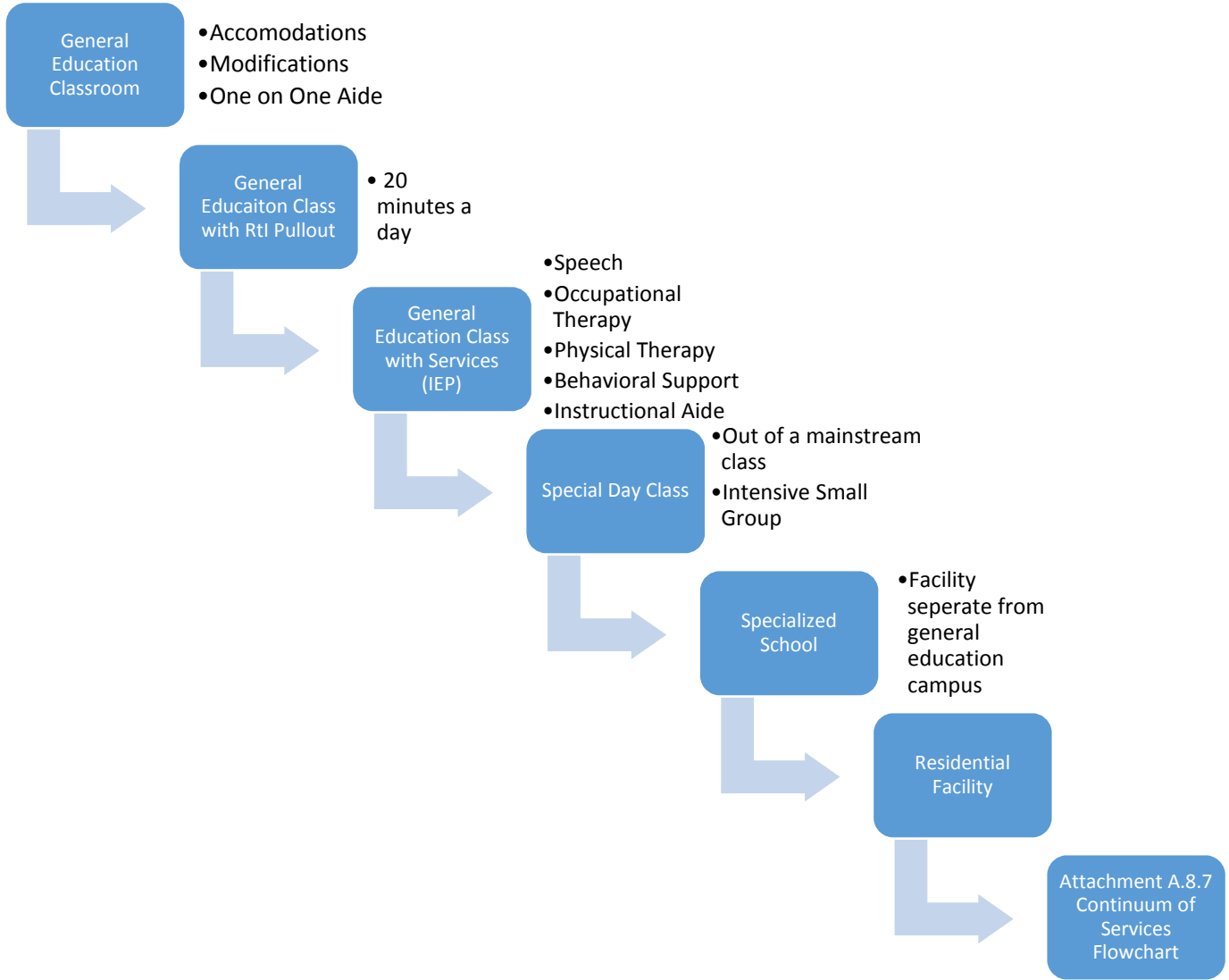
Allowable Accommodations

What activities or strategies have you tried to do to resolve this problem?

Response to Intervention Flow Map Academic and Behavioral



Attachment A.8.7 Continuum of Services Flowchart



Attachment A.9.2 Pupil Record Retention Policy

A Parents' Guide to Student Records

Family Education Rights and Privacy Act (FERPA)

Most information about Academy of Arts and Sciences' students cannot be made public without the consent of parents or guardians. Federal law prohibits schools or the district from releasing information without permission, except for what is termed "directory information".

According to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), directory information about students may be released by the district without parental consent, provided annual notification has been given and the school does not have on file written denial to release directory information; however, schools do use discretion when they receive requests for directory information and will not release such information if it is the principal's judgment that releasing such information would not be in the best interest of the student.

Parents and guardians or students 18 years of age or older who do NOT want directory information released must notify the school principal prior to October 1.

Academy of Arts and Sciences' policies on access to student information are in compliance with FERPA and Nevada Revised Statute (NRS) 392.029.

General directory information is made available to most other individuals only with parental written permission. Activities such as awards, scholarships, college/technical school information and various school publications such as yearbooks and athletic programs, however, require the use of some general information about students. Such information is called general directory information. The following are examples of general directory information:

- name, address, telephone listing, electronic mail address
- date and place of birth, photographs
- participation in officially recognized activities and sports
- field of study
- weight and height of athletes
- enrollment status
- degrees and awards received
- dates of attendance
- most recent previous school attended
- grade level
- grade point average range for college recruitment

Parents and legal guardians have the right to see any documents or materials directly related to their children. In the case of divorce, custodial and noncustodial parents have access to the child's record, unless a legally binding document declares differently.

Other people that have access to student records are:

- Children over the age of 18, emancipated minors, or those attending post-secondary institutions;
- School officials (including School Police), parent volunteers or researchers working with the District or Nevada Department of Education with a legitimate educational interest;
- School officials in a district to which the child intends to transfer;
- Individuals connected with a health or safety emergency;
- Military recruiters;
- Accrediting organizations to carry out their accrediting functions;
- In connection with financial aid for which the student has applied or received;
- To state and local authorities pursuant to a State statute concerning the juvenile justice system and the system's ability to effectively serve the student whose records are being disclosed;
- To organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs or improving instructions;
- To comply with a judicial order or a lawfully issued subpoena;
- A college or university to which a student has applied and intends to enroll;
- In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents (or students) have advised the LEA in writing by October 1st that they do not want their student's information disclosed without prior written consent.

Student records are kept for six years once a student leaves Academy of Arts and Sciences.

Caroline A. Nuttall

7997 Meadow Vista Court
Reno, NV 89511

caroline.nuttall@aascalifornia.org
858-254-1162

OBJECTIVE

I completed my student teaching in the Del Mar Union School District and I am currently the lead teacher for a virtual charter school. I hold a multiple subject teaching credential in both California and Nevada.

EDUCATION

Bachelor of Science, Elementary Education Minor in Studio Art
University of Nevada, Reno Graduated December, 2009

ADDITIONAL SKILLS

EL Authorization (CLAD)
CPR and First Aid certification
No Child Left Behind certification
Taken/passed CBEST, CSET, CTEL

WORK EXPERIENCE

Lead Teacher – Academy of Arts and Sciences 10/2012-Present

Supervise teachers to ensure student interaction and grading is complete
Submit final grades and attendance to the state
Meet with leadership to plan for the growth and success of our program
Problem solve with other faculty to maintain a positive and productive atmosphere

Substitute Teacher – Del Mar Union & Solana Beach School Districts 05/2010 – 10/2012

Taught in classrooms grades K through 6, all subjects, and established rapport with students
Created lesson plans, utilized classroom management skills, and evaluated individual students progress
Provided successful structure and learning curriculum for students with severe special needs
Co-managed the girls club program for students ages 9-12 including arranging for guest speakers and educational field trips

Director's Assistant/Program Writer/Program Leader – Boys & Girls Club of San Dieguito 06/2011 – 10/2012

Organized and executed a variety of specialty and day camps running at five different locations
Insured all programs were properly prepared each day including ordering supplies for all of the camps
Managed the curriculum including problem solving and rewriting when necessary
Organized end of summer family picnic for over 200 people including obtaining food donations from local restaurants

Teacher/Reading Specialist – Torrey Hills Elementary School 01/2011 – 05/2011

Worked with students from grades 2 through 6 in small group settings
Significantly improved students' reading fluency and comprehension
Utilized the Read Naturally curriculum

Student Teacher – Del Mar Hills Academy of Arts & Sciences 01/2010 – 05/2010

Completed California elementary teaching requirements in a first grade classroom
Progressively took over responsibility for preparation, instruction, and evaluations covering all subject areas

After School Program Instructor – University of Nevada 12/2006 – 12/2009

Taught after school curriculum for the 4-H Club as part of my university's Cooperative Extension program
Provided instruction in science, leadership, sewing, art, homework skills, nutrition, gardening and life skills to at-risk youth

ADDITIONAL EXPERIENCE

Volunteer Youth Instructor – Reno Housing Authority 08/2006 – 12/2006

Volunteer Youth Instructor – Boys & Girls Club of Auburn Spring 2002

Provided after school care, tutoring and activities for kids ages 6 through 12 for local non-profit agencies
Trained in CPR and first aid
Supervised activities such as homework skills, art, music, sports and field trips

Contribute my administrative, leadership, curricular and interpersonal skills to improve student learning

PROFILE

- Develop professional practice with teachers and administrators to encourage reflection, design curriculum, differentiate instruction and communicate goals in order to improve achievement.
- Foster relationships with all stakeholders, including parents, students, staff and community leaders that encourages two-way communication and invites new stakeholders to the School.
- Ensures Ivy is developing the academic and entrepreneurial skills necessary to succeed in the 21st century.
- Facilitate the learning of students by using data to drive instruction and increase academic outcomes.
- Maintains a climate that attracts, retains and motivates a diverse, top quality staff committed to Ivy's mission and objectives.
- Implement the budget in collaboration with the Board of Directors, Leadership Team and School Site Council so that the needs of the school community are met and operating a fiscally responsible manner.

EDUCATION AND CREDENTIALS

Ed.D., Educational Leadership, University of Southern California, Los Angeles, CA
Professional Clear Administrative Services Credential

M.A., Educational Administration, California Lutheran University, Thousand Oaks, CA
Preliminary Administrative Services Credential

B.A., English Literature, Loyola Marymount University, Los Angeles, CA
Professional Clear Single Subject Teaching Credential with CLAD Emphasis

PROFESSIONAL EXPERIENCE

Ivy Academia Entrepreneurial Charter School, Woodland Hills, CA

Independent Charter School in Los Angeles Unified School District March 2011 to Present

Executive Director, Ivy Academia

September 2012 to Present

- Lead school community through the process of writing the 2018 Charter Renewal Petition through collaboration with staff, parents, Board and community partners.
- Serves as a liaison to the Board of Directors as well as to parents, staff, community members and academic institutions promoting the Charter's mission, goals and objectives.

Deputy Executive Director, Ivy Academia

May 2011 to September 2012

- Develop systems, procedures and policies to assure the sustainability of the largest Independent charter school in the San Fernando Valley.
- Improved student achievement from 2011 to 2012 by an impressive 16 points on the state Academic Performance Index and reached Safe Harbor overall and in every significant subgroup on the federal Adequate Yearly Progress.

- Rio School District, Oxnard, CA July 2008 to May 2011
Principal, Rio del Valle Middle School July 2008 to May 2011
- Motivate students, parents and staff through positive, energetic attitude and infinite support.
 - Facilitate and implement Professional Learning Communities by secondary departments.
 - Develop Master Schedule which differentiates the needs of all learners.
 - Improved student achievement from 2008 to 2009 by an impressive 49 points on the state Academic Performance Index.
- California Lutheran University, Thousand Oaks, CA March 2008 to May 2011
Adjunct Professor, Adult Evening Degree Program March 2008 to May 2011
- Create a curriculum to teach Career Decisions in Education for adult college students.
 - Participate in the education and training of new teachers as they determine their future careers.
- Oxnard School District, Oxnard, CA July 1997 to June 2008
Master Principal, Emilie Ritchen Elementary School July 2004 to June 2008
- Allocated resources from federal, state, donations, business partnerships and fundraising.
 - Developed English Language Development Academy for students new to the United States beginning in the Fall of 2005.
 - Improved student achievement from 2004 to 2005 by an impressive 44 points on the state Academic Performance Index and by 5 points, highest increase in the district, on the state Similar Schools Rank.
- Learning Director, Christa McAuliffe Elementary School** July 2003 to July 2004
- Supported the implementation of standards-based, assessment driven curriculum and instruction.
 - Coordinated Special Education program to include facilitating SST, IEP and 504 meetings.
 - Collaborated with parents, staff, administration and the Board to administer policies and directives.
- Learning Director, César Chávez Elementary School** July 2001 to July 2003
- Implemented \$6 million budget based on thorough understanding of laws and needs.
 - Authored the SB 65 Maintenance and Motivation Grant, Library Grant and Single Plan.
 - Organized parent meetings on differentiation for gifted students and second language learners.
- Learning Director, Norman Brekke Elementary School** July 1999 to July 2001
- Collaboratively implemented Effective Schools correlates in coordination with UCSB.
 - Facilitated the parent support and advocacy group for severely handicapped students.
- Teacher, Richard Haydock Intermediate School** August 1998 to July 1999
- Taught Language Arts GATE, Language Arts SDAIE and Leadership.
 - Coordinated the Oxnard School District's 7th Annual Authors' Faire.
- Teacher, Robert Frank Intermediate School** July 1997 to July 1998
- Taught Language Arts SDAIE, Mathematics and Survey.
 - Organized Olympics of the Mind competition for the gifted and talented 7th graders.
 - Served as Student Council Advisor carrying out school programs, contests and activities.
- Simi Valley Unified School District, Simi Valley, CA September 1995 to June 1997
Teacher, Hillside Junior High School September 1995 to June 1997
- Taught Spanish I, II, Survey, Leadership, Yearbook and Journalism grades 7-9.
 - Served as Chairperson for Department of Foreign Language and English as a Second Language.
 - Directed International Day focusing on multicultural exposure, sharing and understanding.

AFFILIATIONS

Member, California Charter School Association, 2011 - Present
Member, California Association of Latino Superintendents and Administrators, 2011-Present
Task Force Member, Women's Leadership Network, Association of California School Administrators, 2009 - Present
Member Services Representative, Region XVI, Association of California School Administrators, 2011-Present
Participant, Superintendent's Academy, Association of California School Administrators, 2011-2012
Committee Member, Charter School Leaders Academy Development, Association of California School Administrators, 2011
Member Services Representative, Region XIII, Association of California School Administrators, 2010-2012
Past President, Region XIII, Association of California School Administrators, 2007-2010
District Member, Collective Bargaining Team, 2006-2008
Board Member, Oxnard School District Educational Foundation, 2006-2008
Task Force Member, English Language Development Academy, 2005-2008
Committee Member, Grades K-8 School Committee, 2007-2008
Committee Member, Site Administrator Compensation Committee, 2007-2008
President, South Ventura Charter Board, Association of California School Administrators, 2006-2007
Master of Ceremonies, Oxnard Kiwanis Track Meet, 2002-2006
Administrator Advisor, California State University Northridge, 2004-2006, 2009-2010
Participant, California School Leadership Academy, 1998-1999
Participant, AB 75 Principal Training, 2005-2006

Resume

Carl W. Raggio, III
10219 Aqua View Ct.
Nokesville, VA 20181
Office: 703-257-3452
Cell: 818-618-0575
Email: craggio3@cwr3consulting.com

Objective: With over 30 years of financial and leadership experience I am seeking a position in which I can build and motivate employees in a company seeking maximum and sustainable growth.

Employment:

FOCUS Bankers, Focus Securities, LLC	May, 2012 - Present
Washington, DC Managing Director FOCUS is a general practice firm with 25 managing directors and 25 senior associates specializing in defense, aerospace, IT, medical, energy and corporate finance.	
<ul style="list-style-type: none">• Started a new practice for a general buy/sell firm in community banks and financing institutions. Established relationships with capital sources and numerous banking associations.• Obtained a Series 63 (State license) and Series 7 (General securities) and registered in Washington, D.C. and Virginia.	

CWR3 Consulting, LLC	1995 - Present
Gainesville, VA <u>Principal</u> Now a Virginia-based limited liability consulting firm (formerly based in California) engaged in turnarounds, business consulting and court expert witness testimony. Over the course of the practice's existence have obtained numerous engagements including the two immediately following below (Alternative Schools, Inc. and Kelly Teegarden Organics, LLC).	
<ul style="list-style-type: none">• Engaged by GLG Council as an expert consultant on economic, banking, commercial real estate, and financial technology.• Engaged by RLR Management, Inc. as an expert in loan review, merger and acquisition analysis, de novo bank development.• Engaged by UNICON Consulting as an expert in loan review and loan loss reserve analysis.• Designed and wrote a de novo bank tool kit for Fiserv, Inc. a major banking software company based in Brookfield, Wisconsin.• Served as an expert witness in a number of major cases for a number of law firms dealing in pre-petition bankruptcy analysis, solvency and feasibility evaluation, and commercial real estate valuation and banking operational standards.	

Alternative Schools Inc., dba Ivy Academia	2010 - Present
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Woodland Hills, CA

Award winning public, Charter school with 1,200 students in grades K-12 and an API score ranking it in the top 5% of schools in California.

Executive Director; now Special Advisor to the Board

Oversee all operations of the charter school with an annual revenue source of \$9 million, an operating budget of \$8.6 million and a staff of 110 (81 are credentialed teachers). School operates on five campuses and is authorized by the Los Angeles Unified School District (LAUSD).

- Negotiated the school out of revocation proceedings and through budget cuts improved cash reserves on hand from \$50,000 to over \$700,000.
- Completely replaced previous board (4 members) with a fully credentialed board of 8 members.
- Negotiated for the severance of previous management who were/are under indictment for misuse of public funds.
- Re-established a relationship with the LAUSD to establish a continuing growth plan with over 1,000 children on a waiting list and have designed a plan with LAUSD whereby an agreement could be obtained in procuring a 20-acre parcel for development resulting in consolidation of the current School's five sites.
- Initiated a new strategic planning process, which fully involves the staff of 110.

Kelly Teegarden Organics, LLC ("KTO")	2010 - 2011
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Woodland Hills, CA

KTO is a \$500,000 in revenue skin care company specializing in "chemical free" or non-cancer causing ingredients in the luxury market. The Company was started in January of 2010 and now has contracts in place raising revenues to the potential for \$5 million.

Chief Operating Officer

- Assisted the CEO in developing a full business and strategic plan that was scalable for dramatic growth.
- Assisted in obtaining capital for the company and am now seeking financing for the growing receivables.
- Screened and obtained a high-quality, FDA-certified mass-production manufacturer for the formulas.

Western Commercial Bank	2005 - 2010
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Woodland Hills, CA

Opened in February of 2006 as a de novo commercial bank, it quickly grew to \$125 million in assets in three years and showed a profit within the first 8 quarters of initial start. The bank specialized in commercial business and real estate services with 25 employees. It was ranked as one of the top performing de novo banks in 2007.

Founding CEO and President

- Singularly raised over \$14 million in capital from over 250 shareholders who were also clients.
- Through use of shareholders as clients grew the bank to \$100 million in assets in two years and achieved profitability within 8 quarters.

Western Bank Services, Inc.	2002 – 2005
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Woodland Hills, CA

California registered commercial mortgage brokerage with a staff of 3 and over \$40,000,000 of annual loan production. Net revenues were \$700,000 before merging into the de novo bank – Western Commercial Bank.

Founding CEO and President

- Attained a brokers and California Finance Lenders license as part of starting company.
- Strategically acquired funding from over 10 different commercial banks.

DataTech Management	2001 - 2003
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El Segundo/Chatsworth, CA

A loan software platform delivery services to over 25 banks located throughout California and Nevada. Engaged several major software providers including Fiserv, CSI LaserPro to process loan systems and legal documentation. Company was started in 1995 and employed a staff of 10.

President and CEO

- Through industry contacts grew the company from \$1 million in annual revenue to over \$5 million.
- Expanded market share from 10 banks to over 33.

Imperial Credit Industries	2001
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Los Angeles, CA

A \$759 million in assets industrial bank with a staff of 120 and revenues of \$75 million losing money. The Bank was under an enforcement action by its primary regulator for poor management, asset quality and significant losses.

EVP and Chief Credit Officer

- Engaged by the CEO and Board as a turnaround expert for loan quality issues and corporate governance.
- Working with the CEO developed a plan to raise over \$60 million in capital.
- Significantly reduced loan losses.
- Resigned from the Bank as the Chairman/owner refused dilution with the much-required capital infusion.

First Bank of Beverly Hills	2000 - 2001
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Calabasas, CA

\$1.1 billion in assets savings and loan with a staff of 90 and two deposit branches. Annual revenue was \$80 million with a net profit of \$1 million. Bank was under an enforcement action by its primary regulator due to issues with loan quality and improper oversight by the Bank's holding company. While an offer was made to acquire the Bank, it turned down the same

wishing to remain a wholesale bank. Several years later the Bank was closed by the FDIC due to loan issues and failure to have a deposit franchise.

EVP and Chief Banking Officer

- Engaged by the Board of Directors as a turnaround expert to remove the regulatory enforcement action and build the deposit and lending platforms.
- Acquired a \$200 million deposit branch in Beverly Hills. This was the first retail acquisition the bank had ever accomplished.
- Through hiring specialists, significantly reduced the bank's cost of funds through timing of bank deposits.
- Engaged an investment banking firm and made an offer to purchase the bank for \$80 million, which was subsequently declined by the Board resulting in my resignation.

Hemet Federal Bank	1998 - 1999
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Hemet, CA

\$1.2 billion in assets savings and loan with a staff of 300 and over 15 branches covering the greater Inland Empire of Southern California. Annual revenues were near \$100 million with profits of \$1 million. Bank was under an enforcement action and was undergoing significant changes in management and Board membership.

EVP and Chief Credit Officer

- Was engaged by the CEO and Board as a turnaround expert in rebuilding the dwindling lending operations and improved asset quality.
- Removed the Bank from regulatory enforcement action within six months.
- Developed a Strategic Plan in which the bank would be converted from a savings and loan to a community bank.
- Developed a lending origination platform through the hiring of seasoned staff which resulted in growing originations from \$15 million to over \$200 million a year.
- Assisted the CEO in preparing the Bank for sale to Guarantee Federal S&L for a price of 2 times greater than entry point. Sale was completed in 9 months.
- Led a legal and workout team in which the Bank was suffering a \$5 million check kiting fraud resulting in a 100% recovery including costs and interest.

Mercantile National Bank	1997 -1998
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Los Angeles, CA

A \$250 million in assets commercial bank with a staff of 60 and revenues of \$18 million losing money. The Bank was under an enforcement action by its primary regulator for a period longer than any other bank in Southern California.

EVP and Chief Credit Officer

- Engaged by the CEO and Board as a turnaround expert for loan quality issues and corporate governance.
- Through the redevelopment of the credit culture, removed the Bank from enforcement action within twelve months.

Ventura County Bankshares	1993 - 1997
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Oxnard, CA

A \$350 million in assets commercial bank holding company with two banks operating in two markets. Its subsidiary, Ventura County National Bank was a \$250 million institution with four branches, a staff of 75 and revenue of \$21 million losing money.

EVP and Chief Banking Officer

Oversaw all banking operations including lending and deposits.

- Was engaged by the CEO and Board as a turnaround expert to remove the bank from regulatory enforcement action.
- Oversaw a tactical and strategic plan such that the Bank would be restored to profitability, receive new capital and re-franchise the bank back into the market.
- Through a rebuilding of branch and loan staff was able to rebuild both asset quality and profitability.
- Removed the bank from enforcement action within 18 months of hire.
- Participated in the sale of the bank for two times the original value at point of entry.

CUB Mortgage, Inc.	1992 - 1993
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Calabasas, CA

A \$1.2 billion a year in residential loan originations mortgage company with a staff of 75, revenues of \$7 million and profits of \$1 million.

EVP and Chief Operating Officer

Oversaw all mortgage operations including loan origination, credit approval and servicing.

- At outset was hired to manage the company for significant growth.
- Due to economic downturn in 1993 had to shrink staff and budget as interest rates were rising dramatically thereby shrinking loan production by over 50%.

California United Bank	1989 - 1992
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Oxnard, CA

A \$300 million in assets commercial bank with two branches, a staff of 50 and revenue of \$21 million and soon losing money.

EVP and Chief Credit Officer

Oversaw all lending operations.

- Was engaged by the CEO and Board as a key branch manager
- Due to the economic downturn and improper senior management conduct, was promoted to the EVP and Chief Credit Officer and began the first turnaround in career.
- Oversaw a tactical and strategic plan such that the Bank would be restored to profitability and re-franchise the bank back into the market.
- Removed the bank from enforcement action within 18 months of hire.

Mercantile National Bank	1987 - 1989
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Los Angeles, CA

A \$300 million in assets commercial bank with two branches, a staff of 50 and revenue of \$21 million and a profit of \$1 million.

SVP and Chief Lending Officer

Oversaw all lending operations.

- Was engaged by the CEO as a key manager.

Banque National de Paris/Bank of the West	1983 - 1987
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Los Angeles, CA

A \$1 billion in assets retail/commercial bank with 20 branches, a staff of 200 and revenue of \$100 million and a profit of \$10 million.

VP and Regional Manager

Oversaw all lending and deposit operations for the Greater Los Angeles market

Union Bank	1978 - 1983
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Los Angeles, CA

A \$2 billion in assets commercial bank with 10 branches, a staff of 600 and revenue of \$200 million and a profit of \$20 million.

AVP and Loan Production Officer

- Went through the accelerated commercial loan and real estate training program.

Household Finance Corporation	1972 - 1978
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Los Angeles, CA

A large consumer loan company based in Chicago, Illinois with offices in all 50 states.

Education

University of Redlands	1984
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Redlands, CA

Completed core program for Bachelors of Science in Business Administration.

California Polytechnic University of Pomona	1977 - 1979
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Pomona, CA

Completed three years of accounting (basic, intermediate, and tax), real estate and business law.

Certification

Series 63, State License, registered in Washington D.C. and Virginia

Series 7, General Securities License, registered in Washington D.C. and Virginia.

Juanita Stewart

161 Country Ranch Road, Fernley, NV 89408

805-551-3921

d_n_stwrt@yahoo.com

Professional Profile

Retired Legal Secretary with a desire to stay active in the educational community.

- Computer Literate
- Organized
- Concise
- Articulate

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Work History

Retired	Fernley, NV	2004-present
Legal Secretary	Cohen & Cohen, A Law Corporation	1984-2004
Secretary	Nowsco	1982-1984
Secretary	Cudd Pressure Control	1980-1982

References

References are available upon request.

Academy of Arts and Sciences Prospective Charter School Board Members

1. Name: Caroline Nuttall
2. Are you, or will you, be at 18 or older by January 1, 2013? Yes
3. How did you become aware of this position?

Sean McManus, the CEO informed me of the position. I currently work at Academy of Arts and Sciences in San Diego as Lead Teacher.

4. Why would you like to serve on this board?

I would like to help make decisions for the school that will enable it to become more successful.

5. Have you previously served on a board of a school district or for a not for profit organization? No

If yes, please describe any relevant experience:

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

To help make decisions for the school that will better the experience for our students and increase the success of the school.

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

I have been a teacher for a number of years, as well as being a lead teacher for AAS for

The past year. I also went to school in Nevada (UNK) and am credentialed in Nevada and California.

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

Toward the end of the first year, I imagine the school will be a self-sufficient charter school servicing students wanting a blended learning opportunity. In four years, I image it will have sites in Washoe and Clark Counties.

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

AAS's mission is to provide education for K-12 in a blended learning environment.

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

I am very familiar with AAS's proposed educational program, as I work for AAS in San Diego. I would describe it as a blended learning school, with independent study for main subjects and in-person enrichment and help.

11. 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 meets the needs of the students for an education that meets state standards/core, while being flexible to a student's circumstances. In the first year or two, the board will need to help with marketing, and making sure the program

is accessible to any and all students wanting to participate.

12. Do you or your spouse know any of the other prospective Board members? If so, please indicate the name of the persona and the relationship.

No

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

No

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

No

15. Do you or your spouse know any employees, owners, or agents of the Academy of Arts and Sciences Charter Management Organization (CMO)? If so, please indicate the individuals you know and the nature of those relationships.

I know the current staff as I am a current employee of AAS.

16. Do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the CMO?

I currently work for AAS in San Diego.

17. Do you anticipate conducting any business with the CMO, the school, or both? IF so, please describe the potential business.

Yes, I plan on continuing my position in San Diego.

18. 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, please explain.

No

19. 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 would bring it to the attention of a higher-ranked member.

Academy of Arts and Sciences Prospective Charter School Board Members

1. Name: **Juanita L. Stewart**
2. Are you, or will you, be at 18 or older by January 1, 2013? **yes**
3. How did you become aware of this position? **From Caroline Neuhaus Wesley.**
4. Why would you like to serve on this board? **I am retired and still feel like I have something to contribute and give back to the community and education.**
5. Have you previously served on a board of a school district or for a not for profit organization? **yes**
If yes, please describe any relevant experience:
I worked with a group associated with the local thrift store but did not have our own non-profit status and ran out of money and closed before we could get established.
6. What is your understanding of the role of a public charter school board member? **To oversee and carry out the mission statement of the Charter, to make sure that the program is accomplishing it's goals and that the students are learning and reaching their goals at their pace.**
7. What relevant knowledge and experience will you bring to the board? **I have life experiences and an open mind, I am willing to learn what is expected of me.**
8. Assuming the school is successful, what is your image of how the school will look towards the end of the first year? Fourth year? **The first year may be spent ironing out the kinks in a new system and gaining the trust of the students and parents to accomplish the goals set forth in the charter. The fourth year everything should be running smoothly and the student population should have increased four-fold if not more.**
9. What is your understanding of the school's mission and/or philosophy? **That everyone is entitled to a good education whether they are unable or unwilling to attend a traditional school.**
10. Are you familiar with the school's proposed educational program? How would you describe it? **A successful alternative program that appeals to parents to educate their children and to students to learn at their own pace.**

11. 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? **That everyone knows their jobs and carries them out as mandated in the charter. As a board member, I think one of the main jobs is to ensure that all are doing their jobs properly and if they are not find out why and correct the problem.**
12. Do you or your spouse know any of the other prospective Board members? If so, please indicate the name of the persona and the relationship. **No, I am unaware of any knowledge of any of the prospective Board members.**
13. Do you or your spouse know anyone that plans to do business with the school? IF so, please indicate and describe the relationship and the nature of the potential business. **No.**
14. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship. **Yes, Caroline Neuhaus Wesley is a childhood friend with my daughter-in-law Heather Kibble.**
15. Do you or your spouse know any employees, owners, or agents of the Academy of Arts and Sciences Charter Management Organization (CMO)? If so, please indicate the individuals you know and the nature of those relationships. **No.**
16. Do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the CMO? **No.**
17. Do you anticipate conducting any business with the CMO, the school, or both? IF so , please describe the potential business. **No.**
18. 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, please explain. **No.**
19. 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? **Find out the facts first and confront the members directly. If the situation cannot be resolved by communicating the problem then would have to ask that they resign their position(s).**

Academy of Arts and Sciences Prospective Charter School Board Members

1. Name: Caroline Nuttall
2. Are you, or will you, be at 18 or older by January 1, 2013? Yes
3. How did you become aware of this position?

Sean McManus, the CEO informed me of the position. I currently work at Academy of Arts and Sciences in San Diego as Lead Teacher.

4. Why would you like to serve on this board?

I would like to help make decisions for the school that will enable it to become more successful.

5. Have you previously served on a board of a school district or for a not for profit organization? No

If yes, please describe any relevant experience:

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

To help make decisions for the school that will better the experience for our students and increase the success of the school.

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

I have been a teacher for a number of years, as well as being a lead teacher for AAS for

The past year. I also went to school in Nevada (UNK) and am credentialed in Nevada and California.

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

Toward the end of the first year, I imagine the school will be a self-sufficient charter school servicing students wanting a blended learning opportunity. In four years, I image it will have sites in Washoe and Clark Counties.

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

AAS's mission is to provide education for K-12 in a blended learning environment.

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

I am very familiar with AAS's proposed educational program, as I work for AAS in San Diego. I would describe it as a blended learning school, with independent study for main subjects and in-person enrichment and help.

11. 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 meets the needs of the students for an education that meets state standards/core, while being flexible to a student's circumstances. In the first year or two, the board will need to help with marketing, and making sure the program

is accessible to any and all students wanting to participate.

12. Do you or your spouse know any of the other prospective Board members? If so, please indicate the name of the persona and the relationship.

No

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

No

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

No

15. Do you or your spouse know any employees, owners, or agents of the Academy of Arts and Sciences Charter Management Organization (CMO)? If so, please indicate the individuals you know and the nature of those relationships.

I know the current staff as I am a current employee of AAS.

16. Do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the CMO?

I currently work for AAS in San Diego.

17. Do you anticipate conducting any business with the CMO, the school, or both? IF so, please describe the potential business.

Yes, I plan on continuing my position in San Diego.

18. 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, please explain.

No

19. 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 would bring it to the attention of a higher-ranked member.

Board Member Agreement

Academy of Arts and Sciences Board of Trustees

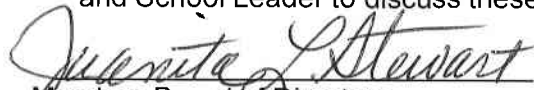
I, Juanita L. Stewart understand that as a member of the Board of Trustees of AAS I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Board of Trustees Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

In turn, the organization will be responsible to me in several ways:

1. I will be sent, without request, quarterly financial statements and an update of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the School Leader will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the School Leader will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the board Chair and School Leader to discuss these responsibilities.



Member, Board of Directors

8-30-13

Date

Chair, Board of Directors

Date

School Leader

Date

Board Member Agreement

Academy of Arts and Sciences Board of Trustees

I, Caroline Neuhaus Wesley understand that as a member of the Board of Trustees of AAS I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Board of Trustees Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

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3. Board members and the School Leader will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the School Leader will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the board Chair and School Leader to discuss these responsibilities.

Caroline Neuhaus Wesley EdD 8/26/13
Member, Board of Directors Date

Caroline Neuhaus Wesley EdD 8/26/13
Chair, Board of Directors Date

School Leader

Date

Board Member Agreement

Academy of Arts and Sciences Board of Trustees

I, Caroline Mattall understand that as a member of the Board of Trustees of AAS I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Board of Trustees Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

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3. Board members and the School Leader will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the School Leader will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the board Chair and School Leader to discuss these responsibilities.


Member, Board of Directors

8/28/13
Date

Chair, Board of Directors

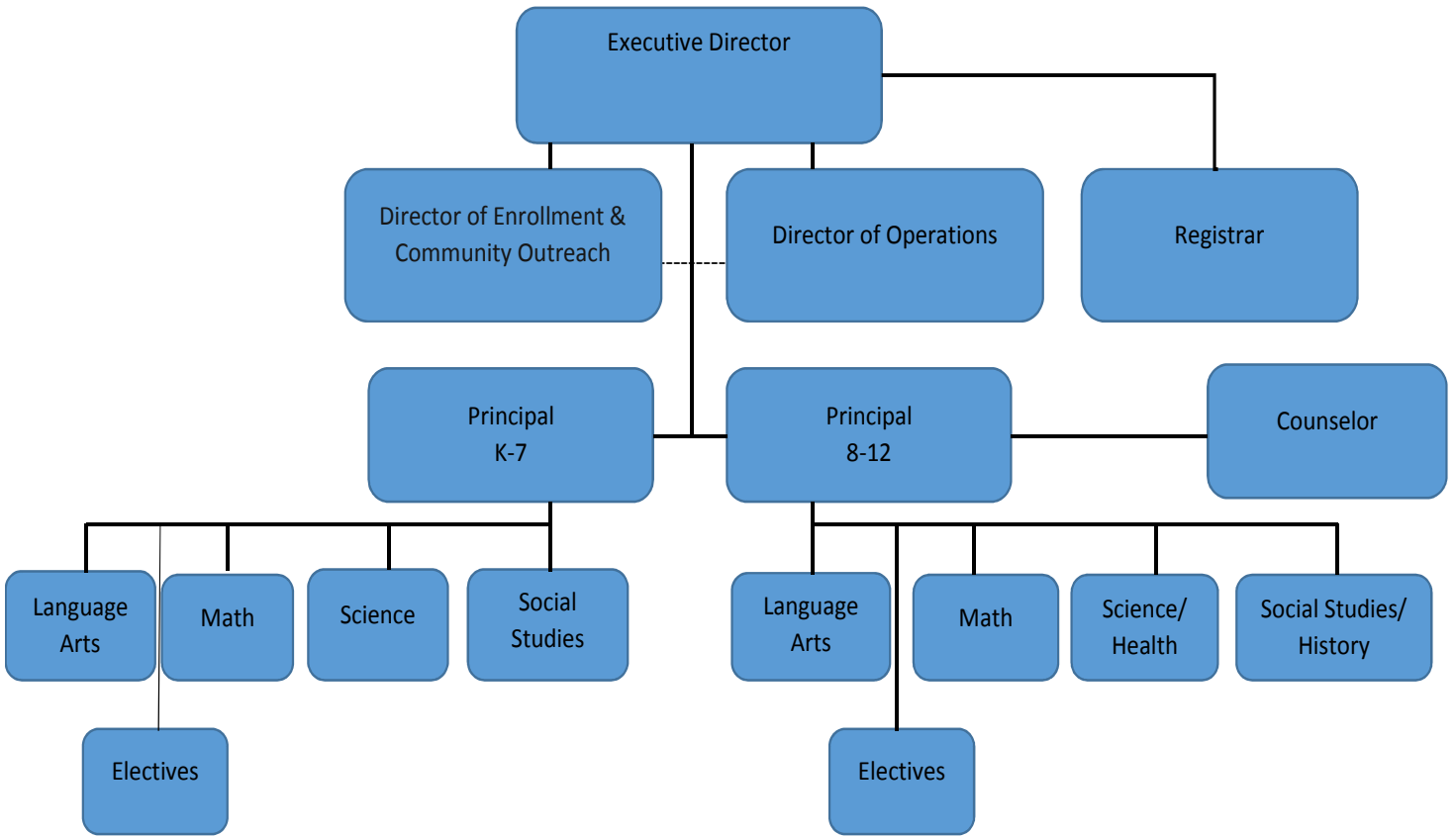
Date

School Leader

Date

Attachment B.3.3 Organizational Chart

Academy of Arts and Sciences- Nevada



Attachment B.3.7

As in accordance with NRS 386.550, Academy of Arts and Sciences will not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in or association with an individual who has any of the aforementioned characteristics. Academy of Arts and Sciences is committed to admitting all pupils who wish to attend the Charter School, subject only to capacity. The Charter School will adhere to the maximum and minimum age requirements of State law. The Charter School will be non-sectarian and non-discriminatory in all its programs, admission policies, employment practices, and all other areas of operation and will not charge tuition.

The Governing Board has developed an Admission Policy.

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level(s), with the exception of existing students of Academy of Arts and Sciences, who are guaranteed enrollment in the following school year.

1. In the event that the number of applications of interest exceeds capacity at any grade level, the random, public drawing will be held on a date and location that is published throughout on the school's website and through the communities that we serve. The random public drawing shall be conducted as follows:
 - a. Kindergarten lottery will be conducted first.
 - b. In other grade categories, should more than one grade require selection by

lottery, the order that grades are filled will also be determined by a lottery.

c. Enrollment for each grade will be determined in stages pursuant to the preferences in this policy until capacity is met as follows:

- Children of the Charter School staff and Board, (not to exceed 5% of total enrollment)
- Siblings of students currently enrolled in the Charter School.
- Students who reside within the boundaries of the state.
- Students in the seven federally identified nonwhite ethnic groups (American-Indian, Asian, Filipino, Hispanic, African American, Pacific Islanders, and 2 or more ethnicities) if, in total, currently enrolled students in this category represent less than 40% of the grade level.
- All other students.

Comment [j1]: Development team no longer seems relevant.

Comment [j2]: This limitation was probably added due to the PCSGP. We can remove it now, if you would like.

Comment [j3]: Is this an important preference? The District may not allow it, as it discriminates on the basis of race, which is prohibited by law.

d. Applications of interest for each grade level will be separated into piles according to their preference stage and will be counted and numbered. If the number of applications of interest in the preference stage would not exceed the grade's capacity, all students applying for enrollment in that stage will be enrolled and shall be considered an "existing charter school student". When a stage is reached where the number of applications of interest would exceed the grade's remaining capacity, the matching numbers assigned to the applications of interest in that stage will be put into computer randomizer program and drawn until capacity is reached. A student whose application of interest number is drawn will be scheduled and shall be considered an "existing charter school student" and the parents will at that time complete the Enrollment Packet.

e. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same stages as outlined above. Applications of interest will be redistributed into stages as necessary to account

for any students who may now be “a sibling of a currently enrolled student” using an identical method of placing the matching numbers assigned to enrollment forms into a computer randomizer program and drawn until all applications of interest have been ordered and placed on the wait-list.

6. Enrollment or wait-list confirmations will be emailed and posted on the website.
7. The following enrollment procedures intended to create informed families who are committed to the school program and philosophy will be utilized after students are accepted:
 - a. attending a group information session;
 - b. completing a written enrollment packet including report card and CRT and SBAC results;
 - c. proof of Immunizations
 - d. completion of Emergency Medical Information Form
 - e. proof of minimum and maximum age requirements, e.g. birth certificate
8. If completed enrollment information is not submitted by the date required in the enrollment packet, the slot will be forfeited.
9. Wait-lists will be maintained for the current enrollment year only. It will be kept until October 1st. Families interested in remaining on the waiting list for the current school year must inform the office by e-mail or U.S. mail on or before this date. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year.
10. Any enrollment forms applying for enrollment received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for

enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

11. Once placed on a wait-list, a student will remain on the list until one of the following occurs:
 - a. The student is accepted into the Charter School as space becomes available and enrolls in the Charter School.
 - b. The parent/guardian requests that the student be removed from the wait-list.
 - c. The parent/guardian does not inform the Charter School of his/her intentions to continue to be on the current year wait-list by October 1st.
 - d. The end of the current school year.
12. When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be phoned and/or emailed to contact information on the School Interest Card.
13. It is the parent's responsibility to update their contact information continuously with the charter school. The charter school shall not be responsible for failure to contact a wait-listed parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:
 - a. Accept the available slot within 2 business days of the offer.
 - b. Decline the available slot and be removed from the wait-list.

- c. Decline the available slot and be placed at the end of the wait-list.
 - d. If the Charter School does not receive a response within 48 hours, the charter school will deem the parent to have declined the available slot and remove the student from the wait-list.
14. If the slot is accepted, a written notification with the enrollment packet will be sent to the email address on the School Interest Card. The parent/guardian has seven (7) more days to return a completed enrollment packet and schedule a parent orientation and start date for the student or the slot will be forfeited.
15. If the slot is not accepted or a slot is forfeited due to late enrollment materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents who have accepted enrollment but who have forfeited their “slot” due to late or missing registration materials or late scheduling of a parent orientation and start date for the student will have the opportunity to be placed at the end of the wait-list.
16. In the event a situation arises that is not covered by this procedure, the board of the charter school will determine the fairest method for resolution of the issue.
17. After the student is accepted, the Charter School shall ensure that following occurs:
- a. If the child has not attended this school previously, it is mandatory that the parents provide a birth certificate for the child.
 - b. Registration packets must be submitted by the date required in the registration packet, including birth certificate, proof of immunizations and physical examination as required by this policy.

- c. The registration packet shall include authorization for the Charter School to request and receive student records from schools the student has attended or is currently attending.
- d. The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.
- e. A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided by either the Parent or the last school of attendance (or both).
- f. A copy of any existing Individual Education Program (IEP) for the student shall be provided by either the Parent or the last school of attendance (or both).

Upon enrollment, the State agrees to forward to the Academy of Arts and Sciences all cumulative file information regarding any pupil who previously attended a state public school and who has enrolled in the Charter School, including but not limited to information regarding special education and related services, in order to ensure that Academy of Arts and Sciences is able to identify students with exceptional needs.

Attachment B.3.8 Resume of Application Preparer

Julie Troletti

21616 Califa Street #217 • Woodland Hills, CA 91367

818.817.1054

mstroletti@gmail.com

EDUCATION

Master of Arts in Education Administration

August 2013 California State University Dominguez Hills

Carson, California

Tier 1 California Administrative Credential

Expected July 2013

Master of Arts in Elementary Education

June 2007 University of Phoenix

Woodland Hills, California

California Teaching Credential, Multiple Subject

Valid through September, 2012

Bachelor of Science in Organizational Management

May 1998 University of La Verne

La Verne, California

Charter and Autonomous School Leadership Academy

Certificate of Completion

June 2013 California State University Dominguez Hills

Carson, California

WORK EXPERIENCE

July 2013- Present

Academy of Arts and Sciences

San Diego, California

July 2013- Present

Director of Operations

Oversee implementation and adherence to state educational codes. Prepare applications for authorizing agencies. Attend to legal and logistical policies and procedures. Educate staff on academic requirements and objectives as specified in School's mission and vision and by state authorizing department. Maintain open and transparent communications with all stakeholders.

August 2009- June 2013

Ivy Academia Entrepreneurial Charter School

Woodland Hills, CA

Highlights: Co-wrote Charter Renewal Petition and Revisions, prepared Prop 39 Application, wrote successful grants for technology awards of over \$30,000, developed English Language Program for grades K-12

March 2013- Present

K-2 Site Administrator

Oversee day to day operations at K-2 site. Handle disciplinary issues involving students and staff. Observe teachers on a regular basis to ensure academic rigor and implementation of Ivy's Essential Elements. Provide constructive feedback. Create Peer-to-Peer mentoring program. Ensure implementation of accommodations and modifications according to IEPs and 504 plans. Work with staff in creating a positive learning environment. Coordinate support staff schedules. Attend IEP and SST meetings. Address parental concerns and issues. Communicate with co-location staff regarding facility usage and calendar planning.

February 2013- Present

GATE Coordinator

Coordinate all GATE activities for 2nd-12th grade students. Identify and evaluate possible GATE candidates. Plan Annual GATE Family Night Ceremony. Inform parents of opportunities and activities available for GATE students.

June 2012- Present

Community Liaison

Organize and schedule master activity calendar for grades K-12. Facilitate new teacher orientation. Oversee all fundraising activities. Created Ivy's Capital Development Plan. Develop Ivy's community relations through participation in local Chamber of Commerce and neighborhood councils, meetings with local politicians, and by building relations with local businesses. Plan Ivy's annual gala that grossed over \$10,000. Secure donations of resources and equipment worth \$60,000+. Streamlined school-wide communications. Created school-wide business directory that offers free advertising for all Ivy family owned or run businesses. Edit and publish monthly school wide newsletter. Develop and aggregate data from annual parent, staff, and student surveys. Procured and sponsored a grant for teachers to create a 21st Century Model Classroom. Responsible for weekly E-Blast informing the community of upcoming events and activities. Work with parents and parent led groups in promoting events, setting dates, adhering to timelines, and getting volunteers.

February 2012- August 2012

Summer School Coordinator

Create and facilitate all aspects of fee-based Summer Enrichment Program. Interview and hire staff, compile course information, publish course catalog, maintain website, and communicate with parents and community at large. Advertise and promote program via internet, e-mail, and printed material. Monitor registration procedures, payments, and paperwork. Assign classes and monitor instruction.

August 2011- September 2012 *EL Coordinator*

Responsible for creating, implementing, and monitoring all aspects of K-12 English Language Development Program. Administer CELDT test and analyze test scores, academic achievement, and teacher recommendations. Observe teachers on the implementation of Universal Access and the ELD

program and give constructive feedback. Communicate with parents regarding students' performance and ELD levels. Plan, facilitate, and execute English Language Acquisition Committee meetings. Developed curriculum with articles, worksheets, and webinars for whole school. Created all communication for EL program including EL report cards, reclassifying procedures and evaluations, RFEP years 1 & 2 monitoring schedules and reports, and ELAC minutes and agendas. Communicate with all K-12 teachers regarding students' progress, EL strategies, and available resources. Wrote EL Plan and ELAC Handbook. Met with Deputy Executive Director monthly.

August 2009- June 2012 ***Teacher- Elementary School-Kindergarten***

September 2005- July 2009 **Los Angeles Unified School District**

Los Angeles, CA

Served as Grade Level Facilitator for 9 Kindergarten classes and Chairperson for Pearson's Learning Team Training. Designed curriculum for K-5th grade computer lab.

February 1995 – September 2005 **Industrial Computer Solutions, Inc.**

Woodland Hills, CA

AFFILIATIONS & ORGANIZATIONS

School Site Council, Secretary (2006-2008), Chairperson (2010-2011), Vice-Chairperson (2011-2012)

California Charter School Association (CCSA)

Education Community Member- Woodland Hills/Tarzana Chamber of Commerce

Association of California School Administrators (ACSA)

CCSA Judge for Susan Steelman Bragatto Scholarship

BTSA Support Provider/Mentor

Attachment 3.1.1 Existing Schools

Academy of Arts & Sciences	Year Open	Grades Served	Total Enrollment	% African American	% Hispanic	% White	% Other Race/Ethnicity	% FRPL	% SPED
1. Mission Valley, CA	2013	K-5	60	4	6	54	37	42	5
2. Mission Valley, CA	2012	6-12	75	7	6	51	36	49	6
3. Del Mar, CA	2012	K-5	50	6	7	52	35	58	2
4. Del Mar, CA	2012	6-12	80	7	7	51	42	59	3
5. Sonoma CA	2012	K-12	75	6	7	55	32	44	2
6. Oxnard, CA	2012	K-12	350	7	4	52	37	58	4
7. Thousand Oaks, CA	2012	k-12	350	7	7	51	42	47	4

Contact Name	Title	Contact Email	Contact Name	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
1. Veronica Godinez	Head of School	veronica.godinez@aascalifornia.org	Veronica Godinez	818-984-1496	1.MEUSD	Steve Van Zant	Superintendent	sbvanzant1@gmail.com, svanzant@meusd.k12.ca.us	8584729022
2. Veronica Godinez	Head of School	veronica.godinez@aascalifornia.org	Veronica Godinez	818-984-1496	2.MEUSD	Steve Van Zant	Superintendent	sbvanzant1@gmail.com, svanzant@meusd.k12.ca.us	8584729022
3. Veronica Godinez	Head of School	veronica.godinez@aascalifornia.org	Veronica Godinez	818-984-1496	3.MEUSD	Steve Van Zant	Superintendent	sbvanzant1@gmail.com, svanzant@meusd.k12.ca.us	8584729022
4. Veronica Godinez	Head of School	veronica.godinez@aascalifornia.org	Veronica Godinez	818-984-1496	4.MEUSD	Steve Van Zant	Superintendent	sbvanzant1@gmail.com, svanzant@meusd.k12.ca.us	8584729022
5. Veronica Godinez	Head of School	veronica.godinez@aascalifornia.org	Veronica Godinez	818-984-1496	5.CRPUSD	Anne Barron	Chief Business Official	anne_barron@crpusd.org	707-792-4705
6. Veronica Godinez	Head of School	veronica.godinez@aascalifornia.org	Veronica Godinez	818-984-1496	6.MUPU Elementary District	Jeanine Gore	Superintendent	kgore@mupu.k12.ca.us	8055250422
7. Veronica Godinez	Head of School	veronica.godinez@aascalifornia.org	Veronica Godinez	818-984-1496	7.MUPU Elementary District	Jeanine Gore	Superintendent	kgore@mupu.k12.ca.us	8055250422

Attachment B.3.1.2

CMO School Model

1. CMO Information

1. Academy of Arts and Sciences

Academy of Arts and Sciences offers a program that can be individualized to meet the needs of all learners. With both an online blended learning model and an independent study model, this program can be tailored to assist in the achievement of all students.

2. Contact Info: Julie Troletti, Director of Operations, 818-209-1510

3. CMO Address: 4560 Alvarado Canyon, #1h, San Diego, CA 92120

2. Why Use a CMO?

1. The use of a CMO was chosen because there was already a model in place that will meet the needs of the School. With the experience and knowledge of those involved with the creation of the School, it seemed like the best move for all involved. Rather than reinvent the wheel, the use of a CMO can be an efficient and effective way to go. After researching other virtual academies, we chose the model that most aligned itself with our objectives and goals.

3. Why Academy of Arts and Sciences?

1. We have decided to contract with this Charter Management Organization because of the educational philosophy and model it has implemented in California. Its mission and vision align with our beliefs. In addition, it has the systems in place to operate a successful blended learning school. It has shown a clear understanding of the requirements and documentations necessary in operating an online school as well as an independent study school.

4. Management Issues

1. There have not been any issues regarding revocations, non-renewals, or withdrawals from this CMO within the past five years.

Attachment B.3.1.3 Academic Performance of CMO

There is no current information available regarding Standardized State testing scores. We have not received certified scores as of yet, but are optimistic that we were able to meet the needs of our students. We can report the results when they become available.

Attachment B.3.1.5 Legal Relationship with CMO

Please see Operating Agreement for information regarding Legal Relationship.

Attachment B.3.1.6 Organizational Structure

Please see Operating Agreement for information regarding Organizational Structure.

Attachment B.3.1.7 Operating Agreement

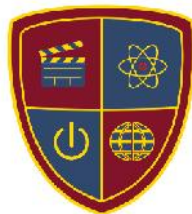
OPERATING AGREEMENT

by and between the

NEVADA ACADEMY OF ARTS AND SCIENCES and

ACADEMY OF ARTS AND SCIENCES

Effective ____, 2013



OPERATING AGREEMENT

This Operating Agreement ("Agreement") is made effective as of the ____ day of August, 2013, between Academy of Arts and Sciences (AAS) by and through its Board located at 4560 Alvarado Canyon, San Diego, CA 92120 and Academy of Arts And Sciences Nevada. ("School") by and through its Board of Directors.

RECITALS

The School is organized as a Nevada open enrollment charter school under the Nevada Administrative Codes and the Nevada Revised Statutes. Ultimate authority over the School is vested in its Board of Directors (the "Board"). The School has been granted a Charter Contract ("Charter") by the Nevada State Board of Education, with the School as the sponsoring entity.

ACADEMY OF ARTS AND SCIENCES is organized to operate charter schools, including without limitation provision and administration of school personnel, business administration, implementation of curricula and programs, contract administration and selection and oversight of technology, in accordance with the Charter.

ACADEMY OF ARTS AND SCIENCES and the School desire to enter into this Agreement, whereby ACADEMY OF ARTS AND SCIENCES will operate the School based upon and in accordance with the ACADEMY OF ARTS AND SCIENCES educational program, the Charter granted to the School by the Nevada State Board of Education and sound school and business principles and management methodologies.

In order to facilitate continuation of the School and to implement the educational program at the School, the parties desire to establish this arrangement for the operation of the School.

THEREFORE, it is mutually agreed as follows:

ARTICLE I TERM

This Agreement shall become effective _____, and shall terminate when the Charter terminates, subject to the termination provisions herein. Notwithstanding the termination of the Charter, this Agreement shall continue to remain in effect provided that the School has renewed its Charter or has entered into or is continuing to operate under any

chartering school contract with a sponsor (as defined under the Code) and this Agreement has not been terminated pursuant to Article VIII herein.

ARTICLE II CONTRACTING RELATIONSHIP

A. **Agreement.** The School hereby contracts with Academy of Arts and Sciences and ACADEMY OF ARTS AND SCIENCES agrees to perform the operating services set forth herein in accordance with the terms of this Agreement, the Charter, and with all applicable federal and state laws.

B. **Relationship and Status of the Parties.** The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not an employer-employee. The relationship between ACADEMY OF ARTS AND SCIENCES and the School is based solely on the terms of this Agreement, and the terms of any other written agreements that may now or hereafter be executed by and between Academy of Arts and Sciences and the School.

C. **Designation of Agents.** The Board designates the employees of ACADEMY OF ARTS AND SCIENCES as agents of the School having a legitimate educational interest solely for the purpose of entitling such persons to have access to education records under 20 U.S.C. §1232g of the Family Educational Rights and Privacy Act ("FERPA").

ARTICLE III FUNCTIONS OF ACADEMY OF ARTS AND SCIENCES

A. **Responsibility** ACADEMY OF ARTS AND SCIENCES shall be responsible and accountable to the School for the operation of the School. At least one representative of ACADEMY OF ARTS AND SCIENCES will meet with the School, and its Board of Directors at its regularly scheduled Board meetings to account to the School for Academy of Arts and Sciences' administration of the following:

- Personnel
- Program of Instruction
- Purchasing
- Strategic Planning Public Relations Financial Planning
- Recruiting
- Compliance Issues
- Budgets
- Contracts

- Equipment and Facilities
- Such other reasonable responsibilities as ACADEMY OF ARTS AND SCIENCES or the School's Board of Directors may reasonably deem necessary to carry out the obligations under the Charter

B. Educational Program. The educational program shall be selected by and the program of instruction shall be implemented by ACADEMY OF ARTS AND SCIENCES in close connection with the Board and in concert with the Common Core Standards and the Charter. Academy of Arts and Sciences, by and through the School Director or Principal, shall supervise the teaching staff and the day-to-day implementation of the educational program. Academy of Arts and Sciences Nevada shall be responsible for the following areas:

- Educational Staff Recruitment;
- Educational Staff Professional Development;
- Management of day-to-day activities of Educational Staff;
- Evaluation of Educational Staff Performance;
- Oversight of course and curriculum design;
- Development, maintenance and administration of all State mandated and other testing;
- Parent education as deemed necessary; and
- Such other responsibilities as ACADEMY OF ARTS AND SCIENCES or the School's Board of Directors may reasonably deem necessary to carry out the obligations under the Charter.

C. Strategic Planning. ACADEMY OF ARTS AND SCIENCES shall continually assess the status of, formulate and, as necessary, propose revisions to the strategic plans for the continuing educational and financial needs of the School.

D. Public Relations. In consultation with the Board, Academy of Arts and Sciences Nevada school site personnel shall administer the public relations strategy for the development of beneficial and harmonious relationships with parents, the community, and the State of Nevada.

E. *Grants and Fund Raising.* Either the School or ACADEMY OF ARTS AND SCIENCES, or both, shall locate grants and potential sources for donations and may hire consultants or other entities to assist with making application for and obtaining the same. Grants and/or private donations may be solicited or applied for by either party, either on behalf of the School or ACADEMY OF ARTS AND SCIENCES as mutually agreed to by the parties. All donations or grants received by and for the School shall be exclusively used for the School.

F. *School Administration.* Academy of Arts and Sciences and the School's chief executive officer shall be jointly responsible for the following administrative functions:

1. *Finance*

- Payroll
- Revenue and cash management
- Selection and administration of benefit packages for ACADEMY OF ARTS AND SCIENCES personnel assigned to the School site
- Management and monitoring of invoices
- Coordination of monthly budgets and financial reports to the Board of the School
- Coordination of yearly audits
- Management of banking relationships
- Preparation of budget and revisions thereto for Board approval
- Financial planning
- Management of reporting to Board

2. *Compliance*

- Student enrollment and re-enrollment reports
- Annual and other required reports to the State of Nevada
- Recommend policies for the Board and the School

3. *Management of Equipment/Furniture/Property*

- Selection and procurement of phone system, furniture, office machines, computers and other equipment
- Negotiation and arrangement of leases or purchase agreements
- Inventory of equipment
- Tracking and handling of surplus property
- Building Code compliance
- Repair and maintenance of personal property

4. *Governance Related*

- Conduct parent or teacher surveys
- Preparation of Annual Reports
- Implementation of Board and School Policies
- Negotiations of leases and contracts

5. *Technology*

- Operation of the network infrastructure (including wireless services, Internet, CIPA software requirements)
- Web site development and maintenance
- Development and maintenance of Technology Plan
- Purchasing and maintenance of computer workstations
- Telephones
- Wireless Services
- Copy and fax machines

6. *Facilities*

- Building Code compliance
- Health & Safety Compliance
- Asset Management

7. *Other*

- Administration of instructional and non-instructional ACADEMY OF ARTS AND SCIENCES personnel assigned to the School site
- Professional development
- Management and negotiation of all contracts and purchased services including, but not limited to legal services
- Such other responsibilities as ACADEMY OF ARTS AND SCIENCES or the Board of the School may reasonably deem necessary to carry out the obligations under the Charter

G. *Delegation or Subcontracts.* ACADEMY OF ARTS AND SCIENCES may delegate its responsibilities to employees of ACADEMY OF ARTS AND SCIENCES or of the School (if any). ACADEMY OF ARTS AND SCIENCES shall have the right to subcontract with third parties to provide any or all of the services it agrees to provide the School under this Agreement including but not limited to, payroll, fiscal services and/or any technology related services.

H. *Place of Performance.* Except for the daily instruction of the School's students, ACADEMY OF ARTS AND SCIENCES may perform its functions under this Agreement at any location within or without the State of Nevada, unless prohibited by state or local law. The School shall provide sufficient space at its premises to enable ACADEMY OF ARTS AND SCIENCES to carry out its duties and obligations that arise under this Agreement.

I. *Student Recruitment.* Academy of Arts and Sciences and the School shall be jointly responsible for the recruitment of students in compliance with the School's general recruitment and admission policies.

J. *Legal Requirements.* ACADEMY OF ARTS AND SCIENCES, in cooperation with the School, shall assist the School in meeting federal, state and local laws and regulations, and the requirements imposed by the Charter, provided, however, that nothing in this Agreement shall be construed to require ACADEMY OF ARTS AND SCIENCES to provide legal counsel to the Board of the School.

K. *Rules and Procedures.* ACADEMY OF ARTS AND SCIENCES shall recommend the adoption of and changes in policies, rules, regulations and procedures applicable to the School

and shall manage, through its staff, the enforcement of such policies, rules, regulations and procedures adopted by the School or required by the Charter.

L. [Grades and Student Population](#). ACADEMY OF ARTS AND SCIENCES shall make recommendations to the School concerning limiting, increasing or decreasing the number of grades offered and the number of students served per grade or in total. ACADEMY OF ARTS AND SCIENCES shall obtain the approval of the Board for any such recommended changes, which approval shall not be unreasonably withheld, and if approved by the Board, shall assist the Board in preparation of application materials to be presented to the Nevada State Board of Education for any proposed expansion amendment.

M. [Record Keeping](#). ACADEMY OF ARTS AND SCIENCES shall maintain all records related to the operation of the School separately from any other records of ACADEMY OF ARTS AND SCIENCES as required by NAC 386.360. The original records, whether paper, electronic, or other form, must be maintained on the physical premises of the School, but duplicate records may be maintained in other places as determined appropriate by ACADEMY OF ARTS AND SCIENCES. The Board has the superior right of immediate access to, control over, and possession of School records.

ARTICLE IV PERSONNEL AND TRAINING

A. [Personnel Responsibility](#). ACADEMY OF ARTS AND SCIENCES shall determine staffing levels, select, hire and, if necessary terminate, all teaching, administrative or other staff, and evaluate, assign, discipline and transfer personnel consistent with state and federal law and with Board policy. ACADEMY OF ARTS AND SCIENCES, in its sole discretion, may remove any staff member except for the chief executive officer.

B. [School Director or Principal](#). ACADEMY OF ARTS AND SCIENCES shall make a recommendation to the Board concerning selection of the School's chief executive officer and the terms of his or her employment. The School shall not employ, direct, evaluate, renew, non-renew, terminate or set compensation for this employee, but shall work closely with the person to ensure the successful education of the students of the School. As the Board permits, ACADEMY OF ARTS AND SCIENCES Nevada may delegate any of its obligations under this Agreement to such employee.

C. [Teachers](#). ACADEMY OF ARTS AND SCIENCES shall determine the number of

teachers required and the applicable grade levels and subjects required for the operation of the School as set forth in this Agreement and the Charter. During the school year, the School shall evaluate the School's need for teachers, and make appropriate adjustments in teacher staffing and assignments. Teachers may work at the School on a full- or part-time basis. If assigned to the School on a part-time basis, such teachers may also work elsewhere as long as such other work is also part-time and, in the sole discretion of ACADEMY OF ARTS AND SCIENCES, does not interfere with their work at the School. Each teacher assigned to the School shall be deemed "Highly Qualified" under the Federal No Child Left Behind Act and shall hold a valid teaching certificate or license issued by the Nevada State Board of Educators, or shall otherwise satisfy the state's requirements for non-certified teachers.

D. [Support Staff](#). ACADEMY OF ARTS AND SCIENCES shall determine the number and functions of support staff required for the operation of the School for each school year. During the school year, ACADEMY OF ARTS AND SCIENCES shall evaluate the School's staffing requirements and make appropriate adjustments to its staffing assignments and numbers. Support staff may, at the discretion of ACADEMY OF ARTS AND SCIENCES, work at the School on a full or part time basis. If assigned to the School on a part-time basis, such support personnel may also work elsewhere as long as such other work is also part-time and, in the sole discretion of ACADEMY OF ARTS AND SCIENCES, does not interfere with their work at the School.

E. [Employer of Personnel](#). Except for the School's chief executive officer, the personnel who perform services at the School shall be employees or contractors of ACADEMY OF ARTS AND SCIENCES and shall be compensated by ACADEMY OF ARTS AND SCIENCES subject to the payment provisions of Article VI.

ARTICLE V OBLIGATIONS OF THE SCHOOL

The Board of the School shall exercise good faith in considering and adopting the recommendations of ACADEMY OF ARTS AND SCIENCES including, but not limited to, recommendations concerning policies, rules, regulations, procedures, curriculum, budgets, expenditures, fund raising, public relations, and school entrepreneurial affairs. The Board shall cooperate with ACADEMY OF ARTS AND SCIENCES in all of ACADEMY OF ARTS AND SCIENCES's obligations hereunder. The Board authorizes ACADEMY OF

ARTS AND SCIENCES to make the required contributions to the appropriate retirement plan(s) for its employees, from the Fee as defined below.

ARTICLE VI FINANCIAL ARRANGEMENTS

A. **Payment.** The School shall pay or cause to be paid to ACADEMY OF ARTS AND SCIENCES, the revenues consisting of all amounts paid or payable to the School as state and federal per pupil allocations, transportation, technology or other operational funds, and private donations, endowments or grants applied for and received on behalf of the School (the "Fee"), excluding the lesser of two percent of the base state per pupil allocation. The excluded amount will be retained by the School as a Board Reserve to be used by June 30 of each year for the School's benefit, for a purpose to be decided by the School Board or pursuant to Article VI Part C below. Both ACADEMY OF ARTS AND SCIENCES and the School agree that ACADEMY OF ARTS AND SCIENCES's compensation under this Agreement is reasonable compensation for the services it will provide under the Agreement. The Fees paid to ACADEMY OF ARTS AND SCIENCES pursuant to this Agreement will be used solely to perform its obligations and duties that arise under this Agreement and to provide reasonable compensation to ACADEMY OF ARTS AND SCIENCES.

B. **Expenses to be Covered by ACADEMY OF ARTS AND SCIENCES.** ACADEMY OF ARTS AND SCIENCES shall be responsible for payment of the following costs and expenses incurred under this Agreement:

1. All wages, compensation and expenses of ACADEMY OF ARTS AND SCIENCES or the School including but not limited to those for the administrators, clerical staff, teachers and janitorial services. For purposes of this Agreement, the compensation of ACADEMY OF ARTS AND SCIENCES's employees shall include salary, fringe benefits, and city, state and federal tax withholdings to the extent required by law, and all other legitimate and reasonable related expenses;

2. Workers' compensation, Directors and Officers coverage for the Directors and Officers of ACADEMY OF ARTS AND SCIENCES and other insurance including, but not

limited to, any necessary comprehensive or premises liability insurance;

3. All costs to accomplish the obligations of ACADEMY OF ARTS AND SCIENCES pursuant to Article III above;

4. Attorney fees necessitated by the obligations of ACADEMY OF ARTS AND SCIENCES pursuant to the Agreement;

5. All other costs allocated to ACADEMY OF ARTS AND SCIENCES in this Agreement;

6. ACADEMY OF ARTS AND SCIENCES office expenses and supplies;

7. Leases for equipment and the School offices or facilities; and

8. Travel, lodging and other expenses incurred pursuant to services rendered by ACADEMY OF ARTS AND SCIENCES. ACADEMY OF ARTS AND SCIENCES's obligation to pay such expenses is, however, contingent upon ACADEMY OF ARTS AND SCIENCES receiving the Fee pursuant to Article VI, part A above and the adequacy thereof.

ACADEMY OF ARTS AND SCIENCES shall also provide funds for reasonable start-up expenses of the School in excess of amounts funded through grants and other donations. The School's budget shall include as an expense to be covered by ACADEMY OF ARTS AND SCIENCES from its Fee a monthly start-up allocation not to exceed twenty five hundred dollars.

C. Expenses to be Covered by the School. The School shall be responsible from its Board Reserve, for payment of the following costs and expenses:

1. Compensation for the chief executive officer of the School;

2. Expenses for fund raising and grant writing accomplished by the Board;

3. Expenses for legal services rendered to the Board by its attorney;

4. Errors and omission insurance for members of the Board;

5. Such other expenses for the benefit of the School at the Board's discretion; and

6. Mediator's fees pursuant to Article XII below.

D. Other Schools. The School acknowledges that ACADEMY OF ARTS AND SCIENCES may enter into similar management agreements with other Nevada open enrollment schools and other charter schools throughout the country. ACADEMY OF ARTS

AND SCIENCES shall maintain separate and appropriate books and records for the receipts and expenses of the School and the other schools that ACADEMY OF ARTS AND SCIENCES manages, if any, and shall allocate to the School only those expenses incurred on its behalf. If ACADEMY OF ARTS AND SCIENCES incurs expenses that are not precisely allocable, then ACADEMY OF ARTS AND SCIENCES shall allocate such expenses among the schools it operates on a prorated basis, based upon the number of students enrolled or upon such other equitable basis acceptable to the parties (hereafter, the "Indirect Cost Allocation"). The Indirect Cost Allocation shall be included in the School's budget as an expense to be covered by ACADEMY OF ARTS AND SCIENCES from its Fee.

E. Financial Reporting of ACADEMY OF ARTS AND SCIENCES.
ACADEMY OF ARTS AND SCIENCES shall provide the School's Board with:

1. A proposed annual budget shall be submitted prior to the beginning of each fiscal year for approval, which approval shall not be unreasonably withheld or delayed. The Board shall notify ACADEMY OF ARTS AND SCIENCES in writing that it approves or disapproves the annual budget within thirty (30) days of submission by ACADEMY OF ARTS AND SCIENCES. If the Board provides written notification to ACADEMY OF ARTS AND SCIENCES within thirty (30) days that it does not approve the annual budget as submitted, the Board shall identify specific reasons therefore. In such event, ACADEMY OF ARTS AND SCIENCES 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. Until such time as a budget is approved, the Board shall continue to make payment to ACADEMY OF ARTS AND SCIENCES pursuant to this Agreement and ACADEMY OF ARTS AND SCIENCES shall continue to fulfill its obligations under this Agreement, the Charter and applicable law. The annual budget may be amended from time to time as deemed necessary by ACADEMY OF ARTS AND SCIENCES and the Board. Each such amendment shall be submitted by ACADEMY OF ARTS AND SCIENCES and approved by the Board pursuant to the procedure set forth in this paragraph
2. Statements of all revenues received with respect to the School, and statements of all direct expenditures for services rendered to or on behalf of the School.
3. Consultation to respond to all annual audits in compliance with state law and regulations.

4. Reports on School operations and finances on at least a quarterly basis.
5. Other information reasonably requested by the Board relating to the performance of the School.
6. Direct access to inspect, examine, audit and otherwise review the books, records, accounts, ledgers and other financial documents maintained by ACADEMY OF ARTS AND SCIENCES for the School.

F. Financial Reporting of the School. The Board shall provide ACADEMY OF ARTS AND SCIENCES with statements of all funds received by the School from grants applied for by the Board, donations or endowments and statements of all expenditures and investments made with such funds, as well as with the Board Reserve funds.

ARTICLE VII ADDITIONAL PROGRAMS

The services provided by ACADEMY OF ARTS AND SCIENCES to the School under this Agreement consist of all operating responsibilities during the school year and school day. This is a total performance Agreement. ACADEMY OF ARTS AND SCIENCES may recommend or establish additional programs including, but not limited to, parent, adult, or community education and pre-kindergarten, on such terms and conditions as ACADEMY OF ARTS AND SCIENCES determines beneficial to the School, as approved by the Board, which approval shall not be unreasonably withheld, and if necessary, by the Nevada Education Agency.

ARTICLE VIII TERMINATION OF AGREEMENT WITH CAUSE

A. Termination by ACADEMY OF ARTS AND SCIENCES. ACADEMY OF ARTS AND SCIENCES may terminate this Agreement with cause, prior to the end of the term specified in Article I, in the event the School fails to remedy a material breach of this Agreement within ninety (90) days after written notice from ACADEMY OF ARTS AND SCIENCES. A material breach may include, but is not limited to, failure to make payments to ACADEMY OF ARTS AND SCIENCES as required by this Agreement, failure of the State of Nevada to adequately fund the operations of the School, or the School's failure to adhere to the

personnel, curriculum, program or similar reasonable and material recommendations of ACADEMY OF ARTS AND SCIENCES.

B. [Termination by the School](#). The School may terminate this Agreement after prior written notice to ACADEMY OF ARTS AND SCIENCES, upon the occurrence of either of the following:

1. Upon sixty (60) days prior written notice, in the event that ACADEMY OF ARTS AND SCIENCES shall be found guilty of a felony or fraud, gross negligence, or commits an act of willful or gross misconduct in the rendering of services under this Agreement; or

2. In the event that ACADEMY OF ARTS AND SCIENCES fails to remedy a material breach of its duties or obligations under this Agreement within six (6) months after written notice of the breach is provided by the School.

C. [Change in Law](#). If any federal, state or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice, may request renegotiation of the Agreement and if the parties are unable or unwilling to renegotiate the terms within ninety (90) days after the notice, the party requesting the renegotiation may terminate this Agreement upon thirty (30) days further written notice.

D. [Transfer of Operations Upon Termination](#). In the event this Agreement is terminated for any reason, the parties agree as follows:

1. To avoid disruptions to the educational program and other operations of the School, 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. Upon such termination, ACADEMY OF ARTS AND SCIENCES shall have the option to reclaim any usable property or equipment (e.g., copy machines, personal computers) provided or installed by ACADEMY OF ARTS AND SCIENCES from its Fee, and not paid for by the School through its Board Reserve, or to reclaim the depreciated cost of such equipment, or in the event the equipment is leased through a third-party lessor, to require that the Board remit to ACADEMY OF ARTS AND SCIENCES such amounts as may remain outstanding under any such equipment lease, including without limitation such amounts as may be required in order to exercise any option to purchase such equipment under the terms

of the lease and complete transfer of title to the School . Provided, however, all assets, to the extent fully paid for by the School through its Board Reserve, shall remain the property of the School.

3. Upon such termination, 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. In the event ACADEMY OF ARTS AND SCIENCES has not received all of the Fee due to ACADEMY OF ARTS AND SCIENCES through the date of termination as a result of a delay in the making of such payments by either the Nevada Education Agency or the Board of the School, the Board shall immediately upon termination of this Agreement, or as soon thereafter as such funds become available from the Nevada Education Agency, cause sufficient revenues to be transferred to ACADEMY OF ARTS AND SCIENCES to pay for all budgeted expenses of the School through the date of termination, including without limitation the Indirect Cost Allocation, or if termination is effective at the end of the academic year, all revenues received from the Nevada Education Agency for such academic year.

5. ACADEMY OF ARTS AND SCIENCES will, at no cost to ACADEMY OF ARTS AND SCIENCES, provide the School with reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement; provided, however, that ACADEMY OF ARTS AND SCIENCES shall not be required to provide any assistance to a management company or other service provider.

ARTICLE IX PROPRIETARY INFORMATION

To the extent that materials, documents or ideas were, or are, owned, designed, developed, formulated, written by or created by ACADEMY OF ARTS AND SCIENCES, including without limitation any and all ACADEMY OF ARTS AND SCIENCES personnel assigned to the School, the School agrees that ACADEMY OF ARTS AND SCIENCES shall own all copyright, trademark, licensure, royalty or other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials provided by ACADEMY OF ARTS AND SCIENCES, its employees, members, Board of Directors, officers or contractors. The School shall have the right to use such materials during the term of this Agreement. To the extent materials, documents or ideas were formulated by, written by or

created by the School (but not by an ACADEMY OF ARTS AND SCIENCES employee assigned to work at the School, unless otherwise specifically agreed to by ACADEMY OF ARTS AND SCIENCES in writing), the School shall have the sole and exclusive right to license such materials for use by other schools, districts, public schools, customers or other persons or entities or to modify and/or sell materials. The School shall treat any proprietary information owned, designed, developed, written or created by ACADEMY OF ARTS AND SCIENCES as though it were a trade secret or protected by copyright, and shall refrain from disclosing, publishing, copying, transmitting, modifying, altering or utilizing such proprietary information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement and shall take such other actions as ACADEMY OF ARTS AND SCIENCES may reasonably request in writing to protect the same. The School shall take all necessary reasonable action to ensure that no employee or agent of the School discloses, publishes, copies, transmits, modifies, alters or utilizes the propriety information of ACADEMY OF ARTS AND SCIENCES in any manner other than permitted by this Article IX.

ARTICLE X INDEMNIFICATION

The School covenants and agrees that it will indemnify and hold ACADEMY OF ARTS AND SCIENCES, and its officers, Board of Directors, members, agents, and employees harmless from any claims, losses, damages, costs, charges, expenses, liens, settlements or judgments, including interest thereon, whether to any person, including employees of ACADEMY OF ARTS AND SCIENCES, or property or both, by reason of any negligent act or omission on the part of the School arising directly out of or in connection with the School's performance under this Agreement, to which ACADEMY OF ARTS AND SCIENCES or any of its officers, Board of Directors, members, agents or employees may be subject, including but not limited to those related in any way to the School's failure to follow the recommendations of ACADEMY OF ARTS AND SCIENCES. The School shall not be liable to indemnify ACADEMY OF ARTS AND SCIENCES or any of its officers, Board of Directors, members, agents or employees for damages directly caused by or resulting from the sole negligence of ACADEMY OF ARTS AND SCIENCES or any of its Board of Directors, officers, members, agents or employees.

ACADEMY OF ARTS AND SCIENCES covenants and agrees that it will indemnify and hold the School and its officers, Board of Directors, agents and employees harmless from any claim, loss, damage, cost, charge, expense, lien, settlement or judgment, including interest thereon, whether to any person, including employees of the School, or property or both, by reason of any negligent act or omission on the part of ACADEMY OF ARTS AND SCIENCES, arising directly out of or in connection with ACADEMY OF ARTS AND SCIENCES's performance under this Agreement, to which the School or any of its officers, Board of Directors, agents or employees may be subject. An insurance policy may be purchased for this indemnification and accounted for within the School budget. ACADEMY OF ARTS AND SCIENCES shall not be liable to indemnify the School or any of its officers, Board of Directors, agents or employees for damages directly caused by or resulting from the sole negligence of the School or any of its officers, Board of Directors, agents or employees.

ARTICLE XI WARRANTIES AND REPRESENTATIONS

The School and ACADEMY OF ARTS AND SCIENCES each represent that it has the authority under law to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement, that its actions have been duly and validly authorized, and that it will take all steps reasonably required to implement this Agreement. The School and ACADEMY OF ARTS AND SCIENCES mutually warrant to the other that, to its knowledge, there are no pending actions, claims, suits or proceedings, threatened or reasonably anticipated against or affecting it, which, if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement and upon execution by the parties, this Agreement will be a binding contract which shall be fully enforceable against the parties under the laws of the State of Nevada.

ARTICLE XII ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

Any and all disputes between the parties concerning any alleged breach of this Agreement, or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement, shall be submitted to mediation. Unless the parties agree upon a single mediator, the panel shall consist of three persons, including one person who is selected by the School, one selected by ACADEMY OF

ARTS AND SCIENCES and one selected by the two mediators selected by the School and ACADEMY OF ARTS AND SCIENCES. The mediation shall be conducted in accordance with the rules of any local mediation or arbitration association mutually agreed to by the parties, such as the State Bar of Nevada, with such variations as the parties and the mediator unanimously accept. All mediators' fees shall be split equally between the School and ACADEMY OF ARTS AND SCIENCES.

ARTICLE XIII MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the School and ACADEMY OF ARTS AND SCIENCES.

B. Force Majeure. Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, or act of God, sabotage, accident, or any other major casualty or similar cause beyond either party's control, and which cannot be overcome by reasonable diligence and/or without unusual expense.

C. Notices. All notices, demands, requirements and consents under this Agreement shall be in writing, shall be delivered to each party and shall be effective when received by the parties. Notice may be sent or delivered:

If to Academy of Arts and Sciences:

4560 Alvarado Canyon

San Diego, CA 92120

If to the School: Academy of Arts and Sciences Nevada

Same address until Charter Approval

D. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. By agreement of the parties, such invalidated covenant, phrase or clause shall be replaced or, absent such agreement, the remaining provisions shall be construed so as to effect the parties' original intent to the fullest extent possible.

E. Successors and Assign. This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.

F. Entire Agreement. This Agreement is the entire agreement between the parties relating to the services provided and the compensation for such services.

G. Non-waiver. A party's failure to exercise any right, power or privilege under this Agreement shall not affect or limit such right, power or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

H. Assignment. This Agreement shall not be assigned by either party without the prior written consent of the other party; provided, ACADEMY OF ARTS AND SCIENCES may without the consent of the Board: (i) delegate the performance for such duties and obligations of ACADEMY OF ARTS AND SCIENCES as specifically set forth herein; (ii) assign this Agreement to an entity wholly controlled by ACADEMY OF ARTS AND SCIENCES; and/or (iii) assign this Agreement to ACADEMY OF ARTS AND SCIENCES Schools controlled by ACADEMY OF ARTS AND SCIENCES Schools.

I. Survival of Termination. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

J. Governing Law. This Agreement shall be governed by and enforced in accordance with the laws of the State of Nevada.

**Academy of Arts and Sciences
Nevada**

By: _____

Its: _____

Date: _____

Academy of Arts and Sciences

By: _____

Its: _____

Date: _____

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. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services



JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

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

Charter School Budget

Academy of Arts and Sciences herewith submits the (T FINAL)
budget for the fiscal year ending June 30, 2014

This budget contains 1 governmental fund types with estimated expenditures of \$ 465,000 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 Counsel 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: _____

Form 3 Academy of Arts and Sciences REVENUE	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1100 Taxes				
1110 Ad Valorem Taxes				
1111 Net Proceed of Mines				
1120 Sales & Use/School Support Taxes				
1140 Penalties & Interest on Tax				
1150 Residential Construction Tax				
1190 Other				
Revenue from Local Govmt Units other than School Districts				
1200 Tuition				
1310 Tuition from Individuals				
1320 Tuition-other Govt sources within State				
1330 Tuition-other Govt sources out of State				
1400 Transportation Fees				
1410 Trans Fees from Individuals				
1420 Trans Fees - other Govt within State				
1430 Trans Fees - other Govt out of State				
1440 Trans Fees - Other Private Sources				
1500 Investment Income				
1600 Food Services				
1610 Daily Sales - Reimbursable Program				
1620 Daily Sales - Non-Reimbursable Progrm				
1630 Special Functions				
1650 Daily Sales - Summer Food Program				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
1910 Rent				
1920 Donations				
1930 Gains/Loss on Sales of Capital Assets				
1940 Textbook Sales & Rentals				
1950 Misc Revenues from Other Districts				
1960 Misc Revenues from Other Local Govt				
1970 Operating Revenues				
1980 Refund of Prior Year's Expenditures				
1990 Miscellaneous - local sources				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3110 Distributive School Account (DSA)			0	
3115 Special Ed portion of DSA				
3200 State Govt Restricted Funding				
3210 Special Transportation				
3220 Adult High School Diploma Program Fnd				
3230 Class Size Reduction				
3800 Revenue in Lieu of Taxes				
3900 Revenue for/on Behalf of School Dist				
TOTAL STATE SOURCES	0	0	0	0

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				500,000
4103 E-Rate Funds				
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300 Restricted Grants-in-Aid Direct - Fed				
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800 Revenue in Lieu of Taxes				
4900 Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES	0	0	0	500,000
OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 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
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
Prior Period Adjustments				
Residual Equity Transfers				
TOTAL ALL RESOURCES	0	0	0	500,000

Academy of Arts and Sciences Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				195,000
600 Supplies				75,000
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				98,000
200 Benefits				25,000
300/400/500 Purchased Services				0
600 Supplies				5,000
700 Property				67,000
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	0	465,000
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

Academy of Arts and Sciences PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
200 SPECIAL PROGRAMS				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
200 SPECIAL PROGRAMS	0	0	0	0
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
270 Gifted and Talented Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
270 TOTAL Gifted & Talented Programs	0	0	0	0
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
340 Summer School for Voc & Tech				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
340 Total Summer School for Voc & Tech	0	0	0	0
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
440 Total English - Summer School for Other Inst	0	0	0	0
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/14 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
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES				
2100 Support Services-Students				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100 SUBTOTAL	0	0	0	0
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
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
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
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	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
2000s TOTAL SUPPORT SERVICES	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	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
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/14	
			TENTATIVE APPROVED	FINAL APPROVED
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4900 SUBTOTAL	0	0	0	0
4000s CONSTRUCTION	0	0	0	0
5000 Debt Service				
000 EXPENDITURES	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	0	465,000
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX			
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	465,000

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	0	13,950
	Calculated Total Ending Fund Balance:	0	0	0	35,000

TENTATIVE BUDGET 06/30/14		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency			0	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS TENTATIVE		0	0	0	0
FINAL BUDGET 06/30/14		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	98,000	25,000	342,000	465,000
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		98,000	25,000	342,000	465,000
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	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		98,000	25,000	342,000	465,000

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. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services



JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

MOODY STREET OFFICE
1749 Moody Street, Suite 48
Carson City, Nevada 89706-2543

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

Charter School Budget

Academy of Arts and Sciences herewith submits the (T FINAL budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 834,500 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 Counsel 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 06/30/14	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
3. Elementary	<u> </u>	<u> </u>	<u> </u> 150
4. Secondary	<u> </u>	<u> </u>	<u> </u> 0
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> </u> 0.0	<u> </u> 0.0	<u> </u> 150.0
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u> </u> 0.0	<u> </u> 0.0	<u> </u> 150.0
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15		<u>5,036</u>	
Fill in information for each district:	2014-2015	WEIGHTED 2014-2015 Enrollment	Use rates below: Reference amounts for #12 Estimate: "Outside Revenue"
<u>School District</u>	<u>Rate revised 3/31/10</u>		
Carson City	\$ 5,957	150.0	\$ 1,166
Churchill	\$ 5,821		\$ 1,194
Clark	\$ 5,036		\$ 1,167
Douglas	\$ 5,151		\$ 2,543
Elko	\$ 6,485		\$ 1,041
Esmeralda	\$ 18,063		\$ 6,093
Eureka	\$ 2,226		\$ 28,680
Humboldt	\$ 6,089		\$ 1,600
Lander	\$ 3,638		\$ 6,077
Lincoln	\$ 9,441		\$ 1,181
Lyon	\$ 6,537		\$ 948
Mineral	\$ 8,149		\$ 1,172
Nye	\$ 6,415		\$ 1,578
Pershing	\$ 8,178		\$ 1,943
Storey	\$ 6,423		\$ 6,179
Washoe	\$ 5,137		\$ 1,252
White Pine	\$ 7,224		\$ 1,557
Multidistrict		150.0	\$755,400
			<u>5,036</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$1,051</u>
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 \$ 913,110.00
			Hold Harmless-#10 \$ -
14. Estimated number of special education program units	<u> </u>	(Should be 0 or 1 maximum - see prior year allotment)	
	X <u>39,768</u>	amount per unit	<u>\$0</u>
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted \$ 913,110.00
			Hold Harmless \$ -

Fiscal Year 2014-2015 Charter School Academy of Arts and Sciences

Form 3 Academy of Arts and Sciences REVENUE	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
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				
Revenue from Local Govmt Units other than School Districts				
1200 Tuition				
1310 Tuition from Individuals				
1320 Tuition-other Govt sources within State				
1330 Tuition-other Govt sources out of State				
1400 Transportation Fees				
1410 Trans Fees from Individuals				
1420 Trans Fees - other Govt within State				
1430 Trans Fees - other Govt out of State				
1440 Trans Fees - Other Private Sources				
1500 Investment Income				
1600 Food Services				
1610 Daily Sales - Reimbursable Program				
1620 Daily Sales - Non-Reimbursable Progrm				
1630 Special Functions				
1650 Daily Sales - Summer Food Program				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
1910 Rent				
1920 Donations				
1930 Gains/Loss on Sales of Capital Assets				
1940 Textbook Sales & Rentals				
1950 Misc Revenues from Other Districts				
1960 Misc Revenues from Other Local Govt				
1970 Operating Revenues				
1980 Refund of Prior Year's Expenditures				
1990 Miscellaneous - local sources				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3110 Distributive School Account (DSA)				913,110
3115 Special Ed portion of DSA				
3200 State Govt Restricted Funding				
3210 Special Transportation				
3220 Adult High School Diploma Program Fnd				
3230 Class Size Reduction				
3800 Revenue in Lieu of Taxes				
3900 Revenue for/on Behalf of School Dist				
TOTAL STATE SOURCES	0	0	0	913,110

Academy of Arts and Sciences

Charter School

Budget Fiscal Year 2014-2015

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

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			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				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800 Revenue in Lieu of Taxes				
4900 Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2) ESTIMATED	(3)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15 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
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
Prior Period Adjustments				
Residual Equity Transfers				
TOTAL ALL RESOURCES	0	0	0	913,110

Academy of Arts and Sciences Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries				245,000
200 Benefits				65,000
300/400/500 Purchased Services				15,000
600 Supplies				42,000
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				225,000
200 Benefits				60,000
300/400/500 Purchased Services				30,000
600 Supplies				10,000
700 Property				55,000
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	0	747,000
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

Academy of Arts and Sciences PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
200 SPECIAL PROGRAMS				
1000 Instruction				
100 Salaries				50,000
200 Benefits				12,500
300/400/500 Purchased Services				15,000
600 Supplies				10,000
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	0	87,500
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
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
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
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
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
440 Total English - Summer School for Other Inst	0	0	0	0
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15 TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 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
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
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
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
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
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
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15 TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	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
2000s TOTAL SUPPORT SERVICES	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
4100 Land Acquisition				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4100 SUBTOTAL	0	0	0	0
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15	
			TENTATIVE APPROVED	FINAL APPROVED
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4900 SUBTOTAL	0	0	0	0
4000s CONSTRUCTION	0	0	0	0
5000 Debt Service				
000 EXPENDITURES	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	0	834,500
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX			
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	834,500

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	0	25,035
	Calculated Total Ending Fund Balance:	0	0	0	78,610

TENTATIVE BUDGET 06/30/15	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency			0	0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	0	0	0	0
FINAL BUDGET 06/30/15	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	470,000	125,000	152,000	747,000
200 Special	50,000	12,500	25,000	87,500
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	520,000	137,500	177,000	834,500
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	0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	520,000	137,500	177,000	834,500

Academy of Arts and Sciences

CASH FLOW STATEMENT

2014-2015

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	\$ 228,277.00			\$ 228,277.00			\$ 228,277.00			\$ 228,277.00			\$ 913,108.00	\$ 913,108.00	\$ -
Total Revenues	\$ 228,277.00	\$ -	\$ -	\$ 228,277.00	\$ -	\$ -	\$ 228,277.00	\$ -	\$ -	\$ 228,277.00	\$ -	\$ -	\$ 913,108.00	\$ 913,108.00	\$ -
Total Revenues Y-T-D	\$ 228,277.00	\$ 228,277.00	\$ 228,277.00	\$ 456,554.00	\$ 456,554.00	\$ 456,554.00	\$ 684,831.00	\$ 684,831.00	\$ 684,831.00	\$ 913,108.00	\$ 913,108.00	\$ 913,108.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 43,333.33	\$ 520,000.00	\$ 520,000.00	\$ -
Benefits	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 11,458.33	\$ 137,500.00	\$ 137,500.00	\$ -
Total Salaries & Ben	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 54,791.67	\$ 657,500.00	\$ 657,500.00	\$ -
Operating															
Supplies	\$ 4,500.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 615.00	\$ 11,265.00	\$ 15,000.00	\$ 3,735.00
Rent	\$ 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	\$ 3,000.00	\$ 36,000.00	\$ 40,000.00	\$ 4,000.00
Utilities	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 12,600.00	\$ 15,000.00	\$ 2,400.00
Textbooks	\$ 6,000.00						\$ 6,000.00						\$ 12,000.00	\$ 12,000.00	\$ -
Equipment	\$ 3,000.00			\$ 3,000.00			\$ 3,000.00						\$ 12,000.00	\$ 15,000.00	\$ 3,000.00
Curriculum Delivery	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 15,000.00	\$ 20,000.00	\$ 5,000.00
Insurance	\$ 5,400.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 1,145.00	\$ 17,995.00	\$ 20,000.00	\$ 2,005.00
Oversight Fee	\$ 2,283.00			\$ 2,283.00			\$ 2,283.00						\$ 9,132.00	\$ 10,000.00	\$ 868.00
Other Teacher Costs	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ -	\$ 10,000.00	\$ 10,000.00	\$ -
Professional Fees	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00	\$ 20,000.00	\$ 2,000.00
Total Expenses	\$ 82,774.67	\$ 64,351.67	\$ 64,351.67	\$ 69,634.67	\$ 64,351.67	\$ 64,351.67	\$ 75,634.67	\$ 64,351.67	\$ 64,351.67	\$ 69,634.67	\$ 64,351.67	\$ 63,351.67	\$ 811,492.00	\$ 834,500.00	\$ 23,008.00
Total Expenses Y-T-D	\$ 82,774.67	\$ 147,126.33	\$ 211,478.00	\$ 281,112.67	\$ 345,464.33	\$ 409,816.00	\$ 485,450.67	\$ 549,802.33	\$ 614,154.00	\$ 683,788.67	\$ 748,140.33	\$ 811,492.00	\$ 811,492.00	\$ 834,500.00	\$ 23,008.00
Percent of Budget	9.92%	17.63%	25.34%	33.69%	41.40%	49.11%	58.17%	65.88%	73.60%	81.94%	89.65%	97.24%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 145,502.33	\$ (64,351.67)	\$ (64,351.67)	\$ 158,642.33	\$ (64,351.67)	\$ (64,351.67)	\$ 152,642.33	\$ (64,351.67)	\$ (64,351.67)	\$ 158,642.33	\$ (64,351.67)	\$ (63,351.67)	\$ 101,616.00	\$ 78,608.00	\$ 23,008.00
Begin Cash Balance(F/B)	\$ 15,000.00	\$ 160,502.33	\$ 96,150.67	\$ 31,799.00	\$ 190,441.33	\$ 126,089.67	\$ 61,738.00	\$ 214,380.33	\$ 150,028.67	\$ 85,677.00	\$ 244,319.33	\$ 179,967.67			\$ -
End Cash Balance (F/B)	\$ 160,502.33	\$ 96,150.67	\$ 31,799.00	\$ 190,441.33	\$ 126,089.67	\$ 61,738.00	\$ 214,380.33	\$ 150,028.67	\$ 85,677.00	\$ 244,319.33	\$ 179,967.67	\$ 116,616.00	\$ 101,616.00	\$ 78,608.00	\$ 23,008.00

Academy of Arts and Sciences

Budget Fiscal Year 2014-2015

FORM 11 CASH FLOW

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/15	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/16
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
3. Elementary	<u> </u>	<u> </u>	<u> </u> 300
4. Secondary	<u> </u>	<u> </u>	<u> </u> 0
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> </u> 0.0	<u> </u> 0.0	<u> </u> 300.0
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u> </u> 0.0	<u> </u> 0.0	<u> </u> 300.0
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/16		<u>5,036</u>	
Fill in information for each district:	2015-2016	WEIGHTED 2015-2016 Enrollment	Use rates below:
<u>School District</u>	<u>Rate revised 3/31/10</u>		Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	\$ 5,957	300.0	\$ 1,166
Churchill	\$ 5,821		\$ 1,194
Clark	\$ 5,036		\$ 1,167
Douglas	\$ 5,151		\$ 2,543
Elko	\$ 6,485		\$ 1,041
Esmeralda	\$ 18,063		\$ 6,093
Eureka	\$ 2,226		\$ 28,680
Humboldt	\$ 6,089		\$ 1,600
Lander	\$ 3,638		\$ 6,077
Lincoln	\$ 9,441		\$ 1,181
Lyon	\$ 6,537		\$ 948
Mineral	\$ 8,149		\$ 1,172
Nye	\$ 6,415		\$ 1,578
Pershing	\$ 8,178		\$ 1,943
Storey	\$ 6,423		\$ 6,179
Washoe	\$ 5,137		\$ 1,252
White Pine	\$ 7,224		\$ 1,557
Multidistrict		300.0	<u>5,036</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$1,051</u>
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 \$ 1,826,220.00
			Hold Harmless-#10 \$ -
14. Estimated number of special education program units	<u> </u>	(Should be 0 or 1 maximum - see prior year allotment)	
	X <u>39,768</u>	amount per unit	<u>\$0</u>
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted \$ 1,826,220.00
			Hold Harmless \$ -

Fiscal Year 2015-2016 Charter School Academy of Arts and Sciences

Form 3 Academy of Arts and Sciences REVENUE	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
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				
Revenue from Local Govmt Units other than School Districts				
1200 Tuition				
1310 Tuition from Individuals				
1320 Tuition-other Govt sources within State				
1330 Tuition-other Govt sources out of State				
1400 Transportation Fees				
1410 Trans Fees from Individuals				
1420 Trans Fees - other Govt within State				
1430 Trans Fees - other Govt out of State				
1440 Trans Fees - Other Private Sources				
1500 Investment Income				
1600 Food Services				
1610 Daily Sales - Reimbursable Program				
1620 Daily Sales - Non-Reimbursable Progrm				
1630 Special Functions				
1650 Daily Sales - Summer Food Program				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
1910 Rent				
1920 Donations				
1930 Gains/Loss on Sales of Capital Assets				
1940 Textbook Sales & Rentals				
1950 Misc Revenues from Other Districts				
1960 Misc Revenues from Other Local Govt				
1970 Operating Revenues				
1980 Refund of Prior Year's Expenditures				
1990 Miscellaneous - local sources				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3110 Distributive School Account (DSA)			1,826,220	
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	1,826,220	0

Academy of Arts and Sciences

Charter School

Budget Fiscal Year 2015-2016

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

REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			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				
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800 Revenue in Lieu of Taxes				
4900 Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/15	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/16 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
8000 OPENING FUND BALANCE				
Reserved Opening Balance				
Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE	0	0	0	0
Prior Period Adjustments				
Residual Equity Transfers				
TOTAL ALL RESOURCES	0	0	1,826,220	0

Academy of Arts and Sciences Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries		x	484,425	484,500
200 Benefits		x	121,106	122,000
300/400/500 Purchased Services			50,000	373,500
600 Supplies			82,500	66,500
700 Property				
800 Other				4,000
2100-2600, 2900 Other Support Services				
100 Salaries		x	247,595	300,000
200 Benefits		x	61,899	77,500
300/400/500 Purchased Services			25,000	49,500
600 Supplies			10,000	10,000
700 Property			0	61,000
800 Other			23,000	23,000
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
100 TOTAL REGULAR PROGRAMS	0	0	1,105,525	1,571,500
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

Academy of Arts and Sciences PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
200 SPECIAL PROGRAMS				
1000 Instruction				
100 Salaries		x	53,825	55,000
200 Benefits		x	13,456	15,000
300/400/500 Purchased Services			15,000	13,500
600 Supplies			10,000	10,000
700 Property				
800 Other				4,000
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
200 SPECIAL PROGRAMS	0	0	92,281	97,500
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
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
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
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
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
440 Summer School for Other Inst Prog				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
440 Total English - Summer School for Other Inst	0	0	0	0
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
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
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

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
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
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
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
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
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	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
2000s TOTAL SUPPORT SERVICES	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
4100 Land Acquisition				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4100 SUBTOTAL	0	0	0	0
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/16	
			TENTATIVE APPROVED	FINAL APPROVED
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4900 SUBTOTAL	0	0	0	0
4000s CONSTRUCTION	0	0	0	0
5000 Debt Service				
000 EXPENDITURES	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	1,197,806	1,669,000
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX			
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	1,197,806	1,669,000

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	35,934	50,070
	Calculated Total Ending Fund Balance:	0	0	628,414	(1,669,000)

TENTATIVE BUDGET 06/30/16		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	732,020	183,005	190,500	1,105,525
200	Special	53,825	13,456	25,000	92,281
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		785,845	196,461	215,500	1,197,806
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	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS TENTATIVE		785,845	196,461	215,500	1,197,806
FINAL BUDGET 06/30/16		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	784,500	199,500	587,500	1,571,500
200	Special	55,000	15,000	27,500	97,500
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		839,500	214,500	615,000	1,669,000
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	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		839,500	214,500	615,000	1,669,000

Academy of Arts and Sciences

CASH FLOW STATEMENT

2015-2016

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	\$ 456,555.00			\$ 456,555.00			\$ 456,555.00			\$ 456,555.00			\$ 1,826,220.00	\$ 1,826,220.00	\$ -
Total Revenues	\$ 456,555.00	\$ -	\$ -	\$ 456,555.00	\$ -	\$ -	\$ 456,555.00	\$ -	\$ -	\$ 456,555.00	\$ -	\$ -	\$ 1,826,220.00	\$ 1,826,220.00	\$ -
Total Revenues Y-T-D	\$ 456,555.00	\$ 456,555.00	\$ 456,555.00	\$ 913,110.00	\$ 913,110.00	\$ 913,110.00	\$ 1,369,665.00	\$ 1,369,665.00	\$ 1,369,665.00	\$ 1,826,220.00	\$ 1,826,220.00	\$ 1,826,220.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	\$ 69,958.33	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 69,952.08	\$ 839,431.25	\$ 839,500.00	\$ 68.75
Benefits	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 17,875.00	\$ 214,500.00	\$ 214,500.00	\$ -
Total Salaries & Ben	\$ 87,833.33	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 87,827.08	\$ 1,053,931.25	\$ 1,054,000.00	\$ 68.75
Operating															
Supplies	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 42,000.00	\$ 44,500.00	\$ 2,500.00
Rent	\$ 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	\$ 3,000.00	\$ 36,000.00	\$ 36,000.00	\$ -
Textbooks	\$ 6,000.00						\$ 6,000.00						\$ 12,000.00	\$ 12,000.00	\$ -
Utilities	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 12,600.00	\$ 13,000.00	\$ 400.00
Equipment	\$ 7,000.00						\$ 7,000.00						\$ 17,750.00	\$ 20,000.00	\$ 2,250.00
Curriculum Delivery	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 360,000.00	\$ 360,000.00	\$ -
Oversight Fee	\$ 4,750.00			\$ 4,750.00			\$ 4,750.00						\$ 19,000.00	\$ 19,000.00	\$ -
Insurance- Liability	\$ 5,250.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 16,800.00	\$ 18,000.00	\$ 1,200.00
Other Teacher Costs	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 10,000.00	\$ 10,000.00	\$ -
Furniture and Equipment	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00	\$ 12,000.00	\$ -
Professional Fees	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 18,000.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 56,500.00	\$ 58,500.00	\$ 2,000.00
Due and Fees	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00	\$ 12,000.00	\$ -
Total Expenses	\$ 153,883.33	\$ 132,927.08	\$ 132,927.08	\$ 152,177.08	\$ 139,927.08	\$ 138,927.08	\$ 137,677.08	\$ 136,677.08	\$ 132,927.08	\$ 137,677.08	\$ 132,927.08	\$ 131,927.08	\$ 1,660,581.25	\$ 1,669,000.00	\$ 8,418.75
Total Expenses Y-T-D	\$ 153,883.33	\$ 286,810.42	\$ 419,737.50	\$ 571,914.58	\$ 711,841.67	\$ 850,768.75	\$ 988,445.83	\$ 1,125,122.92	\$ 1,258,050.00	\$ 1,395,727.08	\$ 1,528,654.17	\$ 1,660,581.25	\$ 1,660,581.25	\$ 1,669,000.00	\$ 8,418.75
Percent of Budget	9.22%	17.18%	25.15%	34.27%	42.65%	50.97%	59.22%	67.41%	75.38%	83.63%	91.59%	99.50%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 302,671.67	\$ (132,927.08)	\$ (132,927.08)	\$ 304,377.92	\$ (139,927.08)	\$ (138,927.08)	\$ 318,877.92	\$ (136,677.08)	\$ (132,927.08)	\$ 318,877.92	\$ (132,927.08)	\$ (131,927.08)	\$ 165,638.75	\$ 157,220.00	\$ 8,418.75
Begin Cash Balance(F/B)	\$ 78,608.00	\$ 381,279.67	\$ 248,352.58	\$ 115,425.50	\$ 419,803.42	\$ 279,876.33	\$ 140,949.25	\$ 459,827.17	\$ 323,150.08	\$ 190,223.00	\$ 509,100.92	\$ 376,173.83			\$ -
End Cash Balance (F/B)	\$ 381,279.67	\$ 248,352.58	\$ 115,425.50	\$ 419,803.42	\$ 279,876.33	\$ 140,949.25	\$ 459,827.17	\$ 323,150.08	\$ 190,223.00	\$ 509,100.92	\$ 376,173.83	\$ 244,246.75	\$ 165,638.75	\$ 157,220.00	\$ 8,418.75

Academy of Arts and Sciences

Budget Fiscal Year 2015-2016

FORM 11 CASH FLOW

C.1.2 Budget Narrative

There are many financial benefits to having an online school. As our budget shows, facilities and facility maintenance are relatively small expenditures. Our staffing and curriculum take up the largest portion of our resources. Our curriculum is paid as a per student expense and will fluctuate depending on our enrollment. Our funding is primarily through grants but we will work towards finding donors and sponsors to help supplement.

As our enrollment grows so will our budgetary needs. For every additional class of students, we will hire an additional teacher. Support staff will also be included as our numbers grow. We will implement attendance initiatives and rewards to ensure a high daily attendance, thus positively effecting our daily attendance funding.

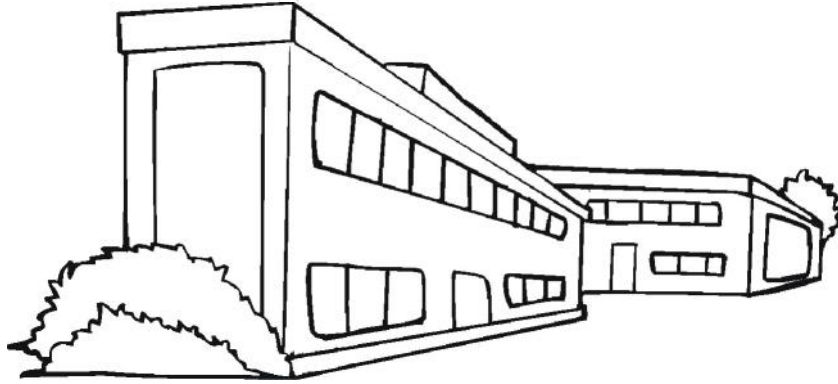


School Emergency Operations Plan

August 2013



FEMA



Academy of Arts and Sciences

Emergency Operations Plan

August 2013

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Academy of Arts and Sciences Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Academy of Arts and Sciences and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Academy of Arts and Sciences has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Academy of Arts and Sciences regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Academy of Arts and Sciences' legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Academy of Arts and Sciences Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

2. School Board Policy Statement

The Academy of Arts and Sciences Emergency Operations Plan operates within the framework of the Columbia County School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office.

b. Special Needs Population

Academy of Arts and Sciences is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule.

2. Building Information

Information will be added as facilities are added.

3. Hazard Analysis Summary

Academy of Arts and Sciences is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The table below briefly discusses Academy of Arts and Sciences' high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

Table 1. High-Priority Hazards

Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Academy of Arts and Sciences and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.</p>
Severe Storm	<p>Academy of Arts and Sciences and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Academy of Arts and Sciences, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p>
Fire	<p>Fire hazards are the most prevalent types of hazard.</p>
Chemical	<p>Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Springfield. Currently, ammonia, chlorine, and propane are all used and stored on school grounds.</p>
Intruder	<p>While a hostile intruder incident has never occurred in an Academy of Arts and Sciences school, like any school, is vulnerable to intruders.</p>
Terrorism	<p>Academy of Arts and Sciences like other public institutions, is vulnerable to terrorist activity.</p>

4. Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Academy of Arts and Sciences fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Academy of Arts and Sciences is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, Academy of Arts and Sciences requires all adults to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Academy of Arts and Sciences has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Academy of Arts and Sciences was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Academy of Arts and Sciences to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Academy of Arts and Sciences that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Academy of Arts and Sciences can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Academy of Arts and Sciences participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Academy of Arts and Sciences recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Academy of Arts and Sciences works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute.

- All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
 - Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Academy of Arts and Sciences may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]**

The Incident Commander at Academy of Arts and Sciences will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.

- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.

- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

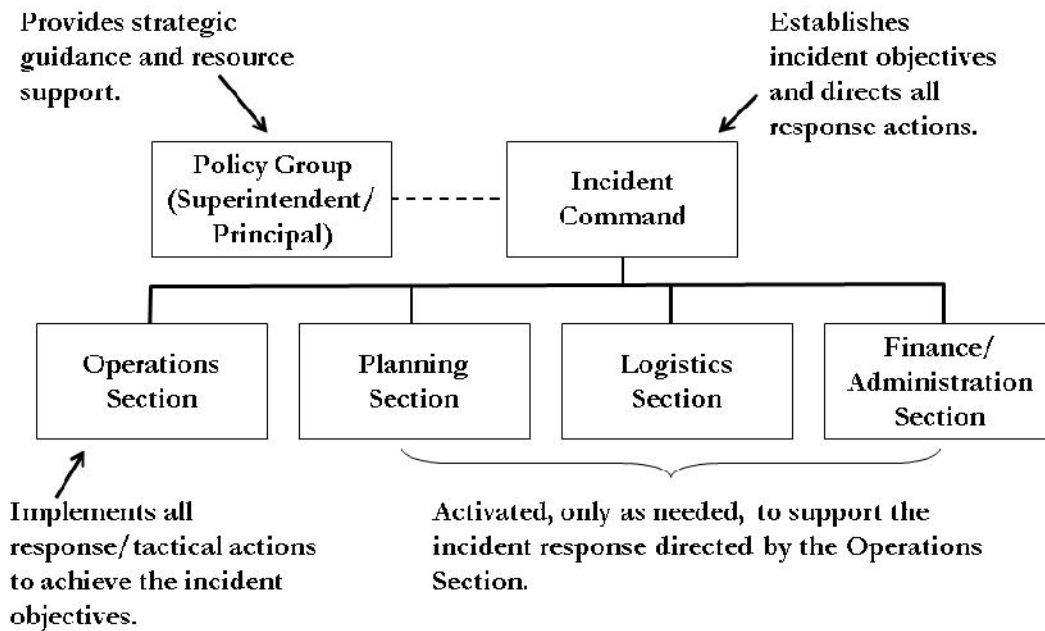
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

- 1. Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.

- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

2. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	<p>Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers.
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ▪ Setting up first aid area for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
Evacuation/ Shelter/Care Team	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating fire/HazMat. ▪ Assessing and notifying officials of fire/HazMat. ▪ Conducting perimeter control.

Strike Team	Potential Responsibilities
Crisis Intervention Team	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> ▪ Setting up secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

B. Coordination With Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The Academy of Arts and Sciences Principal and Incident Commander will keep the Policy/Coordination Group informed.

C. Community Emergency Operations Plan (EOP)

The Columbia County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents. The Academy of Arts and Sciences EOP has been developed to fit into the larger district EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Mr. Bob Semble, Manager, Columbia County School District Emergency Management Department.

D. Coordination With First Responders

An important component of the Academy of Arts and Sciences EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Springfield School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Academy of Arts and Sciences will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Community Mart, Mr. Jerald Evans.
- Cots and bedding supplies will be provided by: American Red Cross, Ms. Angie Ferguson.
- Food/water supplies will be provided by: Happyway Grocery Store, Ms. Janet Weber.
- Security will be provided by: Safety and Secure Company, Ms. Yvonne Hun.
- Counseling services will be provided by: Columbia County Mental Health Department.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Academy of Arts and Sciences' communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

The Incident Commander will use the countywide Academy of Arts and Sciences Emergency Radio Network to notify the principal of the school's status/needs. The principal will notify the district office. The district office will notify the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Academy of Arts and Sciences about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Academy of Arts and Sciences will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Academy of Arts and Sciences will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Academy of Arts and Sciences administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication With the Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All Academy of Arts and Sciences employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in Appendix D. [Note: Appendix D is not included in this sample plan. The course toolkit contains sample public information materials.]

Media contacts at the major television, Internet, and radio stations are maintained by the principal's executive assistant. In the case of an incident, these media contacts will

broadcast Academy of Arts and Sciences' external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Academy of Arts and Sciences will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Academy of Arts and Sciences will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Academy of Arts and Sciences frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.

- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Columbia County Office of Education of recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Academy of Arts and Sciences may use include the following:

- **Standard telephone:** Academy of Arts and Sciences has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.

- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Academy of Arts and Sciences will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in Appendix E. [Note: Appendix E is not included in this sample plan.]

B. Recordkeeping

1. Administrative Controls

Academy of Arts and Sciences is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the Academy of Arts and Sciences EOP. The Exercise Planning Team is responsible for coordinating training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The School Board together with the principal and superintendent will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board)
- Distribute the Plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Core School Emergency Operations Planning Team.

2. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Core School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Core School Emergency Operations Planning Team, emergency management agencies, and others

deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

Academy of Arts and Sciences understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see Appendix F). Records of the training provided including date(s), type of training, and participant roster will be maintained. [Note: Appendix F is not included in this sample plan.]

Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Academy of Arts and Sciences staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is

prepared and can handle the situation will enable school staff to do their jobs more effectively.

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- Columbia Code of Regulations, Title 3, Division 1, Chapter 2, Subchapter 3, Article 2, § 50 mandates that school boards adopt a policy for use by district schools in formulating individual civil defense and disaster preparedness plans.
- Columbia Code of Regulations, Title 12 specifies implementing and using the Standardized Emergency Management System, which mandates the use of the National Incident Management System and the use of the Incident Command System for managing all disaster/crisis situations.
- Columbia Education Code, Title 4, Division 2, Part 15, Chapter 2, Article 8.5 requires school boards to “establish an emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom.”

Functional Annexes

Note:

Functional annexes address all-hazard critical operational functions, including:

- Common procedures, and
- Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function.

All functional annexes should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan. This section presents three sample functional annexes.

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DROP, COVER, AND HOLD PROCEDURE

I. PURPOSE

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

II. SCOPE

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a moving vehicle.

III. RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo indepth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.

-
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Note: Under no circumstances should staff/students use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights, and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Columbia Statutes Section 252.315.

II. SCOPE

It is the responsibility of Academy of Arts and Sciences officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Springfield School, 200 Main Street, Springfield, CL 48502.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Academy of Arts and Sciences relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the principal, will perform the essential functions listed in Table 3.

Table 3. Essential Functions Performed by COOP Procedures Personnel

<p>Principal</p>	<ul style="list-style-type: none"> ▪ Determine when to close schools, and/or send students/staff to alternate locations. ▪ Disseminate information internally to students and staff. ▪ Communicate with parents, media, and the larger school community. ▪ Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
<p>Assistant Principal and/or Department Heads</p>	<ul style="list-style-type: none"> ▪ Ensure systems are in place for rapid contract execution after an incident. ▪ Identify relocation areas for classrooms and administrative operations. ▪ Create a system for registering students (out of district or into alternative schools). ▪ Brief and train staff regarding their additional responsibilities. ▪ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ▪ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ▪ Reevaluate the curriculum.
<p>Custodians/Maintenance Personnel</p>	<ul style="list-style-type: none"> ▪ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ▪ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or relandscaping).

School Secretary/Office Staff	<ul style="list-style-type: none"> ▪ Maintain inventory. ▪ Maintain essential records (and copies of records) including school's insurance policy. ▪ Ensure redundancy of records is kept at a different physical location. ▪ Secure classroom equipment, books, and materials in advance. ▪ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. ▪ Retrieve, collect, and maintain personnel data. ▪ Provide accounts payable and cash management services.
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> ▪ Establish academic and support services for students and staff/faculty. ▪ Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria Workers	<ul style="list-style-type: none"> ▪ Determine how transportation and food services will resume.

To implement the COOP procedures:

- All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.
- Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

IV. PROCEDURES

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each Core School Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be the Office of State Personnel, 120 Oak Park Street, Georgetown, CL. For a longer term arrangement, schools in the immediate vicinity of Springfield would be utilized if possible. Contingent alternative facilities are listed below:

Alternate Facility	Can Replace This Primary Facility	Street Address	Contact Information
Office of State Personnel	Personnel and administrative offices	120 Oak Park St., Georgetown, CL	HR Director, (444) 999-1234 hrdirector@georgetown.cl.gov
Springfield Tech Community College	School building	6932 Murphy Rd., Springfield, CL	Community Affairs Director, (555) 372-4831 cadirector@springtech.edu
Georgetown Community Center	School building	748 Bluebird Ln., Georgetown, CL	Community Relations Director, (444) 992-3829 crdirector@georgecc.edu

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Academy of Arts and Sciences' backup data.

E. Interoperable Communications/Backup Sites

As noted above, the Office of State Personnel will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, Springfield Tech Community College is the first option for relocation. Currently the lines and services for telephones and computers at Springfield Tech are maintained, protected, and backed up offsite by the district office.

In Springfield Tech's Huntington (Main) Building, the hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself. The telephone lines will work even during power failures. The building also has a generator for emergency power. The main computer room housing the servers on the third floor is protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners, and temperature controls. The rest of the building, however, is highly vulnerable to damage from fire and rapid changes in temperature and humidity. The building has no sprinkler system, and the placement of thermostats does not match the current office configuration, resulting in wide variations of temperature depending on location.

F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

G. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

H. Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo indepth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.

-
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
 - Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board's consent.

Hazard- and Threat-Specific Annexes

Note:

The **hazard- and threat-specific annexes:**

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Do not repeat information presented in the basic plan or functional annexes.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Hazard- and threat-specific annexes do not repeat content but rather build on the information within the basic plan. This section presents three sample annexes.

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NATURAL HAZARDS: FLOOD (NEAR OR ON SCHOOL GROUNDS)

I. PURPOSE

Flooding is a natural feature of the climate, topography, and hydrology of Springfield and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

III. CORE FUNCTIONS

The City of Springfield Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

The school siren acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)

-
- Recovery: Psychological Healing
 - Mass Care

B. Activating the EOP

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

4. Bus Driver Actions

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

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TECHNOLOGICAL HAZARDS: CHEMICAL

I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Springfield. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

III. CORE FUNCTIONS

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills.

The Academy of Arts and Sciences maintenance team inspects stored chemicals twice a month. The school siren acts as a warning system to notify staff/faculty and students.

Decontamination equipment and personal protective equipment are located in a storage unit next to the main office.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

- Reverse Evacuation
- Special Needs Population
- Shelter-in-Place
- Evacuation
- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

If there is an **internal** chemical spill, the following procedures may be activated:

- Evacuation

-
- Special Needs Population
 - Relocation
 - Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP for an External Chemical Spill

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **external**, the following steps will be taken by the school community:

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.

- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Move students away from immediate vicinity of danger.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

C. Activating the EOP for an Internal Chemical Spill

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **internal**, the following steps will be taken by the school community:

1. Person Discovering the Spill

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/teacher/safety officer.
- Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an all-school evacuation.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.

- Notify the local fire department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gases).
 - Injuries, if any.
- Notify local law enforcement of intent to evacuation.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

3. Incident Management Team and Section Chiefs Actions

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

4. Staff Actions

- Move students away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.

- If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
- Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed.

HUMAN-CAUSED HAZARDS: INTRUDER

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto school grounds or in the school building.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.

III. CORE FUNCTIONS

Academy of Arts and Sciences will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

– Columbia Penal Code Title 17, Chapter 21 § 227.1

To prevent intruders on campus, Academy of Arts and Sciences administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, Academy of Arts and Sciences will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Evacuation
- Reverse Evacuation
- Lockout

-
- Lockdown
 - Parent-Student Reunification
 - Recovery: Psychological Healing

B. Activating the EOP

The principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.
- Remain inside rooms until the “all clear” instruction is announced

ACADEMY OF ARTS AND SCIENCE

INSURANCE SUMMARY

Presented by:

**ROBERT WATKINS, CIC, CSRM, PWCA
PRESIDENT**

**EMILY CHAN
ACCOUNT MANAGER**

Date:

AUGUST 27, 2013

ISU LOVERING INSURANCE SERVICES

CHARTER SCHOOL SPECIALISTS

1121 Laurel Street, San Carlos, CA 94070

P. O. Box 699, San Carlos, CA 94070-0699

Telephone: (650) 593-7601

Fax: (650) 593-7410

License No. 0429797

DEPENDABLE SERVICE SINCE 1935

THIS PROPOSAL CONTAINS PROPRIETARY CONFIDENTIAL INFORMATION CONCERNING ISU LOVERING INSURANCE SERVICES AND OUR CUSTOMERS. IT MAY NOT BE DISTRIBUTED OR REPRODUCED WITHOUT THE EXPRESS PRIOR WRITTEN CONSENT OF ISU LOVERING INSURANCE SERVICES. NO DISCLOSURE CONCERNING THIS PROPOSAL SHALL BE MADE WITHOUT THE EXPRESS PRIOR WRITTEN CONSENT OF ISU LOVERING INSURANCE SERVICES.

THE INTENT OF THIS PROPOSAL IS TO BRIEFLY OUTLINE PERTINENT DETAILS OF YOUR INSURANCE POLICIES FOR YOUR READY REFERENCE, AND SHOULD NOT BE CONSIDERED A REPRESENTATION OF THE ACTUAL POLICY. FOR SPECIFICS, IT IS NECESSARY TO REFER TO THE ACTUAL POLICIES.

WHEN TO NOTIFY ISU LOVERING INSURANCE SERVICES

It is important that you advise ISU Lovering Insurance Services of any material changes in your operations which may have a bearing on your insurance program. Your insurers have evaluated and accepted the risks on the basis of information given. Any variation of these details could lead to complication in the event of a loss.

These changes may include, but are not limited to:

- Changes of personnel affecting responsibility for insurance decisions.
- Personnel traveling overseas/on temporary assignment overseas/working on military bases.
- Acquisition or creation of new companies or subsidiaries and/or mergers in which you are involved or any legal change in the corporate structure.
- Purchase, construction or occupancy of new premises; alteration, vacating the premises or temporary unoccupancy; extension or demolition of existing premises. This applies for both domestic and foreign locations.
- Increase in values of building or business personal property for both scheduled and unnamed locations.
- Removal of business personal property or stock to new or temporary locations.
- Addition of new locations, equipment or vehicles, whether hired, leased or borrowed.
- Changes in processes, occupancy, products or business operations.
- Addition, alteration or temporary disconnection of fire or burglary protection systems.
- Use of owned or non-owned aircraft or watercraft.
- Major changes in value or nature of goods being shipped.
- Employment of personnel in states in which you were previously not doing business.
- Election or appointment of a new C.E.O. or C.O.O., or change in control of either the Board of Directors or the stock ownership of the company.
- Changes in ERISA Plan assets.
- Addition of new drivers for the company.

SCHEDULE OF LOCATIONS

LOCATION
NUMBER

ADDRESS

TO BE DETERMINED
FERNLEY, NV

DOMESTIC PROPERTY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: August 27, 2013-14

COVERAGE: Special Form (Excluding Earthquake and Flood), Replacement Cost, Signature Property Endorsement
90% coinsurance

LIMITS:

\$ 10,000 Business Personal Property

\$ 100,000 Business Income/Extra Expense

\$ 25,000 EDP (computer equipment)/Inland Marine

\$ 2,500 Media

\$ 2,500 Extra Expense/Inland Marine

PROPERTY

DEDUCTIBLE: \$1,000

EXCLUSIONS: Coverage is subject to policy exclusions

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

ANNUAL

PREMIUM: \$Included in Package Premium

DOMESTIC GENERAL LIABILITY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: August 27, 2013-14

COVERAGE: Commercial General Liability Coverage, Employee Benefits Liability, Professional Liability

LIMITS:

General Liability Occurrence Form:

\$1,000,000	Each Occurrence
\$2,000,000	General Aggregate
\$1,000,000	Personal Injury and Advertising Liability
\$2,000,000	Products and Completed Operations Aggregate
\$ 300,000*	Fire Legal Liability
\$ 10,000*	Medical Payments
\$1,000,000	Abuse or Molestation Sublimit-Each Occurrence
\$2,000,000	Abuse or Molestation Sublimit-General Aggregate (Defense inside limit)

*Increased limit as shown within broadening endorsement

Employee Benefits Liability

\$1,000,000	Employee Benefits Liability Each Claim
\$2,000,000	Employee Benefits Liability Aggregate Limit
\$ 1,000	Employee Benefits Deductible

Professional Liability

\$1,000,000	Each act, error or omission
\$2,000,000	Aggregate Limit

COVERAGE

EXTENSIONS: Contractual Liability
Personal Injury & Advertising Liability
Broad Form Property Damage
Extended Bodily Injury
Host Liquor Liability
Incidental Medical Malpractice
Limited Worldwide Liability for Suits Brought in the United States
Employees and Volunteers as Additional Insureds
Broadened Additional Insured includes Trustees, Board Members,
Student Teachers
Waiver of Subrogation
Primary Wording
Additional Insureds included
Social Services Broadening Endorsement

EXCLUSIONS: Coverage subject to policy exclusions including but not limited to
Absolute Pollution

TERRITORY: United States, its Territories and Possessions, Puerto Rico and
Canada.

**ANNUAL
PREMIUM:** \$Included in Package

RATING BASIS: Based on 500 Students

DIRECTORS & OFFICERS/EMPLOYMENT PRACTICES LIABILITY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: August 27, 2013-14

COVERAGE: Directors and Executive Officers Liability
Employment Practice Liability
Defense costs outside the limit
Full Prior Acts
Full Third Party Coverage

LIMITS:

(Claims-Made Form)

\$1,000,000 Each Wrongful Act

\$1,000,000 Aggregate

\$ 2,500 Retention

DEFINITION AND EXTENSIONS:

Directors and Executive Officers Liability: Breach of duty, neglect, error, misstatement, misleading statement, or omission by a director, executor officer. Includes present and past directors and officers.

Employment Practice Liability: Wrongful refusal to employ or promote; wrongful demotion, evaluation reassignment or discipline; wrongful termination, harassment, coercion; unfair discrimination or defamation. Extends to all volunteer employees

PREMIUM

BASIS: \$ Revenues

ANNUAL

PREMIUM: \$3,300

BUSINESS AUTO

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: August 27, 2013-14

COVERAGE: \$1,000,000 Includes Non-Owned and Hired Liability

EXCLUSIONS: Coverage is subject to policy exclusions.

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

**ANNUAL
PREMIUM:** \$Included in Package

CRIME

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: August 27, 2013-14

COVERAGES: Employee Theft \$100,000
Forgery or Alteration \$50,000
Inside Premises-Theft Money & Securities \$25,000
Outside of Premises \$25,000

DEDUCTIBLE: \$1,000 Per Occurrence

**ANNUAL
PREMIUM:** \$Included in Package

UMBRELLA LIABILITY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: August 27, 2013-14

COVERAGE: Excess Legal Liability, following form, subject to exclusions. Follows Primary Coverage. Includes First Dollar Defense Coverage.

LIMITS: \$3,000,000 Each Occurrence
\$3,000,000 Products/Completed Operations Aggregate
\$3,000,000 General Aggregate

UNDERLYING POLICIES:

General Liability
Employee Benefits Liability
Employers Liability
Professional
Automobile Liability—Hired and Non owned

EXCLUSIONS: Coverage is subject to policy exclusions which include but are not limited to:

Absolute Pollution except Hostile Fire
Asbestos
Aircraft
Care, Custody and Control on Real and Personal Property
Nuclear Hazards
Director's & Officer's Liability
Employment Practices Liability
Liquor Liability
Abuse or Molestation
Athletic Participants
Corporal Punishment

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

DEDUCTIBLE: A \$10,000- Deductible/Retention applies to events not covered under the primary liability and not excluded on the umbrella.

ANNUAL PREMIUM: \$3,000

EXCESS STUDENT ACCIDENT

INSURER: Hartford Accident and Life, A.M. Best's rating A XV

POLICY TERM: May 2, 2011-12

LIMITS: \$15,000 Accidental Death and Dismemberment
and \$50,000 Accidental Medical Expense Benefit

\$ 250 Dental Limit

DEDUCTIBLE: \$ 0

ANNUAL

PREMIUM: \$3,675 based on 500 students

(excluding Sports; if Sports is to be included, we can include coverage)

CATASTROPHIC STUDENT ACCIDENT

INSURER: Markel Insurance, A.M. Best's rating A XIV

POLICY TERM: August 27, 2013

LIMITS: \$1,000,000 Catastrophic

DEDUCTIBLE: \$ 25,000

ANNUAL

PREMIUM: \$1,250 based on 500 students

DOMESTIC WORKERS' COMPENSATION AND EMPLOYER'S LIABILITY

INSURER: Hartford Accident and Indemnity Insurance Company
A.M. Best's rating A XV

POLICY TERM: August 27, 2013-14

COVERAGE: The insurance company will pay claims based on the applicable state laws for injury including death sustained by an employee while in the course of employment. The insurance company will provide defense in any proceedings.

In addition, the policy provides Employer's Liability coverage for suits brought by an employee or his estate.

LIMITS:	Statutory	Workers' Compensation Employer's Liability
	\$1,000,000	Bodily Injury By Accident Each Accident
	\$1,000,000	Bodily Injury by Disease Each Employee
	\$1,000,000	Bodily Injury by Disease Policy Limit

TERRITORY: NV

**ESTIMATED
ANNUAL
PREMIUM:**

\$ Subject to annual audit

NOTE: Companies with employees hired in **North Dakota, Ohio, Washington, West Virginia and Wyoming** must purchase Workers' Compensation insurance directly from the monopolistic state fund.

Policies in these states do not include Employer's Liability coverage. A quote can be obtained to add Employer's Liability coverage (Stop-Gap endorsement) for these states to your current insurance program. Projected payrolls for the state are needed to rate this exposure.

SCHEDULE OF CLASSIFICATIONS

<u>STATE</u>	<u>CLASSIFICATION</u>	<u>PAYROLL</u>	<u>RATE</u>	<u>PREMIUM</u>
NV	Teachers-8868	\$200,000	\$.58	\$1,080
NV	Clerical-8810	\$300,000	\$.36	\$1,160
	Total Class Premium			\$2,240
	Increased Limits Premium		\$.010	\$ 25
	To Equal Increased Limits Minimum Premium			\$ 95
	Total Estimated Standard Premium			\$2,360
	Expense Constant			240
	Terrorism	\$500,000	\$.01	50
	Catastrophe	\$500,000	\$.01	50
	Total Estimated Annual Premium			\$ 2,700

PAYMENT TERMS: 25% Deposit and 9 monthly installments or Monthly Pay As You Go

PREMIUM SUMMARY

Business Package Policy	\$8,137.00
Directors & Officers/Employment Practices Liability	\$2,750.00
Umbrella Policy.....	\$3,000.00
Excess Student Accident	\$3,675.00
Excess Student Accident	\$1,250.00
Workers Compensation	\$2,700.00

Subject to:

In order to offer a firm quote, we would need:

Charter or business plan, including financials/funding

Building information

Bill Plan Options:

Great American Insurance Company 25% Down and 9 installments-Direct Billed by the insurance company.

Hartford Insurance Company 25% Down and 9 installments pr Pay As You Monthly -Direct Billed

Great American Insurance Company-D&O -- Agency Billed Full Pay

Student Accident Policy -Agency Billed Full Pay

Catastrophic Student Accident -Agency Billed Full Pay

COVERAGE OPTIONS AND RECOMMENDATIONS

In addition to the coverages described within this proposal, ISU Lovering Insurance Services can obtain additional coverages as desired by **ACADEMY OF ARTS AND SCIENCES**.

Some of these include, but are not limited to the following:

- **Higher Policy Limits**
- **Cyber Security Liability**
- **Data Breach**
- **On Site Pollution Liability**
- **Fiduciary Liability**
- **Kidnap & Ransom**
- **Owned/Non-Owned Aircraft Liability**
- **Watercraft Liability**
- **Business Interruption and Extra Expense including Contingent Locations**
- **Earthquake**
- **Flood**
- **Employed Attorney E & O**
- **Crime**
- **Foreign**
- **Owned Autos**
- **Boiler & Machinery**
- **Cargo/Transit**
- **On Site Security Patrol/Security Guard**

ISU Lovering Insurance Services can obtain quotations for these and additional property/casualty insurance coverages as requested.

RECOMMENDATIONS

EARTHQUAKE

ACADEMY OF ARTS AND SCIENCES has elected not to purchase earthquake insurance coverage. As is aware, the availability of earthquake coverage in California is limited due to the catastrophic potential of this exposure, and it can be quite costly. We suggest that **ACADEMY OF ARTS AND SCIENCES**, evaluate its need to purchase earthquake insurance, and we can pursue obtaining coverage if desired.

In addition to buying insurance coverage, we generally recommend that our clients develop disaster plans that help reduce the severity of losses that can occur. **ACADEMY OF ARTS AND SCIENCES**, should develop such a plan if it does not currently have one in place. This plan should assume widespread destruction which affects property, employee safety, local vendors/suppliers, and shipping facilities.

FLOOD

ACADEMY OF ARTS AND SCIENCES does not purchase flood insurance coverage at this time. Like the earthquake coverage, flood insurance is an exposure generally excluded from most property programs due to its catastrophic potential for loss. The availability of this coverage is so limited that federal insurance programs have been developed to satisfy the need for this insurance. Buildings located in specified flood zones are required to purchase flood coverage. Other entities outside the designated flood zones also purchase such coverage.

We mention this exposure since the potential for loss from flood can be catastrophic. We suggest that evaluated its need to purchase flood insurance. As with the earthquake exposure, we also suggest that the disaster plan incorporate flood catastrophes since these can be as widespread as other disasters such as earthquake and fire.

KIDNAP & RANSOM

ACADEMY OF ARTS AND SCIENCES does not currently purchase kidnap & ransom coverage. A kidnap & ransom policy generally provides the following coverages:

- 1) Indemnification of ransom payments for actual or alleged kidnappings.
- 2) Payments for extortion threats of
 - Bodily harm or detention;
 - Property damage, destruction, or contamination;
 - Divulging, disseminating, and utilizing proprietary information;
 - Computer virus threats.
- 3) Loss of ransom or other consideration while being conveyed by an authorized person.
- 4) Miscellaneous expenses for:
 - Independent negotiators or consultants;
 - Independent public relations consultants;
 - Interest costs for any loan taken by the insured to pay the ransom or extortion described above;
 - Reasonable travel and accommodation expenses incurred by the insured.
- 5) Accidental death and dismemberment which applies to injury of a victim in an actual or attempted, kidnapping.
- 6) Some carriers can add coverage for business interruption losses due to extortion threats. For example, **ACADEMY OF ARTS AND SCIENCES** may experience a loss in revenue arising out of the kidnapped employee. Business interruption coverage is designed to address this type of loss.

ACADEMY OF ARTS AND SCIENCES should consider its exposure to loss in this area.