

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Pinecrest Academy of Northern Nevada**

Date Submitted: **October 15th, 2020**

Current Charter Contract Start Date: **July 1, 2020**

Charter Contract Expiration Date: **June 30, 2026**

Key Contact: **Jake Wiskerchen**

Key Contact title: **Board Chair**

Key Contact email and phone: **jake.wiskerchen@pinecrestnnv.org / 775-287-1099**

Date of School Board approval of this application: **October 1, 2020**

Deadlines

	Spring Cycle	Fall Cycle
Notice ¹ of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15

¹ Notice or Letter of Intent

Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting
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This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an “X” to the right of the specific RFA type(s) you are applying for):

1. [Add Distance Education](#)
2. [Add Dual-Credit Program](#)
3. [Change Mission and/or Vision](#)
4. [Eliminate a Grade Level or Other Educational Services](#)
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6. [Enrollment: Expand Enrollment in Existing Grade Level\(s\) and Facilities](#)
7. [Enrollment: Expand Enrollment in New Grade Levels](#)
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9. [Facilities: Occupy New or Additional Facility](#)
10. [Facilities: Occupy a Temporary Facility](#)
11. [Facilities: Relocate or Consolidate Campuses](#)
12. [RFA: Transportation](#)
13. [Other changes](#)

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A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Located in the Spanish Springs neighborhood of the Reno-Sparks Metropolitan area, Pinecrest Academy of Northern Nevada (PANN) is a recently approved K-8 charter school that first opened its doors in the 2020-2021 school year and is currently serving approximately 700 students in grades K-7. The school is a replication of the successful 5-Star Pinecrest Academy school model that currently has five campuses in Las Vegas.

PANN's Governing Board consists of seven members from the community who bring great strengths to the board in various capacities. Please see a brief description of each member below:

- [Jake Wiskerchen](#) - Co-Founder and Clinical Director of Zephyr Wellness. Brings expertise in mental health and education, with additional experience in leadership and consulting, having served on accreditation panels for multiple universities. Former President of the State of Nevada Board of Examiners for Marriage and Family Therapists and Certified Counselors and currently hosts the Noggin Notes podcast.
- [Megan Salcido](#) - Brings experience in Board development, legal expertise and knowledge of charter school management and operations. Familiar with the operation of a public body and the various laws to which it must adhere, including the open meeting law.
- [Angela Orr](#) - Brings expertise in K-12 education, curriculum and instruction. Served as the K-12 Director of Social Studies Curriculum and Instruction for Washoe County School District. Founding Board Member for Nevada Center for Civic Engagement to provide opportunities for students and teachers to engage in civic education. Founding Board Member for Learning Forward Nevada to help teachers improve educational practices and take on leadership roles without leaving the classroom. Experience in grant writing and administration.
- [Craig Seiden](#) - Brings professional experience in financial auditing, as well as finance and operations for higher education institutions. Currently serves as Vice President for Finance and Administration for Touro University Western Division. Former Chief Business Officer for the University of Nevada School of Medicine. Knowledge of charter school board management and operations.
- [Steve Albrecht](#) - Brings experience in education and educational leadership. Served as a project facilitator for the English Language Learner Division and helped to implement the Master Plan for ELL Success in the Clark County School District. Taught in elementary grade levels for 9 years.
- [Mike Wurm](#) - Has extensive expertise in development and growth of youth programs throughout the community. Significant capital campaign, fundraising and grant application/administration knowledge. Real estate and construction process management experience. Strong community partner.

Frank Perez - Frank Perez was born and raised in northern Nevada. A product of public schools, he attended college at Western Nevada College and at the University of Nevada, Reno. He graduated from the University of Nevada in 2016 with a Bachelor of Arts degree in political science. Frank served under the Chairman of Government Affairs, Assemblyman Edgar Flores, during the 79th and 80th Nevada Legislative Sessions. Presently, Frank works as a Compliance Officer with the City of Reno. He served as the Chair of the Washoe County School District - School Naming Committee and is an active committee member. Presently, Frank serves on the Board of Directors for Community Health Alliance one of northern Nevadas' largest health non-profits. Frank is excited to serve as a board member for Pinecrest Academy of Northern Nevada. He believes in the importance of a school reflecting the community it serves. Frank is the proud father of his 2-year-old Mariano.

2. Statement and overview of the mission and vision

Mission

Pinecrest Academy of Northern Nevada unites the community to prepare students for college and career.

Vision

Scholars perform at the highest level on all academic measures.

Pinecrest Academy of Northern Nevada's purpose is to provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. Pinecrest Academy will utilize ongoing assessments, engaging activities, the creation of a strong community environment and regular parent involvement to achieve student success. In this manner, Pinecrest Academy will assist all students to become equally successful as lifelong learners and responsible citizens.

3. Specific statement of the request

(Example:) "The Board of the above named charter school, operating under a current contract with a start date of July 1, 2020 and a six-year expiration date of June 30, 2026 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): Distance Education

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

4. A summary explanation of the reasons that the charter school is seeking to the charter school is seeking to make this specific requested change.

10) Other: Distance Education

PANN would like to add Distance Education options for students for credit retrieval and advancement of coursework not currently offered in the school.

5. Description of proposed target model and target communities

PANN's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement. These include but are not limited to:

- A standards-based curriculum based on Common Core Standards for Learning.
- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
- Arts programs such as band, orchestra, studio art, graphic design, and choir.
- Appropriate assessments for learning (screening, progress monitoring, and diagnostic).
- Data-driven, high-quality differentiated instruction.
- Supplemental programs for student advancement and remediation.
- Support for teachers and ongoing professional development for advancing technology and other 21st century resources.
- Research-based instructional practices (e.g., Marzano's High Yield Teaching Strategies¹ and Coalition of Essential School's Principles²).
- Reflective Practice: a practice designed for reflection and professional growth to enhance overall teacher performance and student outcomes.
- Weekly grade level, monthly staff meetings, and ongoing professional development workshops.
- Tutoring for remediation and enrichment programs for acceleration.
- Targeted interventions for struggling readers and students performing below grade level.

At PANN, we will uphold the following Core Values: Expectation of Excellence, Community of Collaboration, Reflection Drives Growth, and Igniting a Passion for Learning.

PANN's proposed target population is children who are already enrolled in grades 6-7, (and eventually 8th Grade) who are in need of credit recovery or remediation, academic challenge such as Advanced Placement, or wish to take an elective course that they may not otherwise have the opportunity to attend through the proposed new Distance Education program. PANN currently operates 1 campus in the Spanish Springs neighborhood. PANN would like to create a new program of Distance Education for its currently enrolled middle school grade students to better serve each student's unique educational needs.

6. Statement of outcomes you expect to achieve across the network of campuses

PANN hopes to provide its students credit retrieval and advanced level courses through distance education. Additionally, PANN has established the following goals for the proposed Distance Education program:

1. Expand student learning opportunities and enhance success for middle school students currently enrolled in PANN;
2. Create and strengthen community and educational partnerships;

² See <http://essentialschools.org/common-principles/>. Last retrieved July 2019.

3. Create a culture of innovation and collaboration that empowers teachers and students to achieve their goals to their maximum potential; and
4. Ninety percent (90%) of middle and high school students enrolled in blended Distance Education classes will successfully pass the course.

7. Key components of your educational model for the expanded school

PANN encourages the use of effective and innovative methods of teaching by: incorporating strong technology use through a blended learning approach, providing all students with STEAM infused curriculum, implementing differentiated instructional strategies to provide students with instruction commensurate to his/her ability levels in both reading and math, and providing a strong instructional focus using the Nevada Academic Content Standards and Next Generation Science Standards to teach rigorous curriculum.

PANN's proposed Distance Education program will include the following best practices: (1) two-way academic communication such as email, internet, chat, and videoconferencing; (2) opportunities for synchronous (real-time) communication and discussions such as voice over internet protocol (VOIP); (3) multi-faceted social networking platforms that include community engagement; (4) access to internal and external technology support and consulting to teachers and students; (5) creative, flexible, and innovative teachers equipped to meet the unique needs of the distance learner; and (6) highly visible and accessible student support that meet or exceeds the level of support offered in PANN's traditional classrooms to PANN's diverse student population and unique needs. Additionally, PANN students who elect to participate in Distance Education courses will receive instruction from their virtual teacher in addition to having access to a digital learning lab or classroom with support from their face-to-face teacher. In this way PANN's students will engage in Distance Education coursework in a hybrid model where students have multiple pathways to success.

8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

PANN's Restorative Action Plan will include:

- The need to feel right to the person harmed
- The need to be "do-able" by the one who did the harm
- The need to include an action to prevent further offending:
 1. Something that strengthens and supports the offender.
 2. Something that addresses underlying issues associated to the offense.

9. Describe the charter school's plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

PANN's student population represents a community of students with a variety of backgrounds and needs. Since PANN is a new school and its student have therefore not yet participated in the state SBAC

assessments, baseline data to demonstrate any existing proficiency gaps is not available. However, if proficiency gaps do prove to exist, PANN will meet the needs of the community by implementing the Pinecrest educational model which has proven to be very successful at the Pinecrest network in Las Vegas.

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team

PANN's current Principal, Jami Curtis, is a Native-Nevadan who embodies Pinecrest's core values: Expectation of Excellence, Community of Collaboration, Reflection Drives Growth, and Igniting a Passion for Learning. In post-secondary education, Mrs. Curtis has obtained dual Bachelor's Degrees in Political Science and French as well as a graduate education administrative degree. She brings several years of experience as a middle school administrator as well as expert teaching.

11. Key supporters, partners, or resources that will contribute to your expanded school's success.

PANN has established several partnerships with local organizations and businesses. Not least among these is the Boys and Girls Club of the Truckee Meadows (BGC). This partnership will benefit students and families of the school by providing before and after-school care. As the school grows, it is the anticipation of both PANN and the BGC that the collaboration will eventually be able to provide the full array of BGC programs and services for the Spanish Springs community.

Additionally, PANN has sought partnerships with other community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program. This list includes, but is not limited to:

- Full Tilt Logistics
- Ron Smith, Mayor of the City of Sparks, Nevada
- Kristopher Dahir, Sparks City Councilmember Ward 5
- United Cerebral Palsy of Nevada
- Intellatek
- ACE Foundation

Additionally, PANN's state-approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12; along with the support of Virtual Education that has established successful distance education services to PANN's affiliate schools in Las Vegas and Florida will contribute to the success of the distance education program. PANN will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. Principal Curtis along with her administrative leadership teams will collaborate with all key stakeholders to ensure success of their distance education program.

B) MEETING THE NEED

TARGETED PLAN

- (1) Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.

PANN's proposed target population is children who are already enrolled in grades 6-7, (and eventually 8th Grade) who are in need of credit recovery or remediation, academic challenge such as Advanced Placement, or wish to take an elective course that they may not otherwise have the opportunity to attend through the proposed new Distance Education program. PANN currently operates 1 campus in the Spanish Springs neighborhood. PANN would like to create a new program of Distance Education for its currently enrolled middle school grade students to better serve each student's unique educational needs.

- (2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

By implementing a distance education program, PANN is fulfilling their mission to prepare students for college and career, by providing additional supports and resources for their students to succeed academically. As the mission of the SPCSA is to sponsor, support, and oversee "public charter schools that prepare all students for academic... success", this request for amendment is aligned with the mission of the SPCSA and the needs of PANN's student community.

PANN's proposed Distance Education program will not replace any existing curriculum or educational programs, but rather serve to complement and improve traditional delivery methods already in place providing students with the following additional educational options: credit recovery, academic challenge, and/or academic enrichment. PANN's proposed Distance Education program is fully aligned to the mission of the SPCSA as it will effectively improve the academic achievement of pupils through a unique blended learning model which exemplifies the best practices of both traditional face-to-face instruction with virtual courses aligned to the rigor of the new College and Career Readiness Standards.

GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).
 - a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.
- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and

nanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
 - b. Difficulty raising philanthropic funding;
 - c. Insufficient talent pipeline/difficulty recruiting faculty;
 - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
 - e. Misalignment between the founding school and leader and new campuses and leaders, and;
 - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.
- (3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

PANN currently does not have any solidified or board approved plans for developing new schools in Nevada, therefore, these questions are not applicable.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

While PANN is not seeking to expand the school to an additional campus in this application, PANN does understand the vital importance of community input, engagement, and support. Parents have expressed their interest and demand to expand the enrollment of the school in discussions through the Parent Teacher Organization, various school committees and through public board meetings.

- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

PANN is not seeking to open a new campus at this time. However, communication between teachers and parents has always been strong at PANN and the school will continue to engage parents through the school's already established and effective marketing and communication methods. These include, but are not limited to, the following: flyers, newsletters, website content, social media, PTO events, public board meetings, and utilizing its growing list of community partners.

- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

PANN is not seeking to open a new campus at this time. However, PANN will engage parents and inform them of the distance education program through the following means:

- E-mail Newsletter: At least every month, parents receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.
- PANN School's Website: The School's website is a resource with a wealth of information for families. The website is designed to meet the needs of the PANN community and includes information on:
 - PANN's Mission, Vision and History
 - PANN's School Schedule and Calendars
 - PANN's Curriculum
 - Frequently Asked Questions
 - PANN's Governing Board Meetings: Public Notices, Agendas, and Minutes
 - PANN's Governing Board Meetings are open public meetings that are held, on average, every other month.
 - Directory of Administration and Staff
 - Uniform Policy Information and Links for Purchasing
 - News and Announcements
- PANN Facebook Page
- PANN PTO Monthly Meetings
- Family Engagement Nights, including Early Literacy Workshops, Family Science Night with Sierra Nevada Journeys, Parenting Book Club Night, Cybersecurity Info Night and Family Feedback Night.

- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** __, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Please see the response to [question 11](#) of the *Executive Summary* above.

- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

The requested distance education program will not affect PANN's knowledge and/or ties to the target community. For more information on the requested Distance Education amendment, please see "[RFA: Distance Education](#)".

- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

Please see the response to [question 11](#) of the *Executive Summary* above.

C) ACADEMIC PLAN

No changes to this section. Please see [“RFA: Distance Education”](#).

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

Explain whether the proposed mission and vision for the school/network is different from the existing school’s mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
 - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics.
 - (ii) ***Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.***
- (b) **Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

(3) Performance Management

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
 - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
 - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at <http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/AlignmentTemplate.xlsx>) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general

education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

DISTANCE EDUCATION

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

Please see [“RFA: Distance Education”](#).

PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school’s plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school’s other grades and meets all other state requirements.
- (4) Explain how the school’s proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
 - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
 - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
 - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-

based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

D) FINANCIAL PLAN

No changes to this section. Please see [“RFA: Distance Education”](#).

This section must be completed for all applications.

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- (2) **Attachment** ____. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
 - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school’s core operation depends in a clearly identified component of **Attachment** ____. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
 - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
 - (c) Discuss in detail the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
 - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
 - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (3) Submit a completed financial plan for the proposed school as an **Attachment** ____ (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (4) Submit, as an **Attachment** ____, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Provide, as an **Attachment** ____, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school

operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

- (6) Complete the audit data worksheet in **Attachment** _____. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** _____.
- (7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
- (8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

E) OPERATIONS PLAN

No changes to this section. Please see [“RFA: Distance Education”](#).

- ◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations.
How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

2. Organization governance structure & board development:

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:
 - (i) Current
 - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
 - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will

play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:
 - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** ___)
 - b) Resumes of all current leadership (provide as an **Attachment** ___).
 - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** ___)
5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
 - (a) School leadership;
 - (b) School business operations and finance;
 - (c) Governance management and support to the Board;
 - (d) Curriculum, instruction, and assessment;
 - (e) At-risk students and students with special needs;
 - (f) Performance management; and
 - (g) Parent and community engagement.
6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** ___).
7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.
8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?
9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

LEADERSHIP FOR EXPANSION

- a) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** ___). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** ___) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2021-22 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2022-2023 school year and to add additional criteria to the pre-opening

requirements for such campuses.

STAFFING

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—Complete using Excel file

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
 - 1) How the school plans to identify leadership internally and externally;
 - 2) Who will be responsible for hiring leaders;
 - 3) Formal and informal systems that will prepare leaders for their responsibilities;
 - 4) The school’s philosophy regarding internal promotions;
 - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
 - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment ___**. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & Interim Assessments				

Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in

poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

- h.* Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.
- i.* Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery³ which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.
- j.* What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
- k.* What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- l.* What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

³ See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- n. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K						
1						
2...						
10						
11						
12						
Total						

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K...						
12						
Total						

3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

Sample Excerpt

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K						
12						
Total						

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** ____). Please note that at least 75% of new board members for SY 2020-2021 must be identified at the time of the submission of the expansion request.
- r. Provide, as part of **Attachment** ____, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- s. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive

compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

- u. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- v. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- w. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- x. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- y. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- z. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

INCUBATION YEAR DEVELOPMENT

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment ___**.
- bb. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- cc. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

SCHOOL MANAGEMENT CONTRACTS

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO).

- dd. How and why was the EMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment ___**:

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
5. Provide a brief overview of the EMO/CMO's history.
6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address,

home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

SERVICES

9. Provide **Attachment** ___ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
 - i. **Transportation:** Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - ii. **Food Service:** Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - iii. **Facilities maintenance (including janitorial and landscape maintenance)**
 - iv. **Safety and security (include any plans for onsite security personnel)**
 - v. **Other services**
12. **Technology:** Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. **Student Information Management:** Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
14. **Data Security:** SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment ___, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

ONGOING OPERATIONS

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

Section II: SPECIFIC RFA SECTIONS

RFA: Academic Amendments

1. RFA: Add Distance Education

- a. Executive Summary
 - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.

Pinecrest Academy of Northern Nevada (PANN) is seeking to expand its high-performing school network by increasing PANN's capacity to serve students already enrolled in grades 6-8. Through offering distance education, PANN will supplement and enhance its traditional courses with access to virtual learning opportunities for students in need of credit recovery, academic challenge such as advanced math courses, or a more diverse selection of electives such as foreign language that PANN may not otherwise be able to offer. This amendment request is also grounded in PANN's intentional efforts to serve its diverse group of students with unique needs.

This requested amendment will not revise or alter the current mission and/or vision of PANN.

- ii. A list of the current school campuses

PANN currently only has one campus located at: 1150 Silent Sparrow Dr. Sparks, NV 89441.

- iii. Proposed model and target communities by zip code

PANN proposes to supplement and enhance its current innovative coursework with a part-time, blended learning model. This model combines face-to-face and online distance education instruction, which allow PANN to pool and leverage its teaching resources to offer students enrolled in grades 6-8 the opportunity to take credit bearing courses. Students can take these courses if they are in need of credit recovery, want an academic challenge, or participate in electives that PANN may not otherwise be able to offer. The proposed distance education program will be student-driven and student-centered with the goal to improve student achievement, provide students with more academic choices and options, and personalize learning in a blended format. Students will participate in distance education courses in a designated virtual classroom with the opportunity to engage with a virtual instructor and coursework in a blended face-to-face academic and technical support format.

PANN's proposed target population is its students who are already enrolled in grades 6-7, (and eventually 8th Grade) who are in need of credit recovery or remediation, academic challenge such as Advanced Placement, or wish to take an elective course that they may not otherwise have the opportunity to attend. Students currently enrolled at PANN come from a variety of ZIP codes. These include, but are not limited to, the following: 89431, 89433, 89441, 89506, and 89512. With the exception of ZIP code 89441, each of these served ZIP codes has at least three or more 1-2 Star Schools in the area. A detailed list is provided below:

ZIP Code	Number of 1-2 Star Schools
89431	8
89433	3
89506	5
89512	6

Table 1: Served ZIP Codes with 1-2 Star Schools

- iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.

Pinecrest Academy of Northern Nevada’s purpose is to provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. Pinecrest Academy will utilize ongoing assessments, engaging activities, the creation of a strong community environment, and regular parent involvement to achieve student success. In this manner, PANN is purposefully focused on the outcomes that all students become equally successful as lifelong learners and responsible citizens.

For students enrolled in distance education courses, it is expected that:

- 1) Ninety (90%) percent of students enrolled in blended distance education classes will successfully pass the course;
- 2) One Hundred (100%) percent of students enrolled in distance education courses will participate in two-way academic communication with their virtual instructor with support of their face-to-face instructor on a weekly basis.
- 3) Eighty-five (85%) percent of students enrolled at the school for a three consecutive year period who enroll in blended distance education classes will achieve proficient or advanced status on the state’s annual assessment.
- 4) Seventy (70%) percent of students who enroll in blended distance education courses will show at least a one-year growth in reading and mathematics skills annually.

- v. The key components of your educational model and how the distance education program aligns with the educational model.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefore, PANN is committed to offer students and families options for differentiated learning opportunities such as Distance Education. PANN proposes to provide a unique Distance Education program that balances instructional support and student autonomy while ensuring students are supported every step along the way. Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with the following additional educational options: credit recovery, Advanced Placement, and/or academic enrichment. Students will be selected to participate in Distance Education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis. The students will remain fulltime students at their home school. PANN’s proposed Distance Education program will be implemented Fall of 2021.

For a list of the proposed state-approved distance education courses that will be offered through the program see [Attachment 18 – Proposed Distance Education Courses](#).

- vi. Key supporters, partners, or resources that will contribute to the distance education program

PANN’s state-approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12.; along with the support of Virtual Education that has established successful distance education services to PANN’s affiliate schools in Las Vegas and Florida will contribute to the success of the distance education program. PANN will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. Principal Curtis along with her administrative leadership teams will collaborate with all key stakeholders to ensure success of their distance education program.

b. Targeted Plan

- i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.

PANN’s Distance Education coursework is not intended to replace existing curriculum, but rather enhance and supplement current academic programming effectively reducing barriers to students attending advanced level classes or having access to a variety of foreign language options.

PANN will serve students and families by addressing the current education needs: providing opportunities for students to recover credit, providing courses not otherwise available at the school and allow campuses to pool teaching resources to offer coursework that may not have enough students to form a full class at one location such as foreign language.

- ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefore, PANN is committed to offer students and families options for differentiated learning opportunities such as Distance Education. PANN proposes to provide a unique Distance Education program that balances instructional support and student autonomy while ensuring students are supported every step along the way. Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with credit recovery and/or academic enrichment.

Students will be selected to participate in Distance Education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis. The students will remain fulltime students at their home school.

As PANN continues to build its middle school programs, there is a need for the school to provide educational resources to provide opportunities for students to take courses that PANN otherwise may not be able to offer. In order to remain competitive in course offering to attract and retain students, PANN must be prepared to offer students fully comprehensive course options such as a variety of foreign languages. Additionally, when students are newly enrolled with the need for credit recovery, PANN will be equipped to offer families the option to enroll in credit bearing Distance Education core courses to avoid falling even further behind.

PANN will utilize their existing facility space and technology resources to establish an online blended learning classroom at the campus with a licensed teacher to support students and assist with troubleshooting. Students will independently engage in digital adaptive curriculum with an online teacher with the opportunity to work one-on-one with a traditional teacher as needed. PANN is committed to the goal to ensure each student is ready academically to enter college or move into a career through providing students in grades 6-8 a combined face-to-face and supplemental online learning opportunity in service to students in need of credit recovery or academic challenge.

The proposed distance education model is fully aligned with the mission of the SPCSA as outlined below:

- 1) Improving the academic achievement of pupils; Supplemental online learning will improve academic achievement by allowing students to benefit from differentiated learning options where the student becomes the driver in the model with the flexibility of varying levels of teacher support with the opportunity to gradually become more independent as measured on diagnostic and end-of-course assessments.
 - Encouraging the use of effective instructional methods of teaching; Teachers will be encouraged to look beyond traditional methods of teaching and utilize ways that engage today's learner in an online learning environment while also providing the support of face-to-face opportunities as needed. Engaging digital curriculum will meet the need and desires of today's digital native. Utilizing a variety of digital tools will help students reach higher levels of critical and creative thinking.
- 2) Providing an accurate measurement of the educational achievement of pupils; The digital curriculum and ongoing teacher assessments (formative and summative) will be used to measure academic success. End of course assessments are an integral part of the digital curriculum. Diagnostic and ongoing formative assessments throughout the teaching and learning cycle are utilized to inform the instructional staff of student academic progress in real time, which in turn will impact the student's fluid movement through the online curriculum. Teachers will use a data dashboard and instructional reports to as a guide in order to provide interventions and document student academic progress.
- 3) Establishing accountability and transparency of public schools; Students and parent/guardians will be required to sign a learning compact that outlines the academic, community and school involvement requirements to be an active member of Distance Education opportunities. Students and parents/guardians will be provided regular weekly updates on their academic progress. The principal will use the principles of site-based management for parent/guardian involvement and decision-making.
- 4) Providing a method for public schools to measure achievement based upon the performance of the schools; and Teachers will measure academic success based on meeting the requirements of the School Performance Framework as well as comparative analysis of other similar Nevada schools.

5) Creating new professional opportunities for teachers; Teachers will have the opportunity to work in virtual collaborative teams to determine where their students are academically and how they are progressing through Distance Education courses. This collaborative environment will allow teachers to share successful strategies and interventions. The continuous cycle of learning will be embraced through these methods as well as teacher teaching teachers what success looks like. Training on digital programs will be comprehensive and strategically monitored by their peers and administration. Innovative ways to demonstrate pedagogical knowledge will be utilized to develop leadership capacity (such as peer observation, lesson study, etc.).

c. Distance Education Requirements

i. Describe the system of course credits that the school will use.

For a list of the proposed state-approved distance education courses that will be offered through the program see [*Attachment 18 – Proposed Distance Education Courses.*](#)

Student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass an annual course in grades 6-8, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester.

Teacher override (either up or down) can be used. In addition, all students must pass the final exam in their course with at least a 70%. A forgiveness policy for middle school students who take any high school course can be applied to courses with a final grade of C, D, or F, wherein a student attempts forgiveness for a grade and only the new grade will be used to compute the student's GPA. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

Grade	Numerical Value %	Verbal Interpretation	Grade Point Value
A	90-100	Outstanding Progress	4
B	80-89	Good Progress	3
C	70-79	Average Progress	2
D	60-69	Lowest Acceptable Progress	1
F	0-59	Failure	0

1	0	Incomplete	0
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Table 2: Academic Grades for Distance Education

- ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.

Students enrolled in distance learning courses are required to interact with their virtual teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. Evidence that communication was academic is required. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar school, so attendance will also be taken in each students' homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds. The virtual teacher will monitor and verify student participation in courses through the gradebook within the LMS and SIS. In addition, participation hours will be verified by the homeroom teachers via documented attendance reporting. The academic advisor will monitor course completion through the transcript report available in the SIS. Both the attendance log and the communication log are available 24 hours per day and 365 days per year. (for all students) along with progress reports, which include updated academic information on student progress. Reports can be accessed at any time by fully trained designated school personnel. The attendance record for the distance learning course is in addition to the record of attendance maintained by the school in which the student attends classes full time. Students enrolled in Distance Education courses will complete coursework in a designated virtual learning classroom with a face-to-face teacher. The learning classroom will be available during the regular school day and also before and after school.

Progress monitoring tools - the virtual environment allows students to track their own daily progress with real-time scoring reports that can be depicted in a variety of ways, including graphs and charts. Using the data-collection capabilities of the program, along with baseline data, teachers can receive reports and identify students not meeting expected levels of achievement to provide appropriate interventions: ongoing assessments to inform pacing and differentiate instruction, remediation through supplementary technology, increasing teacher/student/parent communication, ongoing progress monitoring and academic counseling. After each assessment (either weekly, monthly, interim or quarterly) the system generates a report. Teacher can then disaggregate test data and identify benchmarks with unsatisfactory and satisfactory performance. Teachers will identify students' performance within those categories and address the different needs through remediation and enrichment activities.

In addition, reports will be generated weekly in order to identify any students having difficulties with the distance education course. Any students who are not progressing adequately or who fall behind pace will be identified and contacted by the academic coach in order to determine what can be done to assist and if the implementation of an academic improvement plan is needed. Criteria used to trigger identification of pupils who are having difficulty with course assignments or otherwise having difficulty of being successful in the course is as follows:

- Behind pace

- Failing
- Not logging into course
- Teacher unable to make contact

An academic coach is assigned to each student to track progress in their courses in addition to the virtual instructor. Progress is tracked on a weekly basis. Students who are struggling are assigned to one-on-one tutorial sessions with a tutor that specialized in the subject area. The tutor works closely with the student and teacher and provides feedback on progress during the tutorial sessions.

Struggling Student Reports are generated to ascertain which students may be in critical need of academic intervention. They are color coded and the students reflected in red are contacted first.

The program staff monitors student attendance, participation, and performance to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies. Progress reports are generated and sent via email to students and parents by the 15th of every month. If the 15th of the month falls on a weekend, reports will be sent on the previous Friday.

- iii. Describe how the school will ensure students participate in assessments and submit coursework.

In accordance with NRS 388.866: The board of trustees of a school district or the governing body of a charter school that provides a program of distance education shall ensure that for each course offered through the program, a teacher meets or otherwise communicates with the pupil at least once each week during the course to discuss the pupil's progress.

Students enrolled in distance learning courses are required to interact with their virtual teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. Evidence that communication was academic in nature and discussions regarding coursework progression and submission is required. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar school, so attendance will also be taken in each students' homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds.

The teacher and the student will have a two-way conversation one time per week. All correspondence will be logged into the student information system, in order to track the required interaction. In addition to the documenting of weekly two-way interactions between teachers and students, staff can generate a time logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be printed out on a monthly basis and will be signed by the teacher of record.

The Virtual program uses varied formative assessments to provide to teachers and students, modify curriculum and monitor student progress. Assessments are varied and valid. They can be in the form of self-

checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer review, project or problem based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Sixty percent (60%) of program assessments reach higher level blooms questioning. These include, but are not limited to, the following:

Affiliation and Collaboration: Courses are designed to engage students with one another, with their instructors, with their families and with their community. These assessments may be completed in a variety of ways including the use of a discussion area, over the phone, or in live web conferencing sessions. The following are standard in the courses:

- One graded collaboration assessment per segment/ semester
- Discussion Based Assessments with the instructor (oral assessments) that fall roughly every four weeks
- One student-to-student, student-to-parent, or student-to-community activity per segment/ semester
- One non-computer related activity per segment/ semester - These are designed to get students away from their computers, and engaged in their learning in a different fashion. They address real world learning and provide students opportunities for success within their individual strengths.

Discussion Based Assessments: All courses include an oral assessment with the instructor, which fall about every four weeks. We include these for two main reasons: (1) as a measure of academic integrity; and (2) they provide yet another opportunity for teachers to speak verbally with students to ascertain understanding of the content as well as build rapport. Oral assessments are particularly valuable for students whose strengths lie in verbal, rather than written, communication.

Test Banks: Auto-graded assessments pull questions from test banks so that no two students receive identical questions on assessments. This is yet another academic integrity measure that has been proven successful. This feature also allows teachers to give students additional chances on assessments without worrying students will get exactly the same test.

Rubrics: Rubrics are provided for both teachers and students in the course – it is important that students know exactly what is expected of them. The Learning Management System (LMS) collects student data and sends it to the SIS in protocol that is updated daily. The two systems work together to track the progress and pace of each student. If a student is falling behind, the system will trigger auto-generated alerts to the teacher. Thus, teachers have the performance data needed to know when appropriate interventions and assistance are necessary. Administrators also receive auto-generated summary reports and parents may access daily progress reports.

Pre/post module tests, quizzes, essays, and diagnostic and discussion-based assessments are used to gauge understanding. Diagnostic assessments in mathematics and reading provide baseline data and feedback for students of particular skills and/or level. Additional assessments are also used as screening and progress tools to differentiate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery.

In addition, teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress and ensure successful course completion. Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within

which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and essays through PlagScan (plagiarism scan software). Students will take any required course and State assessments at their home school site. Proctor qualifications will be as set forth by the Nevada Department of Education.

- iv. Describe how the school will conduct parent-teacher conferences.

Communication of student progress is key to the success of every student. Weekly progress reports to convey student progress will be provided to each parent. Parent-teacher conferences will be done as needed based on the student's individual progress. These conferences may be conducted over the phone or in person. As a requirement of the enrollment process in Distance Education courses, the students' parent or legal guardian will enter into a written agreement with the pupil outlining the objectives of the course, the timeline for completion, and the method by which the progress of the student will be assessed. The consent form needs to be signed and received from the parent or legal guardian before the student is able to enroll.

- v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PANN will administer all required state assessments in a safe, secure and environment free of distractions and within the timeframe required. Academy, according to state and federal law, will use licensed staff as assessment proctors. All proctors will be trained and certified to be a qualified proctor based on state requirements.

- d. Special Education

- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.

Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the Distance Education instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, Safe School Professional or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The school may employ such personnel as necessary depending on student need determined from actual enrollment. If necessary, the school will contract service provider agencies that employ licensed personnel and/or PANN will to contract services from Academica Student Support Services as determined by agreement between Academica and Academica Student Support Services. If services are outsourced to Academica or through service providers, PANN's principal and special education teacher will oversee, manage, and determine that all students with special needs IEPs are being implemented appropriately.

- ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

Academy's proposed program of distance education will be delivered using a blended face-to-face model and will comply with all legal distance education requirements pertaining to special population. To that end, PANN will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the distance education classroom, distance education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All PANN personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings.

PANN will adhere to the provisions of IDEA and ADA, specifically in distance education, to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team.

PANN will also ensure that no student otherwise eligible to enroll in distance education courses will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in distance education with more services than PANN can provide, the school administrator and special education staff will meet with the parents and the student. At the meeting, Academy's special education distance education service delivery model will be discussed so the parent can make an informed decision. If needed' the IEP will be revised once the student attends distance education courses.

PANN is committed to all of its students who may elect to participate in distance education, including its gifted and talented pupils, students with disabilities, English Language Learners (ELLs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with Academica Student Support Services, PANN plans on closely partnering with district staff on several fronts to ensure special education programs specifically as it pertains to distance education and services reach students appropriately.

In order to provide a Free and Appropriate Public Education (FAPE), PANN will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, PANN will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in PANN distance education courses. By adhering to the provisions of the IDEA and applicable State of Nevada Special Education Laws and Regulations, PANN will assure that all students with disabilities are accorded FAPE, including special education- related services, and accommodations. PANN will also ensure that no student otherwise eligible to enroll in distance education will be denied enrollment on the basis of their special education or disability status.

Parents of students attending distance education courses will begin the year with understanding the services provided for students with disabilities at Academy. In addition, they will be informed of and sign the learning compact designed to meet all established IEP's or other programs notated, such as distance

education, within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at Academy, to attend the school-wide events provided throughout each academic year.

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating in distance education courses. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress. Parents of students with disabilities will receive monthly calls from each distance education teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

e. Scale Strategy

- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.

Principal Jami Curtis will work with other members of the administration to ensure that they are familiar with expectations of recruitment, professional development and procurement of curriculum as it pertains to distance education. In particular, it will be made clear the students eligible to enroll in distance education courses are those students in need of credit recovery, students who are in need of academic challenge through Advanced Placement or extension courses not already available at their campus, and/or students who wish to take an elective course that would not otherwise be available due to not enough students enrolled to form a full class.

Finally, Principal Curtis will clearly articulate the process for enrolling the students in the program (whether the students are taking courses for acceleration, credit recovery or because the desired course is not offered at their school site) is as follows:

1. Students in need of an acceleration course, a credit recovery course or a course not available at their home school will be advised of the availability of the course through the distance education program at the school.
2. Students will be directed to the counselor who will evaluate the student's academic record and make course recommendations to student and parents and will verify that the course is appropriate before proceeding.
3. No home-schooled students will be accepted into the program.
4. Enter into a written agreement with the pupil and the pupil's parent or legal guardian outlining the objectives of the course, the timeline for completion of the course and the method by which the progress of the pupil will be assessed.
5. The consent form needs to be signed and received at the home school. The student will create an account in the Student Information System and request the desired course.
6. The school counselor will review the student's academic information, verify that the student selected the appropriate course and then electronically approve (confirm) the student for enrollment.
7. The distance education program staff will then enroll the student in the virtual course.

8. Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.
9. Upon completion of the course, the school will generate a transcript reflecting the student name, course taken and final grade.
10. The distance education course grade will be entered for each student on Infinite Campus and the school registrar will designate the courses as a distance education course on the transcript by adding a unique code (the course may be DE or 01 at the end of the course code or name).
 - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

This question is not applicable as PANN is not affiliated with a CMO or EMO that operates distance education in other states.

f. Student Recruitment and Enrollment

- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

PANN will utilize a wide range of communication modalities to share its mission openly, and without bias, for the purpose of recruiting current students already enrolled in grades 6–8 who would benefit from distance education courses for students in need of credit recovery, academic enrichment, or electives that would otherwise not be available.

Utilizing both traditional and digital media, PANN will be capable of more open communication to, and greater access for, interested students already enrolled and families, as messages can be targeted for specific needs, such as disability, academic struggle, family poverty, or other extenuating circumstances. Specifically, PANN will communicate its mission and distance education opportunities for students already enrolled in grades 6–8 through the following mediums:

- Social Media: Messages will be posted on social media platforms such as Facebook, Twitter, and Instagram.
- Direct Mail: Direct mail will be used to target those students already enrolled in grades 6–8 in near-campus area. Mailers will be done in English and Spanish to reflect the needs of the community.
- Mobile Campaigns: PANN will utilize the latest technologies to message mobile devices either through search, social media, or geo-targeted messages.
- Open Houses: PANN will hold regular open houses to welcome students, parents, and guardians interested in touring the school and learning more about its highly engaging education.
- Community Outreach: PANN will participate in community events and meetings to share its message and to make the PANN staff available for questions and comments. PANN is a part of the communities, and PANN seeks to help those in the community who are in need, by providing quality education options and by participating in community outreach.

- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.

Already enrolled students in grades 6-8 will be selected based on their academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to take the course through the distance learning program on a part time basis. The students will remain fulltime students at their home school. Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled, there will not be a separate calendar or lottery for the distance education program. Furthermore, there is not an application process for the distance education program because students who are eligible must already be currently enrolled in grades 6-8; therefore, this question is not applicable.

Moreover, as Federal CSP grant restrictions have concluded, the Board plans to seek approval for implementing a weighted lottery system to ensure the school population is reflective of not just the immediate area around the school, but also the greater community.

- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled and will be selected to participate in distance education based on their individual academic needs, there are no enrollment targets or re-enrollment targets for the distance education program. Students will be selected to participate on a case-by-case individualized process; therefore this question is not applicable.

g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

The leadership team will use iReady and SBAC assessment data systems to determine a student's eligibility to participate in virtual coursework. PANN's Governing Board submits to a yearly financial audit by an independent third party auditor and PANN will use the audit data to determine the school's ability to provide Distance Education courses. PANN's Board will seek training at least twice per year for four hours total regarding virtual learning.

- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology

policies and procedures, device management, and end user support, including the management of user rights and privileges.

PANN will utilize its existing technology infrastructure and support mechanisms across the school, staff, and teacher and no new investments are necessary to support distance education.

PANN will utilize the following existing infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each teacher will have one teacher computer and a 1:1 student to computer ratio in the classroom. Each office staff member will have a computer to utilize. There will be one computer lab and at least one laptop cart.
- PANN will contract with its service provider, Intellatek for support in device management and user support.

The approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12. all provide the servers that currently contain the production systems (curriculum) and data that are in a highly-secured off-site collocation center (IOData). Physical access to the systems are restricted to essential personnel only.

The IOData facilities have guarded site access:

- Only pre-authorized personnel may enter the parking area (access-card and human guard to compare face to card photo)
- The facility exterior door requires card-scan plus key-code
- Interior “man-trap” door requires keycard and retina eye-scan to permit entry to server floor
- Additional card scans required to reach rack cages
- Racks are locked with combination door locks

Electronic access to server systems by developer and operations employees require approved secured and encrypted VPN access, followed by ID and password access to individual server systems

Data on database systems are encrypted and secured and can only be access via secure credentials.

Because PANN teachers will be utilizing distance education courses to enhance and supplement existing PANN educational model and programs, they will align with the mission and vision of Pinecrest Academy of Northern Nevada. Distance Education is not a means to replace any existing programs or curriculum.

It is expected that the distance education program will be available for currently enrolled students in grades 6-8 in the fall of 2018.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal

computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

With the utilization of existing school technology equipment, the costs associated with the inclusion of a distance education program will include a range of pricing from \$30 to a maximum of \$175 per pupil, per semester, per course amount, and a \$75 per teacher per student per, course amount. Therefore, for each distance education course, the maximum total amount per pupil would be \$250. These distance education courses will be provided by the following approved distance education providers: Accelerate Education, BYU, Edgenuity, and Fuel Education/K12.

2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment** ____, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

4. RFA: Eliminate a grade level or other educational services

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

a) School Management Contracts

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the

lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

b) Financial Plan

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should

also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**___ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**___, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**___, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**___. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**___.

Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.

- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
 - (a) Academic Performance Worksheet
 - (b) Good Cause Exemption Letter
 - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and

maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

What is your current enrollment for the prior years in your current contract?

Year						
Enrollment						

What is your projected enrollment for the years for which you are requesting an expansion?

Year						
Enrollment						

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they’ve proposed both based on

the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

Facility RFAs

General Facility RFA requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a

foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
 - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
 - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
 - d) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
 - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - f) A copy of the Certificate of Occupancy at **Attachment** ____.
 - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** ____.
 - h) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** ____.
4. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
 - a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** ____.
 - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental

- agreement as an **Attachment** ____.
- c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an **Attachment** ____.
 - d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** ____ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** ____.
 - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment** ____.
 - f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment** ____.
 - g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as an **Attachment** ____.
5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
 - a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
 - b) Charter school facilities must comply with health and safety requirements and all other mandates

prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment** _____. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of **Attachment** _____.

6. Please include the organization's plans to finance these facilities, including:
 - a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.
 - b) Total project cost for each facility
 - c) Financing and financing assumptions
 - d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.

Facility RFA Attachments required



October 1, 2020

State Public Charter School Authority
Attn: Rebecca Feiden
1749 North Steward Street, Suite 4D
Carson City, Nevada 89706

Re: Amendment Request for Pinecrest Academy of Northern Nevada to add a program of Distance Education

Dear Ms. Feiden:

Below is the Summary for Pinecrest Academy of Northern Nevada to amend their charter contract with the SPCSA to add a Distance Education Option for Students:

Pinecrest Academy of Northern Nevada proposes to amend their charter contract with the SPCSA to add a Distance Education Option for Students. With the school's approval to open as a new charter school in the fall of 2020, Pinecrest Academy of Northern Nevada is seeking this amendment request to improve student achievement, provide additional learning opportunities for students, and personalize learning in a blended format.

Pinecrest Academy of Northern Nevada respectfully requests that the Authority approve this Amendment Application for Distance Education.

Sincerely,

A handwritten signature in black ink, appearing to be "JW", written in a cursive style.

Jake Wiskerchen
Pinecrest Academy of Northern Nevada, Board Chair

Attachment 1(b) - Board Meeting Agenda
NOTICE OF PUBLIC MEETING
of the
Board of Directors of
Pinecrest Academy of Northern Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Northern Nevada, a public charter school, will conduct a board meeting on October 1, 2020, beginning at 4:45 p.m. Join Zoom Meeting: <https://us02web.zoom.us/j/81296388032>
Meeting ID: 812 9638 8032 or via audio: +1 346 248 7799 US or +1 669 900 9128 US.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Pinecrest Academy of Northern Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may call Amanda Safford at (775) 622-2402 at least two business days in advance so that arrangements may be made.

If you would like copies of the meeting agenda, support materials, or minutes, please email lorena.godina@academicnv.com, or visit the school's website at <https://www.pinecrestnnv.org/>. For copies of meeting audio, please email lorena.godina@academicnv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

AGENDA

October 1, 2020 Meeting of the Board of Directors of Pinecrest Academy of Northern Nevada

(Action may be taken on those items denoted “For Possible Action”)

1. Call to order and roll call (For Possible Action)
2. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
3. Review and Approval of an Amendment Application to Provide Distance Education Program. (For Possible Action)
4. Academica Announcements and Notifications (For Discussion)
5. Member Comment (For Discussion)
6. Public Comments and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
7. Adjournment

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- (1) Pinecrest Academy of Northern Nevada: 1150 Silent Sparrow Dr. Sparks, NV 89441
- (2) Mater Academy of Northern Nevada: 2680 E. 9th St, Reno, NV 89512
- (3) Reno City Hall: 1 East 1st Street, Reno, Nevada.
- (4) pinecrestnnv.org
- (5) Notice.nv.gov

MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NORTHERN NEVADA
October 1, 2020

The Board of Directors of Pinecrest Academy of Northern Nevada held a public telephonic/virtual meeting on October 1, 2020, at 4:45 p.m.

1. Call to Order and Roll Call

Board Chair Jake Wiskerchen called the meeting to order at 4:45 p.m. with a quorum present. In attendance were Board members Jake Wiskerchen, Megan Salcido, Craig Seiden, Angela Orr, Frank Perez, and Steve Albrecht. Mike Wurm joined at 4:47 p.m.

Principal Jami Curtis and Assistant Principal Kasey Smith were also present at the meeting, as well as Academica representatives Amanda Safford, Colin Bringhurst, Keri Brewster and Kyle McOmber.

2. Public Comment and Discussion

There was no public comment.

3. Review and Approval of an Amendment Application to Provide Distance Education Program

Ms. Amanda Safford addressed the Board and explained that the Board had approved a letter of intent for the amendment application in their August board meeting and added that the amendment was to the Charter to provide distance education. She added that the amendment has nothing to do with the current pandemic and that it was more for credit recovery for students who needed additional credits or for students who would benefit from courses that were not provided by the school such as accelerated courses. She added that it would go to the charter authority to be considered at their December meeting and then would go to the Department of Education as final approval.

Member Salcido asked why distance education was not part of their charter application and the need for an amendment process. Mr. Kyle McOmber added that at the time they had not finalized what distance education would look like and wanted their charter application to be approved. Mr. Colin Bringhurst added that with having distance education on the original charter application it would have been a more difficult process to obtain approval because of previous charter schools that had distance education in their charters and failed because they never reached their goals of graduation rate or star rating.

Ms. Safford added that this was requested from Principal Curtis to ensure that this be in place for next year in light of the current situation for students to have the opportunity to have credit retrieval if needed.

Member Wiskerchen asked Member Orr if Doral Academy had this same program at her school. Member Orr said that Doral Academy had had the program now for 2 years and that it was a great option to give to students whether it be for credit recovery or for accelerated courses.

Member Wurm added that it could possibly help with enrollment. Member Albrecht added that they had the same program in Las Vegas and that it was great program for credit retrieval and for accelerated courses.

Member Perez moved to approve the amendment application to the charter to provide distance education. Member Albrecht seconded the motion, and the Board voted unanimously to approve.

4. Academics Announcements and Notifications

Ms. Safford announced that the department of agriculture had allowed for the extension of their Seamless summer option stating that the school had applied and had recently been awarded the option. She explained that it was universal free lunch for all students that would like it and added that she wanted the Board to be aware. She added that they were working on communicating the information out to families and provide that after fall break adding that families that paid in the period prior to approval of the program would be refunded. She added that the program had been approved through December 31st.

Ms. Safford announced that the next regularly scheduled meeting was scheduled for Thursday, October 15, 2020 at 4:45 p.m.

5. Member Comment

There was no member comment.

6. Public Comment

There was no public comment.

7. Adjournment

The meeting was adjourned at 4:58 p.m.

Approved on:

Secretary of the Board of Directors

DRAFT

Attachment 18 - Distance Education Courses

The courses to be used will be from the following state-approved distance education providers:

- Accelerate Education
- BYU
- Edgenuity
- Fuel Education/K12

All courses to be used are currently included on the list of [approved distance education courses](#) prepared by the Nevada Department NDE. The program provider proposes to use courses from these approved distance education providers. A list of these courses is provided below:

Accelerate Education Approved Course List	
Approval Valid Until 7/18/2022	
Course	Grade(s)
6th Grade CCSS Mathematics	6
7th Grade CCSS Mathematics	7
Accounting	10-12
Advanced PE 1&2	9
Algebra 2	9
Anatomy and Physiology	10-12
AP Biology	9
AP Chemistry	12
AP English Literature	12
AP French A&B	12
AP Spanish A&B	9
AP US History	9
Art Appreciation	9-12
Art History	9-12
Basic Drawing	9-12
Basic Web Design	9-12
Beginning Painting	9-12
Biology A&B	9-12
Calculus	9-12
Career Planning	9-12
Character Education-Health and Life Management	7-12
Chemistry A&B	9-12
Child Development	9-12
Chinese 1 A&B	9-12
Chinese 2 A&B	9-12
Civics	9-12
Computer Basics	9-12
Consumer Math	9-12
Creative Writing	9-12
Digital Arts	9-12
Economics	9-12
English 10	10

English 12	12
English 9	9
English Language Development	9
Environmental Science	11
Exercise Science	9
Financial Literacy	9
Flexibility Training	9-12
French 1 A&B	9
French 2 A&B	10
French 3 A&B	11
Geometry	9-11
German 1 A&B	9
German 2 A&B	10
Graphic Design	11-12
Health A&B	6-9
Health A&B	9-12
Health Careers	9
Honors American Government	9
Honors American History A&B	11
Honors Biology A&B	9
Honors Chemistry A&B	10
Honors Economics	11
Honors French 1 A&B	9
Honors Language Arts 10 A&B	10
Honors Language Arts 11 A&B	11
Honors Language Arts 12 A&B	12
Honors Language Arts 9 A&B	9
Honors Physics A&B	11
Honors Spanish 1 A&B	9
Honors World History A&B	9
Individual and Team Sports	9
Integrated Math 1 A&B	9
Integrated Math 2 A&B	10
Integrated Math 3 A&B	11
Intro to Nursing A&B	9-12
Introduction to Group Sports	6-9
Introduction to Individual Sports	6-9
Language Arts 1	1
Language Arts 2	2
Language Arts 2	2
Language Arts 3	3
Language Arts 3	3
Language Arts 4	4
Language Arts 5	5

Language Arts 6	6
Language Arts 7	7
Language Arts 8	8
Latin 1 A&B	9
Latin 2 A&B	10
Marine Science	9
Math 1	1
Math 3	3
Math 4	4
Math 5	5
Math 6	6
Math 7	7
Math 8	8
Math K	K
Media Studies	9
Nutrition	9
Paleontology	9
Personal Fitness	9-12
Physical Education	9-12
Physical Science A&B	9-10
Pre-Algebra	8-9
Psychology A&B	9-12
Renewable Energy	9
Running	9-12
Science 1	1
Science 2	2
Science 3	3
Science 4	4
Science 5	5
Science 6	6
Science 7	7
Science 8	8
Science K	K
Social Studies 1	1
Social Studies 2	2
Social Studies 3	3
Social Studies 4	4
Social Studies 5	5
Social Studies 7	7
Social Studies 8	8
Social Studies K	K
Sociology A&B	9-12
Space Exploration	9
Spanish 1 A&B	9

Spanish 2 A&B	10
Spanish 3 A&B	11
Strength Training	9-12
Study Skills and Strategies	9
Theater Studies	9
Trigonometry	11
Walking Fitness	9-12
World History A&B	9-10

Brigham Young University Approved Course List Approval Valid Until 2/15/2021	
Course	Grade(s)
Accounting	6-12
Advanced Literature Comprehension	9-12
Aerobics	6-12
Alaska History	6-12
Algebra 1, Part 1	9-12
Algebra 1, Part 2	9-12
Algebra 2, Part 1	9-12
Algebra 2, Part 1	9-12
American Government, Part 1	9-12
American Government, Part 2	9-12
AP Biology, Part 2	9-12
AP Calculus AB Part 1	6-12
AP Government	6-12
AP Psychology, Part 1	6-12
AP Psychology, Part 2	6-12
Applied Physics with Technology, Part 1	9-12
Applied Physics with Technology, Part 2	9-12
Art Foundations, Part 1	6-12
Art Foundations, Part 2	6-12
Automotive Basics	6-12
Beginning Guitar	6-12
Beginning Piano	6-12
Bible as Literature	9-12
Biology, Part 2	9-12
Bowling	9-12
Business and Consumer Math, Part 1	9-12
Business and Consumer Math, Part 2	9-12
Business Communications	6-12
Business Law	9-12
Calligraphy	6-12
Character Education: Exploring Values, Part 1	9-12

Character Education: Exploring Values, Part 2	9-12
Character Education: Exploring Values, Part 3	9-12
Child Development, Part 1	9-12
Child Development, Part 2	9-12
Clothing Construction	6-12
Clothing Fashion Fundamentals	6-12
Computer Science 1A	6-12
Creative Writing	9-12
Current Events	6-12
Cycling	6-12
Dating: Romance and Reason	6-12
Digital Photography	6-12
Drawing	6-12
Drug Use and Abuse	9-12
Earth Science, Part 1	9-12
Earth Science, Part 2	9-12
Eating Disorders and Basic Nutrition	9-12
Education and Career Planning	9-12
Eighth-Grade English, Part 1	6-12
Eighth-Grade English, Part 2	6-12
Eighth-Grade Science, Part 1	6-12
Eighth-Grade Science, Part 2	6-12
Eleventh-Grade English, Part 2	9-12
Financial Literacy: Money Matters	9-12
First- Year Spanish, Part 2	9-12
First-Year ASL, Part 2	6-12
First-Year Chinese, Part 1	6-12
First-Year French, Part 2	6-12
First-Year German, Part 2	6-12
First-Year Korean, Part 1	6-12
First-Year Latin, Part 2	6-12
First-Year Russian, Part 1	6-12
First-Year Russian, Part 2	6-12
Fitness for Living	9-12
Fitness for Sports and Recreation	9-12
Food and Nutrition, Part 1	9-12
Food and Nutrition, Part 2	6-12
General Astronomy	9-12
General Chemistry, Part 1	9-12
General Chemistry, Part 2	9-12
General Physical Science	9-12
Health Education	9-12
History of the American West	9-12
Honors Chemistry, Part 1	9-12

Honors Chemistry, Part 2	9-12
Human Anatomy	9-12
Interior Design, Part 1	6-12
Intermediate Swimming	6-12
Introduction to Art	6-12
Introduction to Music	6-12
Jogging	9-12
Journalism	9-12
Lifetime Weight Control	9-12
Marketing	6-12
Mathematics I Part 1	9-12
Mathematics I Part 2	9-12
Mathematics II Part 1	9-12
Mathematics II Part 2	9-12
Mathematics III Part 1	9-12
Mathematics III Part 2	9-12
Meteorology	9-12
New Mexico State History	6-12
Ninth-Grade English, Part 1	9-12
Ninth-Grade English, Part 2	9-12
Northwest History	6-12
Northwestern History - WA State	6-12
Online Prep: Tools For Success	6-12
Personal Freedom	9-12
Physics, Part 1	9-12
Physics, Part 2	9-12
Plane Geometry, Part 1	9-12
Plane Geometry, Part 2	9-12
Pre-Algebra, Part 1	9-12
Pre-Algebra, Part 2	9-12
Pre-calculus, Part 1	9-12
Pre-calculus, Part 2	9-12
Preparing for Health Occupations	6-12
Preparing for Responsible Parenthood	9-12
Project Self-Discovery	9-12
Psychology	9-12
Public Speaking	6-12
Reading Around the World	9-12
Reading Comprehension	9-12
Reading Comprehension, Part 1	6-12
Reading Comprehension: Understanding Literature, Part 2	6-12
Recreational Reading	6-12
Science Fiction Literature	9-12
Second- Year Spanish, Part 1	9-12

Second- Year Spanish, Part 2	9-12
Second-Year Arabic, Part 1	6-12
Second-Year Arabic, Part 2	6-12
Second-Year ASL, Part 1	6-12
Second-Year ASL, Part 2	6-12
Second-Year Chinese, Part 1	6-12
Second-Year Chinese, Part 2	6-12
Second-Year French, Part 1	6-12
Second-Year French, Part 2	6-12
Second-Year German, Part 1	6-12
Second-Year German, Part 2	6-12
Second-Year Japanese, Part 1	6-12
Second-Year Japanese, Part 2	6-12
Second-Year Latin, Part 1	6-12
Second-Year Latin, Part 2	6-12
Second-Year Russian, Part 1	6-12
Second-Year Russian, Part 2	6-12
Second-Year Spanish, Part 2	6-12
Seventh-Grade English, Part 1	6-12
Seventh-Grade English, Part 2	6-12
Seventh-Grade Mathematics, Part 1	6-12
Seventh-Grade Mathematics, Part 2	6-12
Seventh-Grade Science, Part 1	6-12
Small Engine Repair	6-12
Sociology	9-12
Speed Reading	9-12
Survey Of World History, Part 1	6-12
Survey Of World History, Part 2	6-12
Technical Writing	9-12
Tennis	9-12
The Character of America: Documents & Symbols	9-12
The Character of America: The People	9-12
Things as They Really Are	9-12
Trigonometry, Part 1	9-12
Trigonometry, Part 2	9-12
Twelfth-Grade English, Part 1	9-12
Twelfth-Grade English, Part 2	9-12
Understanding Economics	9-12
Understanding Literature	9-12
United States Government and Citizenship	9-12
United States History From 1851	9-12
United States History to 1850	9-12
United States History, Part 1	6-12
United States History, Part 2	6-12

United States History, Part 3	6-12
United States History, Part 4	6-12
Walking Fitness	6-12
Weight Training	9-12
World Civilizations	9-12
World Geography: The Forces that Shape our World	9-12
World History: Ancient Civilizations	9-12
World History: Easter Hemisphere	9-12
World History: Eastern Hemisphere	6-12
World History: Europe and Russia	9-12
World History: Western Hemisphere	6-12
Writing Poetry	6-12

Edgenuity Approved Course List	
Approval Valid Until 7/23/2023	
Course	Grade
AP Calculus AB	9-12
AP English Language and Composition	9-12
AP English Literature and Composition	9-12
AP Environmental Science	9-12
AP French Language & Culture	9-12
AP Human Geography	9-12
AP Psychology	9-12
AP Spanish Language & Culture	9-12
AP US History	9-12
AP World History: Modern	9-12
AP U.S. Government & Politics	9-12
AP Biology	9-12
AP Statistics	9-12
Career Explorations	6-8
Career Planning & Development	9-12
Health Science Concepts	9-12
Introduction to Business	9-12
Introduction to Health Science	9-12
Introduction to Information Technology	9-12
Medical Terminology	9-12
Microsoft® Office® Specialist- Office 2016	9-12
Nursing Assistant	9-12
Pharmacy Technician	9-12
Classic Novels & Author Studies	8
English Language Arts 10	10
English Language Arts 10 Honors	10
English Language Arts 11	11
English Language Arts 11 Honors	11

English Language Arts 12	12
English Language Arts 12 Honors	12
English Language Arts 6	6
English Language Arts 7	7
English Language Arts 8	8
English Language Arts 9	9
English Language Arts 9 Honors	9
Expository Reading and Writing	9-12
Introduction to Communications & Speech	9-12
Literacy & Comprehension I	6-8
Literacy & Comprehension II	9-12
Art History I	9-12
Foundations of Personal Wellness	9-12
Healthy Living	9-12
Introduction to Art	9-12
Lifetime Fitness	9-12
Online Learning & Digital Citizenship	9-12
Psychology	9-12
Sociology	10
Strategies for Academic Success	9-12
Contemporary Health	9-12
Algebra I	9-12
Algebra I Honors	9-12
Algebra II	9-12
Algebra II Honors	9-12
Concepts in Probability and Statistics	9-12
Statistics	9-12
Financial Math	9-12
Geometry	9-12
Geometry Honors	9-12
High School Pre-Algebra	9-12
Mathematics 6	6
Mathematics 7	7
Mathematics 8/Pre-Algebra	8
Mathematics I	9-12
Mathematics II	9-12
Mathematics III	9-12
Precalculus	9-12
Trigonometry	9-12
ACCUPLACER®	9-12
ACT®	9-12
COMPASS®	9-12
GED®	9-12
HiSET®	9-12

PSAT®	9-12
SAT®	9-12
ACT WorkKeys®	9-12
ASVAB®	9-12
TASC®	9-12
Biology	9-12
Biology Honors	9-12
Chemistry	9-12
Chemistry Honors	9-12
Environmental Science	9-12
Physics	11-12
Physics Honors	11-12
Science 6	6
Science 7	7
Science 8	8
Earth Science	9-12
Earth Science Honors	9-12
Grade 7 World Geography	7
Grade 8 US History	8
Grade 6 World Civilizations	6
US History	9-12
US History Honors	9-12
World History	9-12
World History Honors	9-12
Civics and Economics	9-12
Civics and Economics Honors	9-12
EOC English Language Arts I	9-12
EOC English Language Arts II	9-12
EOC Science	9-12
EOC Math I	9-12
EOC Math II	9-12
EOC Integrated Math I	9-12
EOC Integrated Math II	9-12
Chinese 1	6-8
Chinese 2	6-8
Chinese I	9-12
Chinese II	9-12
French 1	6-8
French 2	6-8
French I	9-12
French II	9-12
French III	9-12
German 1	6-8
German 2	6-8

German I	9-12
German II	9-12
Latin 1	6-8
Latin 2	6-8
Latin I	9-12
Latin II	9-12
Spanish 1	6-8
Spanish 2	6-8
Spanish I	9-12
Spanish II	9-12
Spanish III	9-12
American Sign Language 1A: Introduction	9-12
American Sign Language 1B: Learn to Sign	9-12
American Sign Language 2A: Communicating	9-12
American Sign Language 2B: Advancing Communication Skills	9-12
African American History	9-12
Agriscience 2A: Introduction	9-12
Agriscience 2B: Sustaining Human Life	9-12
Anthropology 1: Uncovering Human Mysteries	9-12
Anthropology 2: More Human Mysteries Uncovered	9-12
Archaeology: Detectives of the Past	9-12
Astronomy 1A: Introduction	9-12
Astronomy 1B: Exploring the Universe	9-12
Biotechnology 1A: Introduction	9-12
Biotechnology 1B: Unlocking Nature's Secrets	9-12
Careers in Criminal Justice	9-12
Concepts of Engineering and Technology	9-12
Cosmetology 1: Cutting-Edge Styles	9-12
Creative Writing	9-12
Criminology: Inside the Criminal Mind	9-12
Early Childhood Education 1A: Introduction	9-12
Early Childhood Education 1B: Developing Early Learners	9-12
Fashion and Interior Design	9-12
Forensic Science I: Secrets of the Dead	9-12
Forensic Science II: More Secrets of the Dead	9-12
Game Design 1A	9-12
Game Design 1B: Building a Game	9-12
Gothic Literature: Monster Stories	9-12
Great Minds in Science: Ideas for a New Generation	9-12
History of the Holocaust	9-12
Hospitality & Tourism 1: Traveling the Globe	9-12
Hospitality & Tourism 2A: Hotel and Restaurant Management	9-12
Hospitality & Tourism 2B: Hotel and Restaurant Management	9-12
International Business: Global Commerce in the 21st Century	9-12

Culinary Arts 1A: Introduction	9-12
Culinary Arts 1B: Exploring Careers in Culinary Arts	9-12
Forestry & Natural Resources	9-12
Introduction to Manufacturing: Product Design & Innovation	9-12
Introduction to Military Careers	9-12
Renewable Technologies 1A: Introduction	9-12
Renewable Technologies 1B: Sustainable Energy	9-12
Introduction to Social Media	9-12
Journalism 1A: Introduction	9-12
Journalism 1B: Investigating the Truth	9-12
Law and Order: Introduction to Legal Studies	9-12
Marine Science 1A: Introduction	9-12
Marine Science 1B: Secrets of the Blue	9-12
Middle School Game Design 1A: Introduction	6-8
Middle School Game Design 1B: Creating a Game	6-8
Middle School Journalism 1A: Introduction	6-8
Middle School Journalism 1B: Tell Your Story	6-8
Mythology & Folklore: Legendary Tales	9-12
National Security	9-12
Nutrition & Wellness	9-12
Peer Counseling	9-12
Philosophy: The Big Picture	9-12
Principles of Agriculture, Food & Natural Resources	9-12
Principles of Public Service: To Serve & Protect	9-12
Public Speaking 1A: Introduction	9-12
Public Speaking 1B: Finding Your Voice	9-12
Social Problems 1: A World in Crisis	9-12
Social Problems 2: Crisis, Conflicts & Challenges	9-12
Sports and Entertainment Marketing	9-12
Veterinary Science: The Care of Animals	9-12
World Religions: Exploring Diversity	9-12
Anatomy	9-12
Drugs & Alcohol	9-12
Exercise Science	9-12
First Aid & Safety	9-12
Health Careers	9-12
Intro to Coaching	9-12
Life Skills	9-12
Middle School Life Skills	6-8
Personal Training	9-12
Physiology	9-12
Sports Officiating	9-12
Character & Leadership Development	6-12
College & Career Readiness	6-12

Mental Health & Wellness	6-12
Personal Development	6-12
Social & Emotional Success	6-12
Unlock Your Purpose	6-12
Feelings Factory	K-2
Transform My Emotions	3-5
Introduction to Computer Science	9-12
Introduction to Agriculture, Food, and Natural Resources	9-12
Agribusiness Systems	9-12
Food Products and Processing Systems	9-12
Power, Structural and Technical Systems	9-12
Introduction to Careers in Architecture and Construction	9-12
Introduction to Careers in Arts, A/V Technology, and Communications	9-12
Small Business Entrepreneurship	9-12
Technology and Business	9-12
Introduction to Careers in Education and Training	9-12
Introduction to Human Growth and Development	9-12
Introduction to Careers in Finance	9-12
Introduction to Careers in Government and Public Administration	9-12
Introduction to Careers in the Health Sciences	9-12
Careers in Allied Health	9-12
Food Safety and Sanitation	9-12
Marketing and Sales for Tourism and Hospitality	9-12
Sustainable Service Management for Hospitality and Tourism	9-12
Transportation and Tours for the Traveler	9-12
Introduction to Human Services	9-12
Introduction to Consumer Services	9-12
Introduction to Information Technology Support and Services	9-12
Software Development Tools	9-12
Introduction to Network Systems	9-12
Network System Design	9-12
New Applications: Web Development in the 21st Century	9-12
Business Computer Information Systems	9-12
Fundamentals of Programming and Software Development	9-12
Introduction to Law, Public Safety, Corrections, and Security	9-12
Law Enforcement Field Services	9-12
Fire and Emergency Services	9-12
Introduction to Careers in Transportation, Distribution, and Logistics	9-12
Introduction to STEM	9-12
Engineering and Design	9-12
Engineering and Product Development	9-12
Careers in Logistics Planning and Management Services	9-12
Business Law	9-12
Reading/Language Arts K	K

Reading/Language Arts 1	1
Reading/Language Arts 2	2
Reading/Language Arts 3	3
Reading/Language Arts 4	4
Reading/Language Arts 5	5
Math K	K
Math 1	1
Math 2	2
Math 3	3
Math 4	4
Math 5	5

K12/Fuel Education Approved Course List	
Approval Valid Until 7/16/2022	
Course	Grade
3D Art I: Animation*	9-12
3D Art I: Modeling*	9-12
A+ Computer Management I NV*	9-12
A+ Computer Management II with A+ Certification Preparation*	9-12
Accounting	9-12
Achieving Your Career and College Goals	9-12
Administrative Professional NV*	9-12
Adobe Dreamweaver with Adobe Certification Preparation*	9-12
Adobe Illustrator with Adobe Certification Preparation*	9-12
Adobe InDesign with Adobe Certification Preparation*	9-12
Adobe Photoshop with Adobe Certification Preparation*	9-12
Advertising and Sales	9-12
Agribusiness	9-12
Agricultural Mechanics 1	9-12
Agriscience II*	9-12
Anatomy and Physiology	9-12
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
AP Art History	9-12
AP Biology	11-12
AP Calculus AB	11-12
AP Calculus BC	11-12
AP Chemistry	9-12
AP Computer Science Principles	9-12
AP English Language and Composition	11-12
AP English Literature and Composition	11-12
AP Environmental Science	11-12
AP French Language & Culture (Middlebury)	11-12
AP Macroeconomics*	11-12

AP Microeconomics*	11-12
AP Psychology*	11-12
AP Spanish Language & Culture (Middlebury)	11-12
AP Statistics	11-12
AP U.S. Government and Politics	11-12
AP U.S. History	9-12
AP World History	11-12
Archaeology*	9-12
Art in World Cultures*	9-12
Astronomy*	9-12
Audio Engineering*	9-12
Basic Robotics*	9-12
Biotechnology*	9-12
Business and IT Explorations	9-12
Business and Health Explorations NV*	9-12
Business Software Applications	9-12
C++ Programming*	11-12
Career 101	9-12
Career 201	9-12
Career 301	9-12
Career 401	9-12
Careers in Criminal Justice*	9-12
Computer Aided Design	9-12
Computer Fundamentals	9-12
Computer Science*	9-12
Consumer Behavior	9-12
Cosmetology*	9-12
Criminology*	9-12
Dental Assistant 1*	9-12
Dental Assistant 2*	9-12
Dental Assistant 3*	9-12
Digital Arts I*	9-12
Digital Arts II*	9-12
Digital Photography I*	9-12
Digital Photography II*	9-12
Digital Photography*	9-12
Early Childhood Education*	9-12
Engineering Design/CAD*	9-12
Engineering Drawing and Design 1*	9-12
Engineering Drawing and Design 2*	9-12
Engineering Explorations*	9-12
Engineering Fundamentals 1*	9-12
Engineering Fundamentals 2*	9-12
English Foundations I (Remediation)	9-12

English Foundations II (Remediation)	9-12
Entrepreneurship*	9-12
Essentials of Health Information Management*	9-12
Family and Consumer Science*	9-12
Family and Consumer Science*	6-8
Fashion and Interior Design*	9-12
Finding Your Path Series I-IV Orientation	9-12
Food Production I*	9-12
Food Production II*	9-12
French I (Middlebury Competency)	9-12
French I (Middlebury Fluency)	9-12
French II (Middlebury Competency)	9-12
French II (Middlebury Fluency)	9-12
French III (Middlebury Competency)	9-12
Fundamentals of Manufacturing*	9-12
Game Design 1*	9-12
Game Design 2*	9-12
General Accounting 1 NV*	9-12
General Accounting 2*	9-12
German I (Middlebury Competency)	9-12
German II (Middlebury Competency)	9-12
Gothic Literature*	9-12
Graphic Design I NV	
Great Minds in Science*	9-12
Green Design and Technology*	9-12
Health Sciences I*	9-12
Health Sciences II*	9-12
History of Holocaust*	9-12
Hospitality & Tourism*	9-12
HTML5 and CSS3 Programming*	9-12
Image Design and Editing*	9-12
Integrated Mathematics I (Comprehensive)	9-12
Integrated Mathematics II (Comprehensive)	9-12
Integrated Mathematics III (Comprehensive)	9-12
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Computer Science NV*	9-12
Introduction to Culinary Arts*	9-12
Introduction to Entrepreneurship I NV*	9-12
Introduction to Entrepreneurship II*	9-12
Introduction to Forestry & Natural Resources*	9-12
Introduction to Manufacturing*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12

Introduction to Mechanical Engineering*	9-12
Introduction to Medical Terminology*	9-12
Introduction to Restaurant Management*	9-12
Introduction to Teaching*	9-12
IT and Construction Explorations	9-12
IT and Manufacturing Explorations*	9-12
IT Explorations*	9-12
IT Networking 1	9-12
Java Programming I NV*	9-12
Java Programming II*	9-12
Journalism (MS)*	6-8
Latin I (Middlebury Competency)	9-12
Latin II (Middlebury Competency)	9-12
Law and Order*	9-12
Lean Manufacturing and Automation*	9-12
Legal Studies*	9-12
Livestock and Poultry Production 1*	9-12
Livestock and Poultry Production 2*	9-12
Livestock and Poultry Production 3*	9-12
Mandarin (Chinese) I (Middlebury Competency)	9-12
Mandarin (Chinese) I (Middlebury Fluency)	9-12
Mandarin (Chinese) II (Middlebury Competency)	9-12
Mandarin (Chinese) II (Middlebury Fluency)	9-12
Manufacturing Product Development*	9-12
Manufacturing Systems*	9-12
Marketing I*	9-12
Marketing II*	9-12
Math Foundations I (Remediation)	9-12
Math Foundations II (Remediation)	9-12
Medical Assistant 1*	9-12
Medical Assistant 2 NV1	9-12
Medical Assistant 3 w/ Cert. Medical Assistant Certification Prep. NV*	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Access 2016/365 with Exam Prep*	9-12
Microsoft Excel 2013/365 with Exam Prep*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2016/365 with Exam Prep*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12
Microsoft Word 2016/365 with Exam Prep*	9-12
Middle School Career Explorations 1	6-8
Middle School Career Explorations 2	6-8
Middle School Chinese 1 (Competency)	6-8
Middle School Chinese 2 (Competency)	6-8

Middle School French 1 (Competency)	6-8
Middle School French 2 (Competency)	6-8
Middle School German 1 (Competency)	6-8
Middle School German 2 (Competency)	6-8
Middle School Latin 1 (Competency)	6-8
Middle School Latin 2 (Competency)	6-8
Middle School Spanish 1 (Competency)	6-8
Middle School Spanish 2 (Competency)	6-8
MS Career Explorations 2*	9-12
Music Appreciation	9-12
Mythology & Folklore*	9-12
Nursing Assistant 1 NV*	9-12
Nursing Assistant 2 NV*	9-12
Nursing Assistant 3 w/ Cert. Nursing Assistant Certification Prep. NV*	9-12
Office Management I NV	
Peer Counseling*	9-12
Personal Financial Literacy*	9-12
Pharmacy Technician with Exam Prep 1 NV*	9-12
Pharmacy Technician with Exam Prep 2 NV*	9-12
Pharmacy Technician with Exam Prep 3 NV*	9-12
Philosophy*	9-12
Photography (MS)*	6-8
Precision Machining Technology 1*	9-12
Precision Machining Technology 2*	9-12
Principles of Agriculture, Food and Natural Resources*	9-12
Principles of Business 1 NV*	9-12
Principles of Business 2*	9-12
Principles of Public Service: To Serve and Protect	9-12
Professional Development Program 2*	9-12
Professional Development Program 3*	9-12
Professional Development Program 4*	9-12
Programming Logic and Design NV*	9-12
Python Programming*	9-12
Reaching Your Academic Potential*	9-12
Real World Parenting*	9-12
Rhetoric	9-12
Science 1	1
Science 2	2
Science 3	3
Science 4	4
Science 5	5
Science K	K
Security+ I with Exam Prep*	9-12
Security+ II with Exam Prep*	9-12

Service Learning*	9-12
Social Problems I*	9-12
Social Problems II*	9-12
Sociology I*	9-12
Sociology I*	9-12
Sociology II*	9-12
Sociology II*	9-12
Spanish I (Credit Recovery)	9-12
Spanish I (Middlebury Competency)	9-12
Spanish I (Middlebury Fluency)	9-12
Spanish II (Middlebury Competency)	9-12
Spanish II (Middlebury Fluency)	9-12
Spanish III (Middlebury Competency)	9-12
Sports & Entertainment Marketing*	9-12
Sports Medicine 1*	9-12
Sports Medicine 2*	9-12
Spotlight on Music 1	1
Spotlight on Music 2	2
Spotlight on Music 3	3
Spotlight on Music 4	4
Spotlight on Music 5	5
Spotlight on Music 6	6
Spotlight on Music 7	7
Spotlight on Music 8	8
Spotlight on Music K	K
Summit Algebra 1 CR	9-12
Summit Algebra 1 Honors NV	9-12
Summit Algebra 1 NV	9-12
Summit Algebra 2 CR	9-12
Summit Algebra 2 Honors NV	9-12
Summit Algebra 2 NV	9-12
Summit American History Since 1865	6-8
Summit American Literature	9-12
Summit American Literature CR	9-12
Summit American Literature Honors	9-12
Summit Anthropology*	9-12
Summit Art Appreciation	9-12
Summit Art 1	1
Summit Art 2	2
Summit Art 3	3
Summit Art 4	4
Summit Art K	K
Summit Biology	9-12
Summit Biology CR	9-12

Summit Biology Honors	9-12
Summit British and World Literature	9-12
Summit British and World Literature CR	9-12
Summit British and World Literature Honors	9-12
Summit Calculus	9-12
Summit Career Planning*	9-12
Summit Chemistry	9-12
Summit Chemistry CR	9-12
Summit Chemistry Honors	9-12
Summit Civics*	9-12
Summit Consumer Math	9-12
Summit Contemporary World Issues	9-12
Summit Creative Writing	11-12
Summit Early American Art	5
Summit Early American History	6-8
Summit Earth Science	9-12
Summit Earth Science	6-8
Summit Earth Science CR	9-12
Summit Earth Science Honors	9-12
Summit Economics*	9-12
Summit ELA 3	3
Summit ELA 4	4
Summit ELA 5	5
Summit ELA Blue	K
Summit ELA Green	1
Summit ELA Orange	2
Summit ELA Purple	3
Summit ELA Red	4
Summit ELA Yellow	5
Summit English 10	9-10
Summit English 10 CR	9-12
Summit English 10 Honors	9-10
Summit English 9	9
Summit English 9 CR	9-12
Summit English 9 Honors	9
Summit Environmental Science*	9-12
Summit Fine Art	9-12
Summit Forensic Science*	9-12
Summit Geography	9-12
Summit Geography CR	9-12
Summit Geometry CR	9-12
Summit Geometry Honors NV	9-12
Summit Geometry NV	9-12
Summit Government and Economics NV	9-12

Summit Grammar and Composition	9-12
Summit Health 6	6
Summit Health 7	7
Summit Health 8	8
Summit Health CR*	9-12
Summit History 1 with Summit Social Studies 1	1
Summit History K with Summit Social Studies K	K
Summit History 2 with Summit Social Studies 2	2
Summit History 3 with Summit Social Studies 3	3
Summit History 4 with Summit Social Studies 4 and State History NV	4
Summit Integrated Math	9-12
Summit Intermediate American Art II	6-8
Summit Intermediate World Art I	6-8
Summit Intermediate World Art II	6-8
Summit Journalism*	9-12
Summit Language Arts 6	6
Summit Language Arts 7	7
Summit Language Arts 8	8
Summit Life Science	6-8
Summit Life Skills*	9-12
Summit Math 3	3
Summit Math 4	4
Summit Math 5	5
Summit Math 6	6
Summit Math 7	7
Summit Math 8	8
Summit Math+ Blue	K
Summit Math+ Green	1
Summit Math+ Orange	2
Summit Math+ Purple	3
Summit Math+ Red	4
Summit Math+ Yellow	5
Summit Modern US History	9-12
Summit Modern US History CR	9-12
Summit Modern US History Honors	9-12
Summit Modern World Studies	9-12
Summit Modern World Studies CR	9-12
Summit Modern World Studies Honors	9-12
Summit Nutrition and Wellness*	9-12
Summit PE 3	3
Summit PE 4	4
Summit PE 5	5
Summit PE K-2	K-2
Summit Personal Finance*	9-12

Summit Personal Fitness I*	9-12
Summit Personal Fitness II*	9-12
Summit Personal Health*	9-12
Summit Physical Education	9-12
Summit Physical Education 6	6
Summit Physical Education 7	7
Summit Physical Education 8	8
Summit Physical Education CR	9-12
Summit Physical Science	8
Summit Physical Science	9-12
Summit Physical Science Credit Recovery	9-12
Summit Physics	9-12
Summit Physics Honors	9-12
Summit Practical Math p	9-12
Summit Pre- Calculus/Trigonometry	9-12
Summit Pre-Algebra	9-12
Summit Pre-Algebra CR	9-12
Summit Probability and Statistics*	9-12
Summit Psychology*	9-12
Summit Public Speaking*	9-12
Summit Science 1 NG	1
Summit Science 2 NG	2
Summit Science 3 NG	3
Summit Science 4 NG	4
Summit Science 5 NG	5
Summit Science K NG	K
Summit Skills for Health*	9-12
Summit US and Global Economics*	9-12
Summit US and Global Economics* CR	9-12
Summit US Government and Politics CR	9-12
Summit US Government and Politics*	9-12
Summit US History	9-12
Summit US History CR	9-12
Summit US History Honors	9-12
Summit World History	9-12
Summit World History CR	9-12
Summit World History Honors	9-12
Summit World History I	6-8
Summit World History II	9-12
Understanding Child Development*	9-12
US Government	9-12
US Government Honors	9-12
Veterinary Sciences*	9-12
Web Design*	9-12

Welcome to Online Learning 3-5 Orientation	3-5
Welcome to Online Learning 6-8 Orientation	6-8
Welcome to Online Learning K-2 Orientation	K-2
Wildlife and Natural Resource Management 1*	9-12
Wildlife and Natural Resource Management 2*	9-12
World Religions*	9-12