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Provide a brief overview of your school, including:

- 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. Be sure to note the extent to which the distance education programming will be leveraged.

Pinecrest Academy of Nevada (PAN) is seeking to increase its high-performing school network capacity to serve its currently enrolled middle and high school students. PAN's academic programs are in high demand, as thousands of students are on Pinecrest's waitlists. Specifically, this Distance Education amendment application hopes to create opportunities to enhance and supplement PAN's existing innovative blended learning education model through Distance Education programming. This amendment request is also grounded in PAN's intentional efforts to serve its diverse group of students with unique needs.

Mission

The mission of Pinecrest Academy of Nevada is to unite the community to prepare students for college and career.

Vision

Pinecrest Academy of Nevada, where scholars perform at the highest level on all academic measures.

Outcomes

Pinecrest Academy of 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 is purposefully focused on the outcomes that all students become equally successful as lifelong learners and responsible citizens.

Distance Education

Pinecrest Academy of Nevada's intentional efforts to leverage its teachers across all campuses to create opportunity for currently enrolled middle and high school students to attend and excel in virtual courses through: (1) implementing a program of Distance Education for currently enrolled middle and high school students to enhance and supplement PAN's innovative blended learning curriculum; (2) expanding middle and high school courses to include opportunities for credit recovery or remediation, academic challenge such as Advanced Placement, and extended elective course offerings such as a variety of foreign languages; and (3) preparing students for the increased rigor of the college and career readiness standards and become fully equipped to be competitive in the 21st Century global marketplace.

- A list of the current school campuses

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- **Proposed model and target communities by zip code**

Pinecrest Academy of Nevada proposes to provide a Distance Education program to serve its middle and high school students who are already enrolled. Students currently enrolled hail from all over the Las Vegas valley and Henderson from a wide range of zip codes. PAN's proposed Distance Education program will not replace existing curriculum, but rather enhance and supplement its established innovative blended learning educational model. PAN does not plan on marketing or recruiting new students to participate in its Distance Education program and will not enroll students from outside of its existing network.

Pinecrest Academy'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 PAN's traditional classrooms to PAN's diverse student population and unique needs. Additionally, PAN 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 PAN's students will engage in Distance Education



coursework in a hybrid model where students have multiple pathways to success.

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

Pinecrest Academy of Nevada has established the following goals for the proposed Distance Education program:

- 1) Expand student learning opportunities and enhance success for middle and high school students currently enrolled in PAN;
 - 2) Create and strengthen community and educational partnerships;
 - 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.
- The key components of your educational model and how the distance education program aligns with the educational model. Please include a timeline for when the distance education program will be implemented

PAN'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. PAN'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. PAN's proposed distance education program will begin Fall of 2018.

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

The approved distance education providers Accelerate Education, eDynamic, FLVS Global, Fuel Education, Strongmind, and K12 along with the support of Virtual Education that has established successful distance education services to PAN's affiliate schools in Florida will contribute to the success of the distance education program. PAN will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. The Executive Director along with the administrative leadership teams at each campus will work collaboratively with all key stakeholders to ensure successful distance education programs.



MEETING THE NEED, ACADEMIC PLAN & OPERATIONS PLAN

TARGETED PLAN

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

Pinecrest Academy of Nevada is open to all Nevada residents; the proposed target population is children who are already enrolled in grades 6-12 and 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. Pinecrest Academy currently operates 4 campuses in the Henderson area. Presently, there is a wait list of approximately 3,288 potential students to be enrolled demonstrating a very high demand for the educational experience that their model offers. This is clear and compelling evidence of the need for an educational option in this community as the purpose of the school is to improve the opportunities for pupils to learn. Pinecrest would like to create a new program of Distance Education for its currently enrolled 6-12 grade students to better serve each student's unique educational needs.

- (2) 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.

Pinecrest's target community is currently enrolled students in grades 6-12 who are in need of credit recovery or remediation, academic challenge, or wish to take an elective course which they may not otherwise have the opportunity to enroll. PAN is committed to offer it already enrolled students and families educational options for differentiated learning opportunities that the proposed Distance Education program will provide. PAN's proposed innovative Distance Education program will balance student autonomy with varying levels of face-to-face support while ensuring students are held to the same quality of performance every step along the way. PAN'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. PAN'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.

PROGRAMS OF 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.

- (1) Describe the system of course credits that the school will use.

Student's final grades are compiled by the following: Each of the four nine-week grading periods count as 25%. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass and receive credit for a course in grades 6-12, a student must earn 10 grade points at a minimum, of which at least five must be earned in the second semester.



Teacher override may be used. In order to pass a course, student's must receive a grade of 70% or higher in their final exam.

For high school students, in order to use the forgiveness policy, replacing a grade of D or F needs to be replaced with an earned grade of C or higher in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F, with a grade of C or higher earned subsequently in another course. When computing the student's GPA, only the new replacement grade will be used.

All courses that a forgiveness policy has not been applied to will be included when calculating a cumulative grade point average required to graduate. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. With middle school students, forgiveness can be applied to courses with a final grade of C, D, or F. When grading certain students with disabilities, policies may be modified by the Individual Educational Plan (IEP) team for both authorized semester courses and authorized annual courses.

The following are the academic grades used:
Enrollment in local colleges, 2005

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
I	0	Incomplete	0

When a student completes 100% of a digital course with a passing grade, the registrar of the distance learning program will complete a transcript indicating which course taken and the final grade received and send it to the student's home campus. Once the grade of the course is finalized, the designee at the student's campus will be able to generate transcripts by logging into the SIS. All student records in the LMS and SIS are stored in secure servers for a period of seven years. The student grade will be entered by school staff into the student information system, they will keep an electronic copy of the transcript and/or print the transcript with the final grade and place it in the student's school folder. The distance education course grade will then be entered for each student on Infinite Campus and under the code: coursecodeDE.

- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. This should also include details about how the schools plan to supervise students and monitor daily progress.

Students enrolled in distance learning courses are required to interact with their virtual teacher at least 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 that 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 accurately 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). Progress reports include updated and accurate 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 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 – Students can track their own daily progress with real time scoring reports that is displayed in a variety of ways, including graphs and charts. Using the data collection capabilities of the program, teachers can receive reports and identify students that are not meeting expected and appropriate 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 new accurate report. Teachers can assess test data and identify benchmarks with unsatisfactory and satisfactory performance. Teachers will identify students' performance within those categories, see their weaknesses and address the different needs through remediation and enrichment activities.

In addition, reports will be generated weekly to identify any students having difficulties with the distance education course. Any students who are not progressing adequately, who fall behind pace, or are receiving low grades on any assignments will be 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 identify a red flag and seek out 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 as a supplement to their virtual instructor to help students succeed. Progress is tracked on a weekly basis. Students who are struggling will be assigned to a tutor who specializes in the subject. The tutor works closely with the student and teacher and provides feedback on progress during the sessions.

Struggling Student Reports are generated regularly to track students that need further assistance and academic intervention. They are color coded by red, yellow, and green and the students reflected in red are contacted first.

The teachers and academic coach monitor student attendance, participation, and performance to ensure that students meet all 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 bi-monthly.

(3) 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 at least 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 that 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 accurately tracked by minutes and seconds.

Staff can generate a time logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in a timely fashion and meeting deadline requirements in the course. 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. These assessments can be in the form of self-checks assignments, practice lessons, auto-graded for quick and accurate scoring (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. At least sixty percent of the assessments reach higher level blooms questioning. These include:

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 by a discussion area, over the phone, or in live web conferencing sessions with teacher alone or the teacher and other students. 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 are completed about every four weeks. These are important and included because: (1) it measures academic integrity; and (2) they provide yet another opportunity for teachers to speak verbally and engage with students to better their understanding and give them the extra support. Oral assessments are very effective for students learn best through verbal communication.

Test Banks: Auto-graded assessments generate questions from a large test-bank so no two students may receive identical questions on their assessments. This has proven to be very effective. This feature also allows teachers to give students retries on assessments without worrying students will get exactly the same test and are answering questions at random only to receive the answers after.

Rubrics: Rubrics are provided for both teachers and students so that students know exactly what is expected from 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 simultaneously to track progress and pace each student. If a student is falling behind, the system will automatically trigger an alert to the teacher. The teacher will then have appropriate and accurate information to make necessary academic intervention and take appropriate measures. Administrators also receive auto-generated summary reports and parents also have access 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 and allow teacher to recognize their particular skills and/or level. Additional assessments are also used for screening and progress tools to evaluate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and create the most effective instruction and interventions to ensure student mastery.

In addition, teachers contact students at least one time per week as mandated by NDE program requirements to ensure they are supporting students, accurately gauging academic progress and ensure successful course completion. Required course assessments will be set to provide a specific testing window with an allotted amount of time which the students can take the assessments. In addition, to ensure academic integrity, the students must submit all short, long responses and essays through PlagScan (plagiarism scan software). Students need 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.



(4) Describe how the school will conduct parent-teacher conferences.

Communication is crucial to the success of every student as well as the Academy. Weekly progress reports are provided to each parent so they are aware of their child's academic progress. Parent-teacher conferences will be scheduled as needed based on the student's individual needs. 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.

(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.

PAN will administer all of the 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.

SPECIAL EDUCATION

(1) 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.

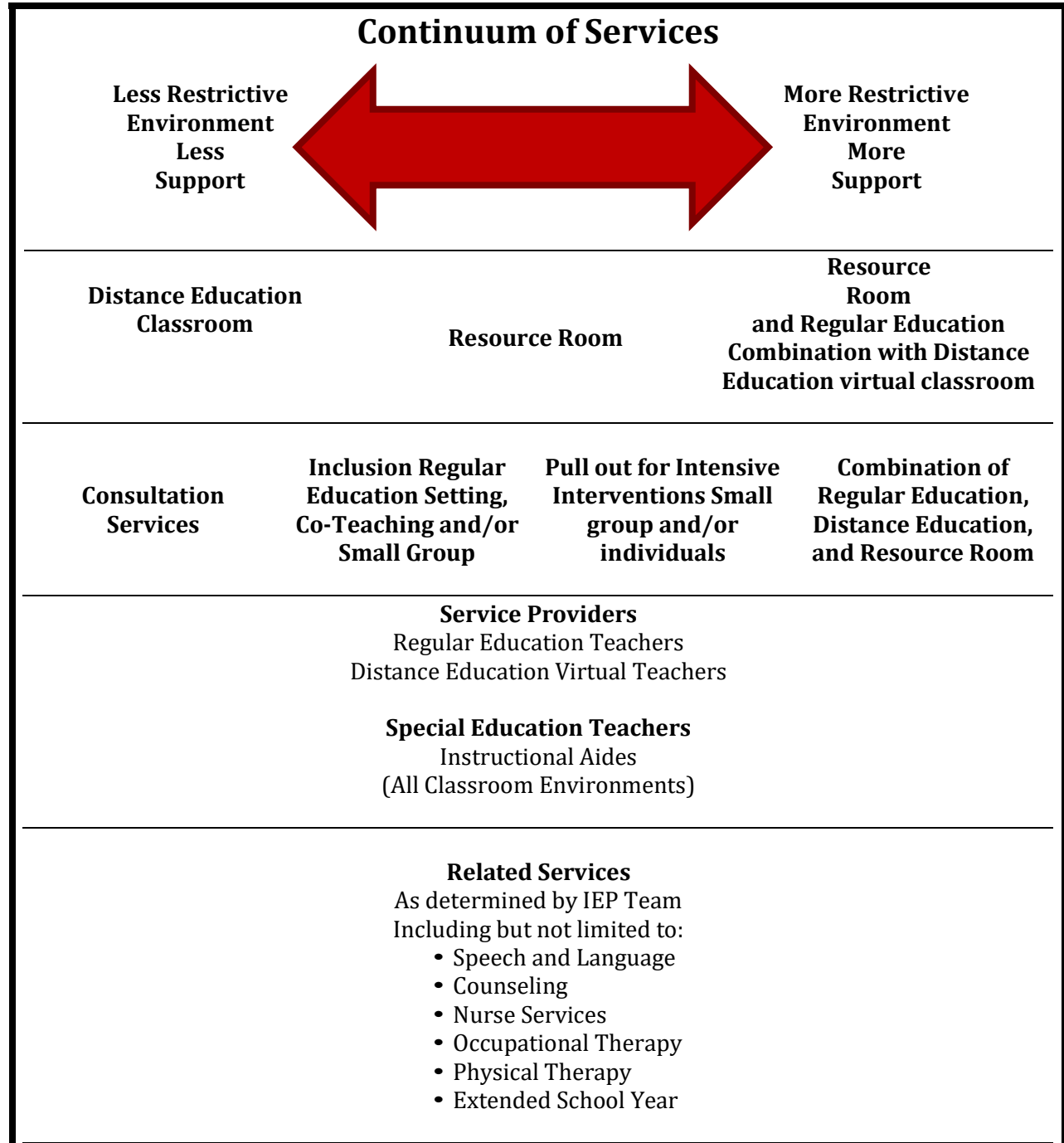
The continuum of services offered by Pinecrest Academy of Nevada begins in regular education classes and will also extend to the proposed Distance Education program. All students are given a universal progress monitoring assessment 5 times a year. Then the school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing are discussed and an intervention plan is developed. The staff then brainstorms different interventions that may help the student gain academically or behaviorally. Before and after school tutoring clubs and blended online learning programs provide instructional level interventions.

If the student is still not showing progress on the universal progress monitoring, the student will enter into an SABIT program. During SABIT, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is graphed and analyzed every 6-8 points. If the student's graphed line is not moving toward the grade level trend line, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 data points, the student's graph still shows a lack of progress, the student will be referred to special education.

Once the student is in special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If a student shows no academic growth, the resource room is added and can be added up to 50% of the day to provide the necessary interventions to show academic growth.



Students with severe intellectual disabilities also can benefit from combining inclusion in the Distance Education virtual classroom with face-to-face traditional resource room. In the Distance Education virtual classroom, using peer assisted learning and online programs, Pinecrest can help the student remain with typical peers and receive intensive instructional level instruction.





Students with severe emotional disabilities also can benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system is very effective for students with emotional needs. A mentor is assigned to the student; the student has a daily progress-monitoring sheet, which goes home daily. The parent also bridges behavior at school to privileges at home. Depending on students' needs the mentor will check in with the student at least three times daily and more as needed. In addition, the Student Support Advocate can help the family with locating appropriate community support.

(2) 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?

PAN'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, PAN 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 PAN personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings.

Pinecrest Academy of Nevada's special education programs comply with all federal and state laws. The role of the special education facilitator is to complete compliance reviews on all IEPs before and after the IEP meetings. In addition, the school conducts monthly reviews of every confidential folder. The Special Education Facilitator ensures all meetings are held on time.

Special Education teachers monitor their students' weekly progress to evaluate for growth and success. If a student shows no academic growth, the resource room is added to their IEP. Resource Room can be added up to 50% of the day to provide the necessary interventions to achieve academic growth. If a student shows academic growth, then the student is provided a less restrictive placement with support. As a student successfully progresses towards full-time in the general and/or Distance Education curriculum, the special education teachers may direct services in the regular education classroom with supplementary aides and services until the student receives consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP is revised.

All middle and high school students enrolled in Distance Education classes will use a daily monitoring sheet that general education teachers use to complete a check out daily. The sheet includes looking at direct instruction participation, class work participation, homework turned in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with student for his or her parent's signature. Special Education teachers keep a copy. Students return the signed copy the next day when they pick up his or her new folder.

The Special Education Facilitator helps monitor the academic and behavioral growth of disabled students to ensure that the students' needs are being met. Adjustments to instructional programs are made accordingly through the collaboration and progress monitoring of the Distance Education virtual teacher(s), general education teacher(s), and special education teachers.



ENGLISH LANGUAGE LEARNERS

(1) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year.¹ Students enrolling after the start of the school year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d)

Once the initial assessment is complete and/or records have been transferred:

For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

1. Classify students who are eligible for ELL services as Non- English or Limited English proficient. The students eligible for ELL services.
2. Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.
3. Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

For Students Classified as Fully English Proficient coded as fully English Proficient, as a result of the initial assessment, the school will ensure that the following steps are taken within the mandated timelines:

1. Assign students who are not eligible for ELL services the appropriate code; and
2. Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

¹ Interpretation Services-PPA will seek to hire enough bilingual staff to meet the needs of its enrolled students and families. PPA will collaborate with Student Support Services to make appropriate accommodations for families needing translation services in languages other than Spanish.



Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees (ELL Teacher) will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

Parents of students attending will begin the year with understanding the ELL services provided at Academy's distance education program. In addition, they will be informed of and sign the learning compact (translated to accommodate all individual language learners).

Additionally, parents of students identified as ELL will receive weekly progress reports regarding the growth that their child is demonstrating in their distance education course. The ELL Teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress in the distance education course. Parents of ELL distance education students will receive monthly calls from their virtual teacher 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. If the teacher is not fluent in the home language of the parent, a translator will be provided by the school to ensure that this necessary communication takes place.

PAN will instruct students in grades 6-12 enrolled in the proposed Distance Education program using a blended face-to-face model. ELL students will be instructed by a TESOL endorsed instructor under the distance education support framework. ELL students will be provided direct instruction in conjunction with the online platform to better develop language level acquisition.

(2) **Staffing: How will you ensure qualified staffing to meet the needs of ELL students under this amendment? What staff will be accountable for ongoing monitoring of the performance of ELL students?**

PAN will seek to hire teachers with a Teaching English as a Second Language (TESOL) endorsement with virtual education experience to act as the teacher of record. PAN will expand its access to TESOL instructors through providing distance education and pooling resources of its affiliate schools. Teachers with TESOL endorsements will coordinate Title III Programming and ELL services to ensure that student's language proficiency needs are being met. This teacher will also provide staff development to classroom teachers to ensure the implementation of an Evidence Based ELL Program and facilitate intensive instructional interventions like small group pull-outs.

(3) **Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?**

The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes. Secondary ELL students have a limited time to become academically proficient in English. Therefore, ELL students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English



language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need ELL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary all made available through virtual classes.

(4) **Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?**

With the results of the screening from the WIDA-ACCESS, students are placed in their specialized language program in their traditional face-to-face classroom. A student will be placed in Structured English Immersion if they receive all 4's and 5's in Speaking, Listening, Reading, and Writing. If a student scores a 3 in the Listening, they will be placed in Sheltered Content Instruction. A student will receive Pull-Out ESL instruction if the CST (student study team) determines that is the appropriate intervention for them. In addition, the English Language Learner Program is a teacher-recommended program, where students were selected based on their academic success with each teacher.

HOMELESS/MIGRANT SERVICES

(1) **Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?**

PAN staff review multiple sources to identify/determine students who meet the criteria for homelessness under the Title 1 Hope / McKinney-Vento Act.

Identification:

- At Enrollment - enrollment packet includes proof of residency. If parent/guardian is unable to provide proof of permanent residency, gather information about housing using a questionnaire developed in accordance Title 1 Hope or Nevada state recommendations.
- During enrollment – teachers and staff are provided training on how to identify students that previously were not but may now be classified as homeless. Teachers and staff will refer these students to the academic advisor to gather additional information utilizing the above mentioned to determine whether they meet the homeless eligibility under McKinney-Vento.

SCALE STRATEGY

(1) **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.**

The Executive Director will work with the existing PAN administration to ensure that they are familiar with expectations of the proposed Distance Education program. In particular, it will be made clear the students eligible to enroll in distance education courses are those students in grades 6-12 in need of credit recovery, academic challenge, 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. Distance Education courses will not serve to replace existing PAN curriculum in the traditional face-to-face classrooms, but rather only to enhance and supplement established curriculum.

Finally, the Executive Director 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).
- (2) 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 the school is not affiliated with a CMO or EMO that operates distance education in other states.

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.

- (1) 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.

PAN 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 6–12 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, PAN 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, PAN will communicate its mission and distance education opportunities for students already enrolled in grades 6–12 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 6–12 in near-campus area. Mailers will be done in English and Spanish to reflect the needs of the community.

Mobile Campaigns:

PAN will utilize the latest technologies to message mobile devices either through search, social media, or geo-targeted messages.

Open Houses:

PAN 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:

PAN will participate in community events and meetings to share its message and to make the PAN staff available for questions and comments. PAN is a part of the communities, and PAN seeks to help those in the community who are in need, by providing quality education options and by participating in community outreach.

- (2) 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 6-12 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 6-12; therefor, this question is not applicable.

- (3) 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?



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.

SERVICES

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.

Pinecrest Academy of Nevada administrators will use the Nevada Performance Framework and its internal assessment data system to determine individual student's academic readiness to participate in the proposed Distance Education program. Pinecrest Academy of Nevada annually conducts a financial audit. Pinecrest Academy of Nevada will review the finding of the year-audit to determine if the school is in a financial position to add new Distance Education courses. Metrics used to identify the school's financial ability to provide Distance Education courses will include days-cash-on-hand, annual surplus and debt service ratio. Pinecrest Academy of Nevada will assess the operational ability to implement the proposed Distance Education program by reviewing the parent-teacher surveys, teacher-administrator surveys, and educational Management annual review. The Board will additionally seek professional training opportunities regarding Board Governance as it pertains to programs of Distance Education.

- **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. The key components of your educational model and how the distance education program aligns with the educational model. Please include a timeline for when the distance education program will be implemented.

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

PAN 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.
- PAN will contract with its service provider, Intellatek for support in device Management and user support.

The approved distance education providers Accelerate Education, eDynamic, FLVS Global, Fuel Education, Strongmind, and K12 all provide the servers that currently contain the production systems (curriculum) and data 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 "PAN-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 PAN teachers will be utilizing distance education courses to enhance and supplement existing PAN educational model and programs, they will align with the mission and vision of Pinecrest Academy of 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 6-12 in the fall of 2018.



FINANCIAL PLAN

(1) 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 total amount per pupil would be \$250. These distance education courses will be provided by the following approved distance education providers: Accelerate Education, eDynamic Learning, FLVS Global, Fuel Education, K12 and StrongMind.

Attachment 1- Courses for State Approval

ATTACHMENT 1: Courses for State Approval

At this time there are no courses that are to be reviewed for state approval; therefor, this question is not applicable. Please see approved Distance Education from the Nevada Department of Education in Attachment 2 for a complete list of courses that have been approved.

BRIAN SANDOVAL

Governor

STEVE CANAVERO, Ph.D.

Superintendent
of Public Instruction

STATE OF NEVADA



DEPARTMENT OF EDUCATION
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Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
<http://www.doe.nv.gov>

Pinecrest Academy of Nevada
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183

(702) 486-6458

Fax: (702) 486-6450

www.doe.nv.gov/Educator_Licensure

March 27, 2018

Dr. Carrie Buck, Executive Director
Pinecrest Academy of Nevada
225 Grand Cadence Dr.
Henderson, NV 89015

Dear Dr. Buck:

A thorough review of the Pinecrest Academy of Nevada application to conduct a distance education program has been completed. **Please accept this as official notification that The Pinecrest Academy of Nevada is approved to operate the distance education program as submitted to the Department of Education.** All courses included in the application are approved for use. Approval of the program will be for the period beginning July 1, 2018, through June 30, 2021. Approved Distance Education programs are in effect for three years. If your district makes significant changes within your Distance Education programs, revisions to the currently approved plan will be required.

As a point of information, all courses that have been approved as part of a distance education program in Nevada are to be included on the "State Approved" list of distance education courses.

If you have any questions regarding the implementation of the program as it relates to statutory or regulatory requirements, or if you have any questions or concerns, please feel free to contact me at (775) 687-7288.

Sincerely,

A handwritten signature in blue ink that reads "Tracy Moore".

Tracy Moore
Distance Education Programs Professional

TM/kjw

cc: Jennifer Ranney, School Resource Development, Academica Nevada
Patrick Gavin, Director, State Public Charter School Authority
Kristine Nelson, Director, Office of Career Readiness, Adult Learning & Education Options
Michael Shafer, Chief Auditor

DISTANCE EDUCATION PROGRAM

APPLICATION COVER PAGE

CERTIFICATION

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

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

Name and Title

Dr. Carrie Buck, Executive Director

Signature


Carrie Buck

Indicate the date the applicant's board of trustees, governing body or committee to form a charter school met to approve the submission of this application: January 4, 2018

APPLICANT INFORMATION

Applicant (Name of School District or Charter School) Pinecrest Academy of Nevada	Mailing Address (Street, P.O. Box, City/Zip) 225 Grand Cadence Dr. Henderson, NV 89015
Name and title of authorized contact person Dr. Carrie Buck, Executive Director	Telephone number of authorized contact person Fax Number P: 702-202-2227 F: 702-202-2393 Email address Carrie.Buck@pinecrestnv.org

Date Received By Department:

1/25/18 

Distance Education Program Application
Revised 7/3/17

Pinecrest Academy of Nevada Campuses

Horizon

Principal Lisa Satory
1360 S. Boulder Hwy
Henderson, NV 89015
P: 702-749-3500
F: 702-749-9995

Inspirada

Principal Michael O'Dowd
2840 Via Contessa
Henderson, NV 89044
P: 702-473-5777
F: 702-754-4355

Saint Rose

Principal Lucy Keaton
1385 E. Cactus Ave
Las Vegas, NV 89183
P: 702-750-9150
F: 702-570-6360

Cadence

Principal Jessica LeNeave
220 Taylor St.
Henderson, NV 89015
P: 702-202-2227
F: 702-202-2393

Section 1: Identify all distance education courses that will be offered. If a course of distance education that will be offered through the program is currently included on the list of approved distance education courses prepared by the Department, please include an identification of each course, including, without limitation, the title of the course and the name of the provider of the course of distance education.

The courses to be used will be from four approved distance education providers: Accelerate Education, eDynamic Learning, FLVS Global, Fuel Education, K12 and StrongMind. The applicant will not be developing any courses. Any new courses proposed by the applicant will be submitted by Accelerate Education, eDynamic Learning or FLVS Global, Fuel Education, K12 and StrongMind and will only be use if they are approved by the Nevada Department of Education NDE. 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 four approved distance education providers: Accelerate Education, eDynamic Learning and FLVS, Fuel Education, K12 and StrongMind. Course lists for each Nevada approved provider are included below:

Accelerate-Education Approved Course List

Approval Valid Until 7/15/2019

Courses	Grade
Language Arts 1	1
Language Arts 2	2
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
Law and Ethics	9
Life Management Skills	9
Life Skills	9-12
Life Skills	6-9
Marine Science	9
Math 1	1
Math 2	2



Math 3	3
Math 4	4
Math 5	5
Math 6	6
Math 7	7
Math 8	8
Media Studies	9
Medical Terminology	9-12
Medicine	9
Music Appreciation	9-12
Nutrition	9
Nutrition and Wellness	9-12
Paleontology	9
Personal Finance	9-12
Personal Fitness	9-12
Physical Education	9-12
Physical Science A&B	9-10
Physics	11-12
Pre-Algebra	8-9
Pre-Calculus	11
Psychology A&B	9-12
Reading Skills	7
Relationships	9-12
Renewable Energy	9
Research	9
Retailing	9-12
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
Seven Habits	9-12
Social Studies 1	1
Social Studies 2	2
Social Studies 3	3
Social Studies 4	4
Social Studies 5	5
Social Studies 6	6
Social Studies 7	7
Social Studies 8	8
Sociology A&B	9-12
Space Exploration	9
Spanish 1 A&B	9
Spanish 2 A&B	10
Spanish 3 A&B	11
Speech	10
Strength Training	9-12
Study Skills and Strategies	9
Theater Studies	9
Trigonometry	11
Walking Fitness	9-12
Web Design	9-12
Work Environment	9-12



World Geography & Cultures A&B	9
World History A&B	9-10
World Religions	9



eDynamicLearning Course List

Approval Valid Until 6/19/2020

Courses	Grade
Advertising & Sales Promotion	9-12
African American History	9-12
Agriscience II: Sustaining Human Life	9-12
Anthropology I: Uncovering Human Mysteries	9-12
Anthropology II: More Human Mysteries Uncovered	9-12
Archaeology: Detectives of the Past	9-12
Art in World Cultures	9-12
Astronomy: Exploring the Universe	9-12
Biotechnology: Unlocking Nature's Secrets	9-12
Careers in Criminal Justice	9-12
Concepts of Engineering and Technology	9-12
Cosmetology	9-12
Creative Writing	9-12
Criminology: Inside the Criminal Mind	9-12
Digital Photography I: Creative Images with Impact!	9-12
Digital Photography II: Discovering Your Creative Potential	9-12
Early Childhood Education	9-12
Entrepreneurship: Starting Your Business	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 I	9-12
Gothic Literature: Monster Stories	9-12
Great Minds in Science: Ideas for a New Generation	9-12
Health I: Life Management Skills	9-12



Health Science II: Patient Care & Medical Services	9-12
Health Sciences: The Whole Individual	9-12
History of the Holocaust	9-12
Hospitality and Tourism: Travelling the Globe	9-12
Human Geography: Our Global Identity	9-12
International Business: Global Commerce in the 21st Century	9-12
Introduction to Agriscience	9-12
Introduction to Culinary Arts	9-12
Introduction to Forestry & Natural Resources	9-12
Introduction to Manufacturing: Product Design & Innovation	9-12
Introduction to Military Careers	9-12
Journalism: Investigating the Truth	9-12
Introduction to Social Media: Our Connected World	9-12
Law and Order: Introduction to Legal Studies	9-12
Marine Science: Secrets of the Blue	9-12
Middle School 2D Studio Art	6-8
Middle School Career Exploration	6-8
Middle School Career Exploration II	6-8
Middle School Digital Art and Design	6-8
Middle School Exploring Music	6-8
Middle School Fitness	6-8
Middle School Photography: Drawing with Light	6-8
Middle School Journalism: Tell Your Story	6-8
Music Appreciation: The Enjoyment of Listening	9-12
Mythology & Folklore: Legendary Tales	9-12
National Security	9-12
Nutrition & Wellness	9-12
Peer Counseling	9-12



Personal and Family Finance	9-12
Personal Fitness	9-12
Personal Psychology I: The Road to Self-Discovery	9-12
Personal Psychology II: Living in a Complex World	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	9-12
Real World Parenting	9-12
Renewable Technologies	9-12
Restaurant Management	9-12
Social Problems I: A World in Crisis	9-12
Social Problems II: Crisis, Conflicts & Challenges	9-12
Sociology I: The Study of Human Relationships	9-12
Sociology II: Your Social Life	9-12
Sports and Entertainment Marketing	9-12
The Lord of the Rings: An Exploration of the Films & Their Literary Influences	9-12
Theater, Cinema & Film Production	9-12
Veterinary Science: The Care of Animals	9-12
Women's Studies: A Personal Journey Through Film	9-12
World Religions: Exploring Diversity	9-12



FLVS Global Course List

Approval Valid Until 5/8/2020

Courses	Grade
Algebra 1A	6-9
Algebra 1B	6-9
EDL – Middle School Photography	6-9
Middle School Language Arts I/honors	6-9
EDL – Middle School Career Exploration	6-8
Middle School Civics	6-8
Middle School Comprehensive Science I / honors	6-8
Middle School Comprehensive Science II / honors	6-8
Middle School Comprehensive Science III/ honors	6-8
Middle School Critical Thinking Problem Solving and Learning Strategies	6-8
Middle School Comprehensive PE 6/7	6-8
Middle School Comprehensive 7/8	6-8
Middle School Fitness Grade 6	6-8
Middle School Language Arts II/ honors	6-8
Middle School Language Arts III/ honors	6-8
Middle School Grade 6 Mathematics/honors	6-8
Middle School Grade 7 Mathematics/honors	6-8
Middle School Reading	6-8
Middle School Spanish Beginning	6-8
Middle School Spanish Intermediate	6-8
Middle School US History/ honors	6-8
Middle School World History / honors	6-8
Advanced Algebra with Financial Application	9-12
Algebra 1 for Credit Recovery	9-12



Algebra 2 for Credit Recovery	9-12
Algebra I/honors	9-12
Algebra II/honors	9-12
Anatomy and Physiology	9-12
AP Art History	9-12
AP Biology	9-12
AP Calculus AB	9-12
AP Calculus BC	9-12
AP Computer Science	9-12
AP English Composition	9-12
AP English Literature	9-12
AP Environmental Science	9-12
AP Macroeconomics	9-12
AP Microeconomics	9-12
AP Psychology	9-12
AP Statistics	9-12
AP United States Government & Politics	9-12
Art History and Criticism	9-12
Biology 1 for credit recovery	9-12
Biology/honors	9-12
Calculus	9-12
Careers in Fashion and Interior Design	9-12
Chemistry for credit recovery	9-12
Chemistry/honors	9-12
Chinese I	9-12
Chinese II	9-12
Chinese III Honors	9-12
Creative Photography I	9-12
Critical Thinking and Study Skills	9-12



Dave Ramsey's Foundations in Personal Finance	9-12
Digital Information Technology	9-12
Earth Space Science/Honors	9-12
Economics with Financial Literacy/honors	9-12
Economics with Financial Literacy for credit recovery	9-12
EDL – Advertising & Sales Promotion	9-12
EDL - Agriscience II	9-12
EDL – Anthropology I	9-12
EDL – Anthropology II	9-12
EDL – Archaeology	9-12
EDL – Art in World Cultures	9-12
EDL – Astronomy	9-12
EDL – Biotechnology	9-12
EDL – Creative Writing	9-12
EDL – Digital Photography I	9-12
EDL – Digital Photography II	9-12
EDL – Fashion and Interior Design	9-12
EDL – Forensic Science I	9-12
EDL – Forensic Science II	9-12
EDL – Gothic Literature	9-12
EDL – Great Minds in Science	9-12
EDL – Health I Science	9-12
EDL – Health I: Life Management Skills	9-12
EDL – Health Science II	9-12
EDL – History of Holocaust	9-12
EDL – Hospitality and Tourism	9-12
EDL – Human Geography	9-12
EDL – International Business	9-12
EDL – Introduction to Culinary Arts	9-12



EDL – Introduction to Manufacturing	9-12
EDL – Introduction to Social Media	9-12
EDL – Law and Order	9-12
EDL – Music Appreciation	9-12
EDL – Mythology and Folklore	9-12
EDL - Nutrition and Wellness	9-12
EDL – Peer Counseling	9-12
EDL – Personal and Family Finance	9-12
EDL – Personal Psychology I	9-12
EDL – Personal Psychology II	9-12
EDL – Philosophy	9-12
EDL – Principles of Agriculture, Food & Natural Resources	9-12
DL – Principles of Public Service -	9-12
EDL – Public Speaking	9-12
EDL – Real World Parenting	9-12
EDL – Restaurant Management	9-12
EDL – Social Problems I	9-12
EDL – Social Problems II	9-12
EDL – Sports and Entertainment Marketing	9-12
EDL – Veterinary Services	9-12
EDL – World Religions	9-12
EDL: Careers in Criminal Service	9-12
EDL: Cosmetology	9-12
EDL: Early Childhood Education	9-12
EDL: Entrepreneurship	9-12
EDL: Introduction to Agriscience	9-12
English 1 for Credit Recovery	9-12
English 2 for Credit Recovery	9-12
English 3 for Credit Recovery	9-12



English 4 for Credit Recovery	9-12
English I/ honors	9-12
English II/ honors	9-12
English III/honors	9-12
English IV with College Prep	9-12
English IV/honors	9-12
Fitness Lifestyle Design	9-12
Forensic Science	9-10
Foundations of Programming	10-11
Foundations of Web Design	11-12
French I	9-12
French II	9-12
Geometry for Credit Recovery	9-12
Geometry/honors	9-12
Global Studies	9-12
Guitar I	9-12
HOPE	9-12
Integrated Mathematics I/honors	9-12
Integrated Mathematics II/honors	9-12
Integrated Mathematics III/honors	9-12
Intensive Reading: A Universe of Reading	9-12
Intensive Reading: Fields of Reading	9-12
Journalism	9-12
Latin I	9-12
Latin II	9-12
Latin III Honors	9-12
Law Studies	9-12
Leadership Skills Development	9-12
Liberal Arts Math	9-12



Liberal Arts Math 2	9-12
Life Management Skills	9-12
Marine Science	9-12
Music of the World	9-12
Parenting Skills	9-12
Personal and Family Finance	9-12
Personal Fitness	9-12
Physical Science/Honors	9-12
Physics/honors	9-12
Pre-Algebra	9-12
Pre-Calculus Honors	9-12
Psychology I	9-12
Reading for College Success	9-12
Social Media	9-12
Spanish for Spanish Speakers	9-12
Spanish I	9-12
Spanish II	9-12
Spanish III Honors	9-12
Spanish IV	9-12
Theatre, Cinema, and Film Production	9-12
Thinking and Learning Strategies	9-12
United States History for Credit Recovery	9-12
US Government for Credit Recovery	9-12
US Government/Honors	9-12
US History/Honors	9-12
World History for Credit Recovery	9-12
World History/Honors	9-12



Fuel Education Global Course List

Approval Valid Until 7/15/2019

**Denotes One Semester Courses, all others are 1 year (2 semester) courses.*

Courses	Grade
3D Art I: Modeling*	9-12
3D Art II: Animation*	9-12
A+ Computer Management I	9-12
A+ Computer Management II with A+ Certification Preparation	9-12
Accounting	9-12
Achieving Your Career and College Goals*	9-12
Advanced Earth Science	6-8
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
Advanced Life Science	6-8
Advanced Physical Science	6-8
Algebra	8
Algebra I (Comprehensive)	9-10
Algebra I (Core)	9-10
Algebra I (Credit Recovery)	9-12
Algebra 1 (Credit Recovery)	9-12
Algebra I (Credit Recovery) (CFTS)	9-12
Algebra I (Honors)	9-12
Algebra II (Comprehensive)	9-12
Algebra II (Core)	9-12
Algebra 2 (Credit Recovery)	9-12



Algebra II (Credit Recovery)	9-12
Algebra II (Credit Recovery)(CFTS)	9-12
Algebra II (Honors)	9-12
American Government (Credit Recovery)*	9-12
American History (Credit Recovery)	9-12
American History A	5
American History B	6
American Literature (Comprehensive)	9-12
American Literature (Core)	9-12
American Literature (Credit Recovery)	9-12
American Literature (Honors)	9-12
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
Anthropology*	9-12
AP Art History	9-12
AP Biology	11-12
AP Calculus AB	11-12
AP Calculus BC	11-12
AP Chemistry	11-12
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	11-12
AP World History	11-12
Archaeology*	9-12
Art in World Cultures*	9-12
Art 1	1
Art 2	2
Art 3	3
Art 4	4
Art 6*	6
Art 7*	7
Art 8*	8
Art K	K
Astronomy*	9-12
Audio Engineering*	9-12
Beginning 1 Music	1
Beginning 2 Music	2
Biology (Comprehensive)	9-12
Biology (Core)	9-12
Biology (Credit Recovery)	9-12
Biology (Credit Recovery) (CFTS)	9-12
Biology (Honors)	9-12
Biotechnology*	9-12
British and World Literature (Comprehensive)	9-12
British and World Literature (Core)	9-12
British and World Literature (Credit Recovery)	9-12
British and World Literature (Honors)	9-12
Business and Health Explorations*	9-12
C++ Programming*	11-12
Calculus	9-12



Career Explorations*	6-8
Careers in Criminal Justice*	9-12
Chemistry (Comprehensive)	9-12
Chemistry (Core)	9-12
Chemistry (Credit Recovery)	9-12
Chemistry (Credit Recovery) (CFTS)	9-12
Chemistry (Honors)	9-12
Civics*	9-12
Computer Fundamentals	9-12
Computer Literacy*	9-12
Computer Science*	9-12
Consumer Math	9-12
Contemporary World Issues	9-12
Continuing Algebra	9-12
Cosmetology*	9-12
Creative Writing	11-12
Criminology*	9-12
Developmental Algebra	9-12
Digital Arts I*	9-12
Digital Arts II*	9-12
Digital Photography*	9-12
Early Childhood Education*	9-12
Earth Science	6
Earth Science	6-8
Earth Science (Comprehensive)	9-12
Earth Science (Core)	9-12
Earth Science (Credit Recovery)	9-12
Earth Science (Credit Recovery)(CFTS)	9-12
Earth Science (Honors)	9-12



Economics (Credit Recovery)*	9-12
Economics*	9-12
Elementary French 1 (Exposure)	3-5
Elementary French 2 (Exposure)	3-5
Elementary German 1 (Exposure)	3-5
Elementary German 2 (Exposure)	3-5
Elementary Latin 1 (Exposure)	3-5
Elementary Spanish 1 (Exposure)	3-5
Elementary Spanish 2 (Exposure)	3-5
Engineering Design/CAD*	9-12
English Foundations I (Remediation)	9-12
English Foundations II (Remediation)	9-12
English I (Credit Recovery)	9-12
English II (Credit Recovery)	9-12
English III (Credit Recovery)	9-12
English IV (Credit Recovery)	9-12
English 9 (Credit Recovery)	9-12
English 10 (Credit Recovery)	9-12
Environmental Science*	9-12
Exploring Music	5
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
Fine Art	9-12
Forensic Science*	9-12
French I (FuelEd)	9-12
French I (Middlebury Competency)	9-12
French I (Middlebury Fluency)	9-12



French II (FuelEd)	9-12
French II (Middlebury Competency)	9-12
French II (Middlebury Fluency)	9-12
French III (FuelEd)	9-12
French III (Middlebury Competency)	9-12
French IV (FuelEd)	9-12
Fundamentals of Geometry and Algebra	6
Game Design*	9-12
General Accounting I*	9-12
General Accounting II*	9-12
Geography (Comprehensive)	9-12
Geography (Credit Recovery)	9-12
Geometry (Comprehensive)	9-12
Geometry (Core)	9-12
Geometry (NEW) (Credit Recovery)	9-12
Geometry (Credit Recovery)	9-12
Geometry (Credit Recovery)(CFTS)	9-12
Geometry (Honors)	9-12
German I (FuelEd)	9-12
German I (Middlebury Competency)	9-12
German II (FuelEd)	9-12
German II (Middlebury Competency)	9-12
German III (FuelEd)	9-12
German IV (FuelEd)	9-12
Gothic Literature*	9-12
Grammar & Composition	9-12
Great Minds in Science*	9-12
Green Design and Technology*	9-12
Health (Credit Recovery)*	9-12



Health 6*	6
Health 7*	7
Health 8*	8
Health Sciences I*	9-12
Health Sciences II*	9-12
History 1	1
History 2	2
History 3	3
History 4	4
History K	K
History of Holocaust*	9-12
Hospitality & Tourism	9-12
Image Design and Editing*	9-12
Integrated Math	9-12
Integrated Mathematics I (Comprehensive)	9-12
Integrated Mathematics II (Comprehensive)	9-12
Integrated Mathematics III (Comprehensive)	9-12
Intermediate 1 Music	3
Intermediate 2 Music	4
Intermediate 3 Music	5
Intermediate American Art II	6
Intermediate Art: American A	5
Intermediate Art: American B	6
Intermediate Art: World A	7
Intermediate Art: World B	8
Intermediate English A	6
Intermediate English B	7
Intermediate Mathematics A	6
Intermediate Mathematics B	7



Intermediate Mathematics C	8
Intermediate World Art I	7
Intermediate World Art II	8
Intermediate World History A	7
Intermediate World History B	8
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Culinary Arts*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12
Introduction to Medical Terminology*	9-12
Introduction to Music	3
Introduction to Entrepreneurship I*	9-12
Introduction to Entrepreneurship II*	9-12
IT and Manufacturing Explorations*	9-12
Japanese I (FuelEd)	9-12
Japanese II (FuelEd)	9-12
Java Programming I*	9-12
Java Programming II*	9-12
Journalism (MS)*	6-8
Journalism*	9-12
Language Arts 4	4
Language Arts 5	5
Language Arts 6	6
Language Arts 7	7
Language Arts 8	8
Language Arts Blue (K)	K
Language Arts Green (1)	1
Language Arts Orange (2)	2



Language Arts Purple (3)	3
Latin I (FuelEd)	9-12
Latin I (Middlebury Competency)	9-12
Latin II (FuelEd)	9-12
Latin II (Middlebury Competency)	9-12
Legal Studies*	9-12
Life Science	7
Life Science	6-8
Life Skills*	9-12
Literary Analysis and Composition	8
Literary Analysis and Composition I (Comprehensive)	9-12
Literary Analysis and Composition I (Core)	9-12
Literary Analysis and Composition I (Credit Recovery)	9-12
Literary Analysis and Composition I (Honors)	9-12
Literary Analysis and Composition II (Comprehensive)	9-12
Literary Analysis and Composition II (Core)	9-12
Literary Analysis and Composition II (Credit Recovery)	9-12
Literary Analysis and Composition II (Honors)	9-12
Mandarin (Chinese) I (FuelEd)	9-12
Mandarin (Chinese) I (Middlebury Competency)	9-12
Mandarin (Chinese) I (Middlebury Fluency)	9-12
Mandarin (Chinese) II (FuelEd)	9-12
Mandarin (Chinese) II (Middlebury Competency)	9-12
Mandarin (Chinese) II (Middlebury Fluency)	9-12
MARK12 Reading I (Adaptive Remediation)	3-4
MARK12 Reading II (Adaptive Remediation)	3-5
MARK12 Reading III (Adaptive Remediation)	3-5



Math 6 – Fundamentals of Geometry and Algebra	6
Math 7 – Pre-Algebra	6-8
Math 8 – Algebra	6-8
Math Foundations I (Remediation)	9-12
Math Foundations II (Remediation)	9-12
Math Plus Blue (K)	K
Math Plus Green (1)	1
Math Plus Orange (2)	2
Math Plus Purple (3)	3
Math Plus Red (4)	4
Math Plus Yellow (5)	5
Medical Assistant 1	9-12
Medical Assistant 2	9-12
Medical Assistant 3 with Certified Medical Assistant Certification Preparation	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12
Middle School American History since 1865	6
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
Middle School World History I	7
Middle School World History II	8
Modern U.S. History (Comprehensive)	9-12
Modern U.S. History (Core)	9-12
Modern U.S. History (Credit Recovery)	9-12
Modern U.S. History (Honors)	9-12
Modern World Studies (Comprehensive)	9-12
Modern World Studies (Core)	9-12
Modern World Studies (Credit Recovery)	9-12
Modern World Studies (Honors)	9-12
Music 6*	6
Music 7*	7
Music 8*	8
Music Appreciation	9-12
Music Appreciation	8
Music Concepts A	6
Music Concepts B	7
Mythology & Folklore*	9-12
Network+ Guide to Networks I with Exam Prep*	9-12
Network+ Guide to Networks II with ExamPrep*	9-12
Nursing Assistant 1	9-12
Nursing Assistant 2	9-12
Nursing Assistant 3 with Certified Nursing Assistant Certification Preparation	9-12
Nutrition and Wellness*	9-12
Peer Counseling*	9-12
Personal Finance*	9-12
Philosophy*	9-12
Photography (MS)*	6-8



Physical Education	9-12
Physical Education (Credit Recovery)*	9-12
Physical Education 6*	6
Physical Education 7*	7
Physical Education 8*	8
Physical Science	8
Physical Science	8
Physical Science (Core)	9-12
Physical Science (Credit Recovery)	9-12
Physical Science (Credit Recovery)(CFTS)	9-12
Physics (Comprehensive)	9-12
Physics (Honors)	9-12
Practical Math (Core)	9-12
Pre-Algebra	7
Pre-Algebra (Comprehensive)	9-10
Pre-Algebra (Core)	9-10
Pre-Algebra (Credit Recovery)	9-12
Pre-Calculus/Trigonometry (Comprehensive)	9-12
Preparatory Music	K
Probability and Statistics (Comprehensive)*	11-12
Programming II – Java*	9-12
Programming I – VB.NET*	9-12
Programming Logic and Design*	9-12
Psychology*	9-12
Public Speaking*	9-12
Reaching Your Academic Potential*	9-12
Real World Parenting*	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
Skills for Health*	9-12
Social Problems I*	9-12
Social Problems II*	9-12
Social Studies 6	6
Social Studies 7	7
Social Studies 8	8
Sociology I*	9-12
Sociology II*	9-12
Spanish I (Credit Recovery)	9-12
Spanish I (FuelEd)	9-12
Spanish I (Middlebury Competency)	9-12
Spanish I (Middlebury Fluency)	9-12
Spanish II (FuelEd)	9-12
Spanish II (Middlebury Competency)	9-12
Spanish II (Middlebury Fluency)	9-12
Spanish III (FuelEd)	9-12
Spanish III (Middlebury Competency)	9-12
Spanish IV (FuelEd)	9-12
Sports & Entertainment Marketing*	9-12
Strategies for Success: Grade 2-5	2-5
U.S. and Global Economics (Comprehensive)*	9-12
U.S. and Global Economics (Core)*	9-12



U.S. Government and Politics (Comprehensive)*	11-12
U.S. Government and Politics (Core)*	11-12
U.S. Government and Politics (Credit Recovery)*	9-12
U.S. History (Comprehensive)	9-12
U.S. History (Core)	9-12
U.S. History (Credit Recovery)	9-12
U.S. History (Honors)	9-12
Veterinary Sciences*	9-12
Web Design*	9-12
Welcome to Online Learning 3-5 Orientation	9-12
Welcome to Online Learning 6-8 Orientation	3-5
Welcome to Online Learning K-2 Orientation	6-8
World History (Comprehensive)	K-2
World History (Core)	9-12
World History (Credit Recovery)	9-12
World History (Honors)	9-12
World Language Survey*	9-12
World Religions*	9-12



Fuel Education CTE Global Course List

Approval Valid Until 7/15/2019

**Denotes One Semester Courses, all others are 1 year (2 semester) courses.*

General Courses	Grade
Art in World Cultures*	9-12
Astronomy*	9-12
Biotechnology*	9-12
Careers in Criminal Justice*	9-12
Cosmetology*	9-12
Criminology*	9-12
Early Childhood Education*	9-12
Fashion and Interior Design*	9-12
Great Minds in Science*	9-12
Gothic Literature*	9-12
Health Science I*	9-12
History of Holocaust*	9-12
Hospitality & Tourism*	9-12
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Culinary Arts*	9-12
Legal Studies*	9-12
Mythology & Folklore*	9-12
Peer Counseling*	9-12
Philosophy*	9-12
Real World Parenting*	9-12
Social Problems I*	9-12
Social Problems II*	9-12



General Courses	Grade
Sports & Entertainment Marketing*	9-12
Veterinary Sciences*	9-12
World Religions*	9-12

Business & Management Courses	Grade
General Accounting I*	9-12
General Accounting II*	9-12
Introduction to Entrepreneurship I*	9-12
Introduction to Entrepreneurship II*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12

Health Science Courses	Grade
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
Business and Health Explorations*	9-12
Health Sciences II*	9-12
Introduction to Medical Terminology*	9-12



Manufacturing Courses	Grade
IT and Manufacturing Explorations*	9-12

Information Technology Courses	Grade
Digital Arts I*	9-12
Digital Arts II*	9-12
IT and Manufacturing Explorations*	9-12
Java Programming I*	9-12
Java Programming II*	9-12
Programming Logic and Design*	9-12
Network+ Guide to Networks I with Exam Prep*	9-12
Network+ Guide to Networks II with Exam Prep*	9-12
Security+ I with Exam Prep*	9-12
Security+ II with Exam Prep*	9-12



K12 Course List

Approval Valid Until 6/10/2019

K-8 Courses	Grade
Algebra 1	8-10
Algebra I NV Math Lab	8
Beginning Art	K-1
Beginning Mathematics A	K
Beginning Mathematics B	1-2
Beginning Mathematics C	2-3
Beginning Music 1	1
Beginning Music 2	2
Beginning Science A	K-1
Beginning Science B	1-2
Beginning Science C	2-3
Earth Science	6-7
Foundations of Lang. Skills and Lit. A	3-4
Foundations of Lang. Skills and Lit. B	4-5
Foundations of Lang. Skills and Lit. C	5-6
Foundations of Mathematics A	5-6
Foundations of Mathematics B	4-5
Foundations of Mathematics C	5-6
Foundations of Science A	5-6
Foundations of Science B	4-5
Foundations of Science C	5-6
French Elementary 1	5-6
French Elementary 2	5-6
French Middle School 1	7-8
French Middle School 2	7-8
Fundamental of Geometry and Algebra (math6) Math Lab	6



Fundamentals of Geometry and Algebra	6
German Elementary School 1	5-6
German Elementary School 2	5-6
German Middle School 1	7-8
German Middle School 2	7-8
Grade 1 Language Arts	1
Grade 2 Language Arts (Orange)	2
Grade 3 Language Arts	3
Intermediate American History A	6-7
Intermediate American History B	7-8
Intermediate Art: American A	5-7
Intermediate Art: American B	6-8
Intermediate Art: World A	6-8
Intermediate Art: World B	6-8
Intermediate Lang, Skills and Lit. A	6-7
Intermediate Lang, Skills and Lit. B	7-8
Intermediate Music 1	3+
Intermediate Music 2	4-5
Intermediate Music 3	5-6
Intermediate World History	6-7
Introduction to Music	3+
Kindergarten Language Arts (Blue)	K
LA Blue-Handwriting	K
LA Blue-Language Skills	K
LA Blue-Literature & Composition	K
LA Blue-Phonics	K
LA Green-Phonics Works Adv.& Spelling	1
LA Orange Literature & Composition	2
LA Orange-Handwriting	2
LA Orange-Vocabulary	2



LA Orange-Writing Skills	2
Latin Elementary Year 1	4-6
Life Science	7-8
Literary Analysis and Composition	8+
Mark 12 Stage 1	3-5
Mark 12 Stage 2	3-5
Mark 12 Stage 3	3-5
Math 6	6
Math 7	7
Math 8	8
Math Plus Red NV Math Lab	4
Math Plus Yellow NV Math Lab	5
Math+ Blue	K
Math+ Green	1
Math+ Orange	3
Math+ Purple	4
Math+ Red	2
Math+ Yellow	5
Middle School Career Explorations	6-8
Music Appreciation	8+
Music Concepts A	6-7
Music Concepts B	7- 8
Physical Science	8+
Pre-Algebra NV	6-8
Pre-Algebra NV Math Lab	7
Preparatory Music	K
Social Studies/Beginning History	K
Social Studies/The Story of History A	1
Social Studies/The Story of History B	2
Social Studies/The Story of History C	3



Social Studies/The Story of History D	4
Social Studies/The Story of History E	5
Spanish Elementary 1	5-6
Spanish Elementary 2	5-6
Spanish Middle School 1	7-8
Spanish Middle School 2	7-8
Spotlight On Music, Grade 1	1
Spotlight On Music, Grade 2	2
Spotlight On Music, Grade 3	3
Spotlight On Music, Grade 4	4
Spotlight On Music, Grade 5	5
Spotlight On Music, Grade 6	6
Spotlight On Music, Grade 7	7
Spotlight On Music, Grade 8	8
Spotlight On Music, Grade K	K
Story of Art A	1-2
Story of Art B	2-3
Story of Art C	3-4
Story of Art D	4-5



9-12 Courses	Grade
3D Art 1: Modeling	9-12
Accounting	9-12
Achieving Your Career and College Goals	9-12
Advertising and Sales	9-12
Algebra 1 (Credit Recovery)	9-12
Algebra 1 (Honors)	9-12
Algebra 1 NV	9
Algebra 2 (Credit Recovery)	9-12
Algebra 2 (Honors)	9-12
Algebra 2 NV	11
Algebra I	9-10
Algebra I	9-10
Algebra II	9-11
Algebra II	9-11
Anatomy and Physiology 1	9-12
Anatomy and Physiology 2	9-12
Anthropology	10-12
AP Art History	9-12
AP Biology	9-12
AP Calculus AB	9-12
AP Calculus BC	9-12
AP Chemistry	9-12
AP Computer Science A	9-12
AP English Language and Composition	9-12
AP English Literature and Composition	9-12
AP Environmental Science	9-12
AP Macroeconomics	9-12
AP Physics B	9-12



AP Psychology	9-12
AP Spanish Language	9-12
AP Statistics	9-12
AP U.S. Government and Politics	9-12
AP U.S. History	9-12
AP World History	9-12
Astronomy	9-12
Audio Engineering	11-12
Biology	10
Biology	10
Business and Healthcare Explorations	9-12
C ++ Programming	11-12
Calculus	11-12
Career 101	9-12
Career 201	9-12
Career 301	9-12
Career 401	9-12
Careers in Criminal Justice	9-12
Chemistry	11
Chemistry	11
Chinese 1	9
Chinese 2	9-10
Computer Aided Design	9-12
Computer Literacy I	9-12
Computer Science	9-12
Consumer Math	9-12
Creative Writing	11-12
Digital Arts I	9-12
Digital Arts II	9-12



Digital Photography	9-12
Driver Safety	9-12
Earth Science	9
Earth Science	9
Engineering Design 1/CAD	9-12
English 1	9
English 1	9
English 10	10
English 10 (Credit Recovery)	9-12
English 10 (Honors)	9-12
English 2	10
English 2	10
English 3	11
English 3	11
English 4	12
English 4	12
English 9	9
English 9 (Credit Recovery)	9-12
English 9 (Honors)	9-12
English Foundations I	9-12
English Foundations II	9-12
Environmental Science	9-12
Family and Consumer Science	9-12
Forensic Science	9-12
General Accounting 1	9-12
General Accounting 2	9-12
Geography and World Cultures	10
Geography and World Cultures	10
Geometry	9-12



Geometry (Credit Recovery)	9-12
Geometry (Honors)	9-12
Geometry NV	10
Gothic Literature	9-12
Gothic Literature	9-12
Health Sciences II	9-12
Honors Algebra I	9-12
Honors Algebra II	9-12
Honors Biology	9-12
Honors Chemistry	11
Honors Earth Science	9-12
Honors English 1	9-12
Honors English 2	9-12
Honors English 3	9-12
Honors English 4	9-12
Honors Geometry	9-12
Honors Government	9-12
Honors Physics	9-12
Honors U.S. History	9-12
Honors World History	9-12
Hospitality and Tourism	9-12
Introduction to Agriscience	9-12
Introduction to Entrepreneurship I	10-12
Introduction to Entrepreneurship II	10-12
Introduction to Health Sciences	9-12
Introduction to Marketing I	9-12
Introduction to Marketing I	9-12
Introduction to Marketing II	10-12
Introduction to Marketing II	10-12



Introduction to Medical Terminology	9-12
IT and Manufacturing Explorations	9-12
Journalism	9-12
Latin 1	9
Latin 2	9-10
Life Science Oceanography	9-12
Life Skills	9-12
Math Foundations I	9-12
Math Foundations II	9-12
Medical Assistant 1	9-12
Medical Assistant 2	9-12
Medical Assistant 3 with Certified Medical Assistant Certification Preparation	9-12
Modern World Studies	10
Music Appreciation	9-12
Nursing Assistant 1	9-12
Nursing Assistant 2	9-12
Nursing Assistant 3 with Certified Nursing Assistant Certification Preparation	9-12
Nutrition and Wellness	9-12
Personal Finance	9-12
Physical Education	9-12
Physical Science	9
Physics	9-12
Practical Math	9-12
Pre-Algebra	9-10
Pre-Algebra	9-10
Pre-Calculus/Trigonometry	9-12
Principles of Public Service: To Serve and Protect	9-12
Probability and Statistics	11-12



Psychology	9-12
Public Speaking	10-12
Reaching Your Academic Potential	9-12
Service Learning	9-12
Skills for Health	9-12
Sociology	11-12
Spanish 1	9
Spanish 2	9-10
Spanish 3	10-11
Sports and Entertainment Marketing	9-12
Study Skills & Learning Strategies	9-12
U.S. and Global Economics	12
U.S. and Global Economics	12
U.S. Government and Politics	11-12
U.S. Government and Politics	11-12
U.S. History	11
U.S. History	11
US Government	9-12
US Government	9-12
Web Design	9-12
Work Study	9-12
World History	9
World History	9-10



Strong Mind Course List

Approval Valid Until
6/19/2020

Courses	Grade
Algebra 1	9th
Algebra 2	11th
American History	11th
Biology	10th
Chemistry	11th
Civics and Government	12th
Economics	12th
English 10	10th
English 11	11th
English 12	12th
English 9	9th
Geometry	10th
Physical Science	9th
World History	10th



Section 2. Describe the process that will be used to enroll students in the distance education program.

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).

For students who are regularly enrolled in the school district or charter school, describe the process the school district or charter school will follow regarding the selection and enrollment of students in the program of distance education.

Students 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 full-time students at their home school.

If the distance education program will allow the enrollment of students, full or part-time, from other school districts or charter schools within Nevada, describe the process to be followed regarding how the required written permission and agreement from the other school district or charter school will be obtained for each student. In addition, please



describe the contents of the agreement including any reimbursement made between school districts or charter schools.

According to NRS 388.858, a pupil enrolled in charter school: permission of charter school not required for part-time enrollment; written agreement between charter school and provider of distance education program required when pupil is enrolled in program part-time; A pupil who is enrolled in a charter school may enroll part-time in a program of distance education that is provided by a school district or another charter school and is not required to obtain the approval of the governing body of the charter school in which the pupil is enrolled.

Section 3: Provide an explanation of how the school district or charter school will document each pupil's attendance and participation in courses offered through the distance education program.

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 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. 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. (See image below for sample.)

Wednesday, July 22, 2015		Start Time	Duration
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	11:57 AM	0:04
Tuesday, July 21, 2015		Start Time	Duration
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:40 PM	0:03
2.04 Logical Fallacies Mini Quiz	Contemplation and Argumentation	12:30 PM	0:09
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:30 PM	0:03
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:27 PM	0:04
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:27 PM	0:04
5.00 The Universal Flow of Ideas	The Universal Flow of Ideas	12:25 PM	0:12
Sunday, July 19, 2015		Start Time	Duration
5.00 The Universal Flow of Ideas	The Universal Flow of Ideas	12:18 PM	0:03
3.04 Writing Assignment: Short and Sweet	Story, Memory, Unity	12:18 PM	0:03
2.00 Contemplation and Argumentation	Contemplation and Argumentation	12:18 PM	0:18
Friday, July 17, 2015		Start Time	Duration
1.04 The Unwritten Act 3 Mini Quiz	In the Beginning	10:42 AM	3:34
1.02 Literary Timeline Mini Quiz	In the Beginning	10:35 AM	4:01
1.02 Discussion: Making History with Music	In the Beginning	10:33 AM	1:37
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	9:10 AM	2:15
2.04 Law and Disorder	Contemplation and Argumentation	9:10 AM	0:09
2.04 Law and Disorder	Contemplation and Argumentation	9:10 AM	0:04
2.04 Law and Disorder	Contemplation and Argumentation	9:10 AM	0:04
2.02 The Best Defense	Contemplation and Argumentation	5:25 PM	30:01
2.02 The Best Defense	Contemplation and Argumentation	5:10 AM	15:00
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	4:21 AM	20:00
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	4:21 AM	0:33
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	4:03 AM	5:07
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	4:03 AM	0:11
Thursday, July 16, 2015		Start Time	Duration
2.02 The Best Defense	Contemplation and Argumentation	9:27 AM	38:50
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	8:47 AM	0:22
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	8:42 AM	5:47
2.02 Argumentation and Evidence Mini Quiz	Contemplation and Argumentation	8:38 AM	4:17
1.05 In the Beginning Unit Exam	In the Beginning	6:18 AM	25:42
2.01 Romanticism and Transcendentalism Mini Quiz	Contemplation and Argumentation	5:55 AM	7:50
2.03 The Best Defense	Contemplation and Argumentation	5:53 AM	0:21



The details of each communication can be viewed by clicking on the subject on the communication. Below is an export of the communication log.

Teachers Communication

Issued: 01/09/2018

Goble, Florangel				
Phone: 71				
ByUserFullName	Date	Type Name	To	Subject
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/28/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/14/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/18/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/28/2017	Phone		Progress Call - checking in
Goble, Florangel	11/29/2017	Phone		Progress Call - checking in
Goble, Florangel	11/13/2017	Phone		Progress Call - checking in
Goble, Florangel	11/14/2017	Phone		Progress Call - checking in
Goble, Florangel	11/16/2017	Phone		Progress Call - checking in
Goble, Florangel	11/28/2017	Phone		Progress Call
Goble, Florangel	11/28/2017	Phone		Progress Call
Goble, Florangel	11/15/2017	Phone		Welcome call!
Goble, Florangel	11/14/2017	Phone		Progress Call
Goble, Florangel	11/28/2017	Phone		Progress Call to Parent
Goble, Florangel	11/01/2017	Phone		Progress Call

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 (in instances where the student is enrolled in the distance learning program on a part-time basis).

Provide a brief description of the process the school district or charter school will follow to ensure an accurate accounting of the student's attendance and participation in the distance education program. Please note that regulations require that the teacher assigned to each course must meet or otherwise communicate with each student at least once each week for the pupil to be considered enrolled in the program of distance education. The student shall be considered in full attendance for each week the teacher meets or communicates with the student. The attendance of the student must be recorded weekly as part of the master register of enrollment and attendance.



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. Screen captures of communication log, communication log details accessed by clicking on the subject field and time logging report are reflected below.

Teacher Communication Log

Teachers Communication

Issued: 01/09/2018

Goble, Florangel				
Phone: 71				
ByUserFullName	Date	Type Name	To	Subject
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/28/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/14/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/18/2017	Phone		Progress Call/Check-in

Teacher Communication Log – Subject of Conversation Details (via phone and web chat)

Weekly Two Way Conversation via phone

Weekly Two Way Conversation via phone
From: Arauz, Jessica
To: []
CC:
1/25/2018 1:19 PM

Pre-Algebra – Assisted student in the process of solving linear functions.

Weekly Two Way Conversation via web chat

Weekly Two Way Conversation via web chat
From: Arauz, Jessica
To: []
CC:
1/25/2018 1:03 PM

Language Arts – Student needed assistance with writing introductory paragraph and conclusion on narrative essay.



Time Logging Screen Capture

Wednesday, July 22, 2015		Start Time	Duration
2.04 Writing Assignment: Prove It: Contemplation and Argumentation		11:57 AM	0:04
Tuesday, July 21, 2015		Start Time	Duration
2.04 Writing Assignment: Prove It: Contemplation and Argumentation		12:40 PM	0:03
2.04 Logical Fallacies Mini Quiz: Contemplation and Argumentation		12:50 PM	0:09
2.04 Writing Assignment: Prove It: Contemplation and Argumentation		12:59 PM	0:03
2.04 Writing Assignment: Prove It: Contemplation and Argumentation		12:27 PM	0:04
2.04 Writing Assignment: Prove It: Contemplation and Argumentation		12:27 PM	0:04
5.05 The Universal Flow of Ideas: The Universal Flow of Ideas		12:26 PM	0:12
Sunday, July 19, 2015		Start Time	Duration
5.05 The Universal Flow of Ideas: The Universal Flow of Ideas		12:18 PM	0:08
2.04 Writing Assignment: Short and Sweet: Study, Identify, Write		12:18 PM	0:08
2.04 Contemplation and Argumentation: Contemplation and Argumentation		12:18 PM	0:10
Friday, July 17, 2015		Start Time	Duration
2.04 The Credible Act 3 Mini Quiz: In the Beginning		10:52 AM	3:34
1.02 Literary Timeline Mini Quiz: In the Beginning		10:35 AM	4:01
2.02 Discussion: Making History with Hattie: In the Beginning		10:33 AM	1:27
2.02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation		9:10 AM	2:15
2.04 Law and Disorder: Contemplation and Argumentation		9:10 AM	0:09
2.04 Law and Disorder: Contemplation and Argumentation		9:50 AM	0:04
2.04 Law and Disorder: Contemplation and Argumentation		5:25 AM	39:01
2.02 The Best Defense: Contemplation and Argumentation		5:10 AM	15:09
2.02 The Best Defense: Contemplation and Argumentation		4:21 AM	30:05
2.02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation		4:21 AM	0:33
2.02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation		4:03 AM	5:07
2.02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation		4:03 AM	0:11
Thursday, July 16, 2015		Start Time	Duration
2.03 That's Biographical Quiz: Contemplation and Argumentation		9:27 AM	36:50
2.02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation		8:47 AM	0:22
2.02 Writing Assignment: Stake Your Claim: Contemplation and Argumentation		8:43 AM	5:47
2.02 Argumentation and Evidence Mini Quiz: Contemplation and Argumentation		8:38 AM	4:17
1.05 In the Beginning Mini Exam: In the Beginning		6:18 AM	25:42
2.01 Promotional and Transcendentalism Mini Quiz: Contemplation and Argumentation		5:55 AM	7:50
2.03 That's Biographical: Contemplation and Argumentation		5:53 AM	0:21

Both the attendance log and the communication log are available 24 hours per day and 365 days per year.

For each student who is enrolled full time in a program of distance education, the school district that provides the program must designate one public school within that school district to which the student will be affiliated. The student must be reported weekly as enrolled and in attendance in the school designated by the school district.

The proposed program will be a part time program. Therefore, the student will be affiliated to the school they attend on a full-time basis.

For each student who is enrolled part time in a program of distance education for which an agreement has been constructed between school districts or charter schools, the student must be reported weekly as enrolled and in attendance in the class. The record of part time attendance must be maintained separately from the record of attendance maintained by the school in which the pupil attends classes full time.

As previously stated, the proposed program will be a part-time distance education program. Attendance at the full-time school is recorded on the SIS (Infinite Campus). The reporting of attendance for the part time school will be done separately.

Section 4. Describe the plan that will be followed for assessing the achievement of students enrolled in the distance education program. Provide a description of the plan (process) the school district or charter school will follow regarding the assessment of students in the required State achievement and proficiency examinations and other assessments required of all students by the school district or charter school for all applicable grades. Provide a description of how required course assessments will be administered to include proctor qualifications.

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.

Section 5. Describe how the school district or charter school will document successful course completion and the awarding of course credit to students.

The description must include how the school district or charter school will document the completion of the distance education courses by individual students, how the records will be stored and maintained as well as how the school district or charter school will issue individual grades to students who complete distance education courses.

In all courses, the 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 6-12, 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%.

For senior high school students, the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F, with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. 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
I	0	Incomplete	0

Once the student is 100% complete with the digital course and has a passing grade, the distance learning program registrar will issue a transcript to the student's home school indicating the course and final grade. In addition, the designee at the student's school will be able to generate transcripts by logging into the SIS once the grade in the course is finalized. All student records in the LMS and SIS are stored in secure servers for a period of seven years. School staff will enter the student grade into the student information system, keep an electronic copy of the transcript and/or print the transcript with the final grade and place it in the student's school folder. The distance education course grade will be entered for each student on Infinite Campus.

Section 6. Describe how the school district or charter school will monitor the progress of students enrolled in the program.

Provide a description of the process to be followed by the school district or charter school regarding the monitoring of progress being made by students enrolled in distance education courses.

Please include any criteria that will be used to trigger the identification of pupils who are having difficulty with course assignments or are otherwise having difficulty in being successful in the course. In addition, describe the technical assistance/support that will be provided to students who are not making adequate progress in their distance education courses. Special Notes

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

Reporting is versatile with teacher and administrator reports available by single or multiple students. An item analysis is available for all work and assessments by student or by class. The program's platform is able to provide performance graphs, enrollment lists and other custom reports as required. Further, administrator reports can provide a diverse array of important data including demographics, teaching and learning effectiveness, ability to roll-up or drill down from a school-wide report to individual students. Administrator reports can track and target groups for learning gains and progress on course recovery. Further, reports can be viewed on-line by students or their parents and automatically sent to their Email to update them of their progress in real time. Each level of user has a secure logon to access available information and data.

Below is a sample report used to monitor students.



Period: 12/01/2017 to 01/11/2018

Organization:						
Artega		MDCPS ID:				
Section	Course Code	Teacher	Current Grade	% Complete	Time Logged In(H:m:s)	Last Time logged
AP English Language and Composition - Semester I	1001420F117	Hernandez, Gianni	36.26	89.62%	25:47:3	01/11/2018
AP Human Geography - Semester I - SPC	2103400F117	Chayeb, Belinda	47.90	91.01%	17:31:14	01/11/2018
Art History and Criticism I Honors - Semester I - SPC	0100330F117	Alvarez, Claudia	99.65	80.83%	7:50:43	01/11/2018
Pre-Calculus Honors - Semester I - SPC	1202340F117	Fernandez, Tamara	23.47	95.38%	13:11:23	01/11/2018
Theatre, Cinema and Film Production - Semester I	0400660F117	Escoto, Telyana	79.33	87.50%	11:37:7	01/11/2018
United States History Honors - Semester I - SPC	2100320F117	Gonzalez, Ismael	81.28	87.35%	11:51:10	01/11/2018
Total time					87:48:40	
Bellver		MDCPS ID:				
Section	Course Code	Teacher	Current Grade	% Complete	Time Logged In(H:m:s)	Last Time logged
English III Honors - Semester I - SPC	1001380F117	Hernandez, Gianni	90.86	78.94%	25:13:12	01/11/2018
French 1 - Semester I - SPC	0701320F117	Quaddani, Nadjet	94.89	91.07%	12:56:4	01/11/2018
Marine Science 1 - Semester I - SPC	2002500F117	Florit-Valenzano, Patricia	82.09	94.51%	17:3:39	01/11/2018
Pre-Calculus Honors - Semester I - SPC	1202340F117	Fernandez, Tamara	95.97	91.53%	5:49:29	01/11/2018
Theatre, Cinema and Film Production - Semester I	0400660F117	Escoto, Telyana	98.69	85.00%	29:24:51	01/11/2018
United States History Honors - Semester I - SPC	2100320F117	Gonzalez, Ismael	88.79	97.35%	26:36:28	01/11/2018
Total time					117:3:43	
Calle		MDCPS ID:				
Section	Course Code	Teacher	Current Grade	% Complete	Time Logged In(H:m:s)	Last Time logged
Art History and Criticism I Honors - Semester I - SPC	0100330F117	Alvarez, Claudia	10.10	90.83%	0:35:6	01/11/2018
Driver Education/Traffic Safety - SPC	1900300F117	Valenzano, Bruce	87.09	78.12%	0:45:6	01/11/2018
English IV - Semester I - SPC	1001400F117	Hernandez, Gianni	32.47	76.92%	6:14:12	01/11/2018
Introduction to Hospitality and Tourism - Semester I	8850110F117	Escoto, Telyana	98.63	82.14%	4:33:53	01/11/2018
Psychology 1 - SPC	2107300F117	Chayeb, Belinda	82.71	93.82%	9:7:0	01/11/2018
United States Government - SPC	2106310F117	Gonzalez, Ismael	54.55	93.41%	9:56:52	01/11/2018
Total time					31:12:9	

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.

Algebra 2 - Semester I - CR: 6 Enrollments									
0-59%	3	50%	60-79%	2	33%	80-100%	1	17%	
Student	Grade	Course	Credit	Grade	TeacherName	School	StartDate	EndDate	
	12	Algebra 2 - Semester I - CR - TX	0.5	10.7	Fernandez, Tamara		10.20.2017	02.09.2018	
	11	Algebra 2 - Semester I - CR - R	0.5	32.9	Fernandez, Tamara		09.20.2017	01.24.2018	
	12	Algebra 2 - Semester I - CR - R	0.5	58.8	Fernandez, Tamara		11.01.2017	03.07.2018	
	12	Algebra 2 - Semester I - CR - R	0.5	67.6	Fernandez, Tamara		10.03.2017	02.06.2018	
	11	Algebra 2 - Semester I - CR - R	0.5	73.9	Fernandez, Tamara		10.30.2017	03.05.2018	
	12	Algebra 2 - Semester I - CR - R	0.5	84.5	Fernandez, Tamara		10.30.2017	03.05.2018	

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.

Users can contact support staff by emailing support@aveteaching.com, or they can login to our support portal. A ticket is opened and tracked to ensure resolution. Staff is available 24/7 to provide assistance to users with technical issues. We currently have 2 help desk specialists



available at all times, one manager, and 10 online tutors. Live sessions can be accessed by clicking the links located on our website.



NOTICE OF PUBLIC MEETING
of the
Board of Directors of
PINECREST ACADEMY OF NEVADA

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a telephonic public meeting on January 4, 2017, beginning at 9:00 a.m. The call-in information is as follows:

Call-in Number: 1-866-244-8528

Access Code: 251188#

The public is invited to attend. Anyone that wishes to make public comment is welcome to attend the meeting at 6630 Surrey Street, Las Vegas, Nevada 89119.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chairperson.

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 Dena Thompson at (702) 431-6260 in advance so that arrangements may be conveniently made.

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

AGENDA

January 4, 2017 Telephonic Meeting of the Board of Directors of Pinecrest Academy of 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. Approval of the Minutes of the November 27, 2017 Board Meeting (For Possible Action)
4. Review and Approval of the Pinecrest Academy Charter Contract Renewal Application (For Possible Action)
5. Discussion and Possible Action to Approve Providing Distance Education Courses to Middle School and High School Students (For Possible Action)
6. Public Comments and Discussion (For Discussion)
7. Adjournment (For Possible Action)

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) Henderson City Hall – 240 South Water Street, Henderson, NV
- (2) Las Vegas City Hall – 495 S Main St., Las Vegas, NV
- (3) North Las Vegas City Hall – 2250 Las Vegas Blvd. North, North Las Vegas, NV

**MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
January 4, 2018**

The Board of Directors of Pinecrest Academy of Nevada held a telephonic public meeting on January 5, 2018 at 9:00 a.m.

1. Call to order and roll call

Board Chair Randall Walker called the meeting to order at 9:00 a.m. with a quorum present. In attendance were Kevin Smoot, Marni Watkins, Kacey Thomas, Randall Walker, Travis Keys and Craig Seiden.

Member Jeffrey Cahill was not present.

Also present was Pinecrest Academy Executive Director Carrie Buck; as well as Academica Representatives Kyle McOmber and Trevor Goodsell.

2. Public Comment and Discussion

There was no request for public comment.

3. Approval of the Minutes of the November 27, 2017 Board Meeting

Member Keys moved to approve the minutes of the November 27, 2017 Board meeting. Member Smoot seconded the motion, and the Board voted unanimously to approve.

4. Review and Approval of the Pinecrest Academy Charter Contract Renewal Application

Mr. Trevor Goodsell addressed the Board and stated that the Charter contract for Pinecrest was due for renewal; adding that the it would be best to complete this renewal along with the expansion application in order for the items to be submitted together. Mr. Goodsell state that because Pinecrest was a five-star school the application was shortened to two pages as presented in the support materials.

Member Keys moved to approve the Pinecrest Academy charter contract renewal application. Member Thomas seconded the motion and, the Board voted unanimously to approve.

5. Discussion and Possible Action to Approve Providing Distance Education Courses to Middle School and High School Students

Mr. Kyle McOmber addressed the Board and stated that if Pinecrest Academy offered distant education courses to middle and high school student it would allow the school to offer courses that were not otherwise available to students, especially for students seeking credit recovery; adding that these courses could be completed during regularly scheduled school days and vacation days. Mr. McOmber stated that this was done

through virtual education and would provide access to expertise and materials as well as increased opportunities for students outside of basic school hours. Mr. McOmber stated that the application would be due on January 15, 2018 and documents had been prepared to move forward if the Board approves the application process.

Member Smoot asked how the online education providers were chosen. Mr. McOmber replied that, because they had been offering a distance education model for some time, he had been working with Academica Virtual out of Florida; adding that a list of possible providers was presented in the support materials. Member Smoot asked if Pinecrest teachers would be teaching the curriculum. Mr. McOmber replied in the affirmative; adding that it would give them an opportunity to increase their income. Member Seiden asked for clarification on how the program would be funded, as well as the process to change providers if needed. Mr. McOmber stated that an amendment would need to be submitted if the school changed distance education providers. Mr. McOmber further stated that he would need to verify the financial aspects of the program. Discussion ensued regarding the funding of the program. Mr. Goodsell stated that the approval at this time was to allow for submittal of the application to the DOE; adding that it did not commit Pinecrest to actually implement the program. Mr. McOmber stated that more information would be provided before the Board would be asked to commit to implementing the program.

Member Thomas moved to approve the submitting the application of distance education courses to middle and high school students and have Carrie Buck sign off on the application. Member Smoot seconded the motion, and the Board voted unanimously to approve.


6. Public Comments and Discussion

There was no request for public comment.

7. Adjournment

The meeting was adjourned at 9:17 a.m.

Approved on: 2/20/18



 Secretary of the Board of Directors
 Pinecrest Academy of Nevada

NOTICE OF PUBLIC MEETING

of the
Board of Directors of
Pinecrest Academy of Nevada

Notice is hereby given that the Board of Directors of Pinecrest Academy of Nevada, a public charter school, will conduct a public meeting on February 20, 2018 at 5:30 p.m. at 1360 South Boulder Hwy., Henderson, NV 89015. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson 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.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance is asked to contact Dena Thompson at (702) 431-6260 (dena.thompson@academicnv.com) at least two days prior to the meeting so that arrangements may be conveniently made.

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

AGENDA

February 20, 2018 Meeting of the Board of Directors of Pinecrest Academy of 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. Approval of the Minutes from the January 4, 2018 Telephonic Board Meeting (For Possible Action)
4. Discussion and Recognition for Teachers Achieving Exceptional Student Growth in the Areas of Reading and Mathematics on the Winter Benchmark Assessment (For Discussion)
5. Review of Schools Financial Performance (For Discussion)
6. Review and Approval of the Amendment to the Pinecrest Inspirada Lease Agreement (For Possible Action)
7. Review and Approval of the Second Amendment to the Pinecrest St. Rose Lease and the Option Agreement for the Pinecrest St. Rose Campus (For Possible Action)
8. Executive Director and Principal Reports (For Discussion)
9. Discussion and Approval of an Amendment to the Pinecrest Academy Charter to Include Distance Education Programs (For Possible Action)
10. Review and Discussion of Revised Principal Evaluation (For Possible Action)
11. Member Comment (For Discussion)
12. Public comments and discussion (Action may not be taken on any matter brought up under public comment until scheduled on an agenda for possible action at a later meeting.) (For Discussion)

13. Adjournment (For Possible Action)

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 Nevada – Horizon 1360 S. Boulder Highway, Henderson, NV
- (2) Pinecrest Academy of Nevada – St. Rose – 1385 E. Cactus Ave., Henderson, NV
- (3) Pinecrest Academy of Nevada – Inspirada – 2840 Via Contessa, Henderson, NV
- (4) Pinecrest Academy of Nevada – Cadence – 225 Grand Cadence, Henderson, NV
- (5) Henderson City Hall – 240 South Water Street, Henderson, NV
- (6) Las Vegas City Hall – 495 S Main St., Las Vegas, NV
- (7) North Las Vegas City Hall – 2250 Las Vegas Blvd. North, North Las Vegas, NV

MINUTES
of the meeting of the
BOARD OF DIRECTORS of PINECREST ACADEMY OF NEVADA
February 20, 2018

The Board of Directors of Pinecrest Academy of Nevada held a public meeting on February 20, 2018, at 5:30 pm at 1360 South Boulder Hwy, Henderson NV 89015.

1. Call to order and roll call

Member Walker called the meeting to order at 5:38 p.m. with a quorum present. In attendance were Board members Randall Walker, Marni Watkins, Travis Keys, Jeffery Cahill, Kacey Thomas, and Craig Seiden (via telephone at 5:41 p.m.).

Member Kevin Smoot was not present at this meeting.

Also present were Pinecrest Academy Executive Director Carrie Buck, Principals Jessica LeNeave, Lucy Keaton, and Lisa Satory, Assistant Principal Tiffany Bailey, Executive Program Coordinator Jessica Barr, Executive Instructional Coach Gema Liberty, Executive Instructional Coach Bridget Mecham, Executive Digital Coach Ralph Krauss, and Executive Literacy Strategist Tara Fitzgibbons; as well as Academica Representatives Melissa Fries, Arthur Ziev (via telephone), Kyle McOmber, and Trevor Goodsell.

2. Public Comment and Discussion

Ms. Christina Reynoso addressed the Board and stated that she had four children who attended Pinecrest; adding that she was very pleased with their academic growth. Ms. Reynoso stated that she was concerned about the discipline policy regarding suspensions.

3. Approval of the Minutes from the January 4, 2018 Telephonic Board Meeting

Member Watkins moved to approve the minutes from January 4, 2018, telephonic board meeting. Member Thomas seconded the motion, and the Board voted unanimously to approve.

4. Discussion and Recognition for Teachers Achieving Exceptional Student Growth in the Areas of Reading and Mathematics on the Winter Benchmark Assessment

Executive Director Carrie Buck addressed the Board and stated that she was proud to recognize and award thirty-three teachers in the Pinecrest system who had achieved exceptional student growth on the winter benchmark assessments. Principals Jessica LeNeave, Lisa Satory, and Lucy Keaton, and Assistant Principal Tiffany Bailey addressed the Board to introduce the teachers from their campuses and present each with a certificate. Member Walker expressed his appreciation to the teachers on behalf of the Board.

5. Review of Schools Financial Performance

Ms. Melissa Fries addressed the Board and reviewed the financial summary as presented in the support materials. Ms. Fries stated that the total additional revenue was \$494,651. Member Watkins asked for clarification regarding the additional revenue. Ms. Fries stated that of the additional revenue, \$42,036.81 was attributed to SPED Discretionary Units and \$757,101.66 was attributed to full day kinder funding that was not budgeted for. Member Walker asked if the student enrollment was lower than what was budgeted. Mr. Trevor Goodsell addressed the Board and replied in the affirmative; adding that the decrease in student enrollment was mostly from the middle/high schools. Member Watkins asked if the budget would be tight if the kinder revenue were not available, to which Mr. Goodsell replied in the affirmative. Member Seiden asked if the kindergarten revenue would be a recurring item, to which Mr. Goodsell replied in the negative. Member Watkins asked how the budget could be changed to avoid a dramatic overage, to which Mr. Goodsell replied that it was a per-pupil enrollment issue. Discussion ensued in regards to items that were over and under-budget in the financial summary. Member Walker stated that he would like to see a decrease in the expenditures to create a budget that would be favorable in the financing process to purchase the school buildings.

6. Review and Approval of the Amendment to the Pinecrest Inspirada Lease Agreement

This item was tabled.

7. Review and Approval of the Second Amendment to the Pinecrest St. Rose Lease and the Option Agreement for the Pinecrest St. Rose Campus

Mr. Arthur Ziev addressed the Board and stated that the documents presented in the support materials were the final documents in addition to the original lease; adding that the purpose of this document was to complete the contract based on actual cost for the total project. Mr. Ziev stated that the project was approximately \$10.9 million and the actual project cost was \$10.2 million. As a result, the project came to \$700,000 below budget. Mr. Ziev stated that a lower cost resulted in lower purchase price; adding that the original purchase price was at approximately \$12,943,000 and the actual purchase price was dropped to \$11, 871,913. Mr. Ziev further reviewed the second amendment to the Pinecrest St. Rose lease and the option agreement for the Pinecrest St. Rose Campus as presented in the support materials.

Member Watkins moved to approve the second amendment to the Pinecrest St. Rose lease and the option agreement for the Pinecrest St. Rose Campus. Member Thomas seconded the motion, and the Board voted unanimously to approve.

8. Executive Director and Principal Reports

Executive Director Buck reviewed her report as presented in the support materials. Member Watkins asked if the career day speakers could be available to other schools in the system. Mr. Ralph Krauss addressed the Board and stated that it was open to all campuses; however not all of the campuses signed up to participate.

Ms. Bridget Mecham addressed the Board and reviewed the system-wide data as presented in the handout. Member Thomas stated that she had received positive feedback from teachers in regards to how the data was retrieved. Ms. Gema Liberty addressed the Board and reviewed the Master Teacher project as outlined in the handout. Ms. Tara Fitzgibbons addressed the Board and reviewed the Master Teacher Gala as outlined in the handout. Ms. Jessica Barr addressed the Board and reviewed Kindergarten gains as outlined in the handout.

Principals LeNeave, Keaton, and Satory reviewed the happenings at their campuses as outlined in the support materials. Assistant Principal Tiffany Bailey addressed the Board and reviewed the happenings at Inspirada as outlined in the handout.

9. Discussion and Approval of an Amendment to the Pinecrest Academy Charter to Include Distance Education Programs

Mr. Kyle McOmber addressed the Board and stated that the application to provide the Distance Education Program had been submitted; adding that if the application was approved Pinecrest Academy would need to amend the Charter to include the Distance Education Programs.

Member Thomas moved to approve Academica Nevada to amend the Pinecrest Academy Charter to include Distance Education Programs. Member Keys seconded the motion, and the Board voted unanimously to approve.

10. Review and Discussion of Revised Principal Evaluation

This item was tabled

11. Member Comment

Member Watkins stated that she would like to build off of what Inspirada was doing regarding fundraising; adding that the schools could possibly do an Olympic style fundraiser to involve ST Math, Blended Learning, and other competitive events.

12. Public Comment and Discussion

There was no request for public comment.

13. Adjournment

The meeting was adjourned at 7:15 p.m.

Approved on: _____

**Secretary of the Board of Directors
Pinecrest Academy of Nevada**

Attachment 4- Course Alignment

Attachment 4: Course Alignment

The course providers eDynamic, Accelerate Education, Fuel Education (K12.Inc), BYU, and FLVS have been vetted and approved by the Nevada Department of Education, Distance Education and are on the “Approved Course Provider List.” Therefore, the content aligns with all applicable academic standards such as the Nevada Academic Content Standards (NVACS) based on the Common Core State Standards (CCSS) for English language arts and mathematics. Documentation has been provided to the Nevada Department of Education as part of the course provider approval process.

Department of Education, Distance Education Approved Course Provider List can be accessed at the following link:

[http://www.doe.nv.gov/Distance Education/Home/](http://www.doe.nv.gov/Distance%20Education/Home/)

A complete list of Nevada aligned standards to Distance Education courses in core subjects as “Attachment 4: Course Alignment” is available and can be accessed at the following link:

[https://www.dropbox.com/s/r1pn51o9snyz221/Pinecrest%20Academy%20of%20Nevada Distance%20Education%20Amendment Attachment%204 Course%20Alignment.pdf?dl=0](https://www.dropbox.com/s/r1pn51o9snyz221/Pinecrest%20Academy%20of%20Nevada%20Distance%20Education%20Amendment%20Attachment%204%20Course%20Alignment.pdf?dl=0)