



CIVICA

NEVADA

CAREER & COLLEGIATE ACADEMY

4. Academic Plan

MISSION & VISION

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

(1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

- **Mission Statement:** CIVICA provides a high-quality, rigorous, and career-oriented education that will prepare students for successful progression into college and career pathways.

CIVICA NV is dedicated to providing a well-rounded, academic curriculum in an environment that is rigorous, creatively stimulating, and nurturing. CIVICA NV will 1) provide opportunities for active involvement of students, families, and communities; 2) provide rigorous college-preparatory program with emphasis on student-centered instruction; 3) enhance classroom studies with technology and robust extra-curricular programs; and 4) provide an environment to foster successful life-long learning and student leadership opportunities.

The proposed innovative K-12 Career and Technical Education Exploration Pathways will offer students opportunities in the elementary and middle school years through a focus on STEM education which will lead directly into college and career exploration and internships in the upper school through the following academies in 1) Health Science; and 2) Law, Public Safety, Correction and Security. CIVICA NV will be distinctive in that it proposes to matriculate students from elementary and middle school to high school, serving students in grades K-12 providing students with innovative and challenging course work to a diverse, traditionally underserved student populations, and students traditionally at risk academically. CIVICA NV students will be prepared for college and career with industry-recognized skills to support Nevada's trade and industry development and STEM career expansion.

The core of CIVICA NV is founded on high standards of student achievement through the delivery of a rigorous and relevant seamless curriculum, with an emphasis on mastery of the content of core academic areas (language arts, math, science, history, and the arts). Students attending CIVICA NV will feel safe to take educational risks to develop into individuals who are ready for lifelong challenges in college, career, and community through its innovative K-12 career exploration pathways.

The CIVICA NV model offers a well-rounded, dynamic educational program to all students. The School is committed to:

- Delivering increased learning opportunities for all students, by providing a challenging curriculum within a nurturing, quality learning environment;
- Expecting and encouraging that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies;
- Matching or surpassing the average student academic performance of the local district in all required state accountability tests, (e.g. SBAC, CRT Science, ACT);

- Seeking out, establishing, and maintaining sound, mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences for students to experience continued learning opportunities beyond the immediate classroom; and
- Creating leadership opportunities for students at all levels.

The purpose of CIVICA NV is to bring opportunities and options to its students to support their learning. At the heart of its educational model, CIVICA NV will address student needs in their development through STEM learning which will blend into students selecting a CTE pathway to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decision for the future. This type of educational model will create the future leaders, neighbors, and work force that have the ability to solve the complex challenges of today and tomorrow. A child's ZIP code should not determine their trajectory, and CIVICA NV plans to bring this model to one of the neediest areas of the Las Vegas Valley.

CIVICA NV's unique approach to learning will provide students with the flexibility to learn and master rigorous, engaging, and standards-based curriculum in different ways through STEM and CTE Exploration Pathways, while embedding student leadership opportunities at all levels.

CIVICA NV will measure the progress of its mission annually and define success in the following ways:

1. Academic Achievement: minimum expected student gains per year four percent (4%) ELA/Literacy, five percent (5%) Math, and five percent (5%) science as measured by SBAC and NVCRT; students will show at least one (1) year growth in Reading and Mathematics annually as measured by i-Ready; and minimum expected reduction in achievement gaps by ten (10) percent each school year as measured by SBAC and i-Ready.
2. Effective and Innovative Methods of Teaching: support for teachers with minimum expected teacher professional development forty (40) hours annually in standards-based curriculum infusing a STEM approach and CTE focus to integrate core areas of studies such as mathematics, reading, language arts, writing, science, and social studies, using research-based instructional practices.
3. Accurate Measurement of Educational Achievement: Ongoing assessments and data analyses will identify improvement needs and guide instruction for benchmark mastery. Frequent data collection, particularly for students performing below grade level is fundamental to improvement. A minimum of monthly principal reports to the governing board will be monitored for progress towards at least (1) year of growth in Reading and Mathematics as measured by i-Ready.
4. Accountability and Transparency: Students and parent/guardians will be required to sign a learning compact that outlines the academic, community and school involvement requirements to be an active member of CIVICA NV. Students and parents/guardians will be provided regular weekly updates through Infinite Campus on their academic progress towards at least (1) year of growth in Reading and Mathematics and CIVICA NV will demonstrate a ninety (90) percent satisfaction rating as measured by an annual survey administered to parents or designated legal guardians of students attending the School each academic year.
5. Method to measure achievement: CIVICA NV will measure academic success based on meeting the requirements of the NV School Performance Framework as well as comparative analysis of other similar NV schools and is expected to earn a three (3), four (4), or five (5) Star Rating.
6. New Professional Opportunities for Teachers: Teachers will be required to be an active member of a collaborative team to determine where their students are, academically and

socially. Training on adopted programs will be comprehensive and strategically monitored by teaching peers and administration. The continuous cycle of learning will be embraced through these methods as well as teachers teaching teachers about what success looks like as measured by the CIVICA NV licensed teacher retention rate being at least ninety (90) percent each year, not including separations for health or family reasons.

The School is founded on the principle that every child is educable, and that no student is impervious to academic inspiration and intellectual growth. As such, the School seeks to improve student learning and academic achievement by tailoring its curriculum and instructional strategies to emphasize personal applicability and day-to-day practicality. A priori knowledge is possible but limited; a posteriori knowledge, on the other hand, is forever self-perpetuating. By connecting course content and themes to every day questions, curiosities, and struggles of young people, the School not only promotes immediate subject mastery but reinforces a broader love of learning that will persist long after most students from traditional schools have forgotten the outcomes of their regimented and rote memorization. CIVICA NV will deliver increased learning opportunities for its students, providing a challenging and rigorous curriculum as is detailed herein this application. Within a quality-learning environment, CIVICA NV will offer opportunities for differentiated and targeted instruction, leading to consistent increased student achievement outcomes.

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

- **Vision Statement:** Students will strive for academic achievement, character development, and will serve and give back to their community.

CIVICA NV is committed to engaging all learners by educating the whole child: mental, physical, social, emotional, and aesthetic. CIVICA NV believes high standards of achievement, in a culturally responsive school environment, can be realized through a safe, supportive, and dynamic learning environment, and cultivating relationships amongst all stakeholders. This approach nurtures a strong sense of belonging to the School and to the community. The students of CIVICA NV will actively construct their own understandings and skills through a high quality, rigorous educational experience that will allow every child to reach their fullest potential, creating confident, and responsible lifelong learners. CIVICA NV aims to prepare all students for post-secondary studies and careers through hands-on experience, community partnerships, and state-of-the-art technologies essential for students to become successful scholars, professionals, future leaders, and contributing members of the 21st Century global community.

Through exploration of public service and health science in CIVICA NV's career academies, students will learn through innovative "hands-on" experiences with the support of staff, parents, community members, and community-based organizations. CIVICA NV will maintain a commitment to students' mastery of the standards. CIVICA NV will use the most effective and innovative ways to deliver curriculum for the majority of students while targeting individualized learning needs through differentiated instruction, community engagement, and high expectations for performance in all subjects. CIVICA NV students will be able to participate in internships, job shadowing, and comprehensive STEM workforce programs in a K-12 CTE exploration pathway. To that end, establishing the elementary and middle school STEM focus will be the gateway to the high school CTE programs of study which will lay a strong foundation and increase student access to rigorous coursework in earlier grades to produce meaningful and lasting effects therein preparing students for the 21st Century workforce.

Finally, CIVICA NV's inclusive vision extends beyond students. The nature of CTE exploration program fosters learning and collaboration among students, teachers, practitioners, industry partners, administrators, and community members with the goal to "connect students with growing industries in the economy and give them the skills and training required for long-term success."²³ These connections will contribute to the CIVICA NV graduate's sense of learning as a lifelong journey, aspirations for excellence in fulfilling work, and commitment to serving the community.

(a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

Objectives Aligned to Vision Statement:

- Students will show at least one (1) year of growth in Reading and Mathematics annually as measured by i-Ready;
- Minimum expected reduction in achievement gaps by ten (10) percent each school year as measured by SBAC.
- After three (3) consecutive years attending CIVICA NV, at least 75% of students will be proficient in both Reading and Mathematics as measured by SBAC.

Purpose: CIVICA NV's primary purpose is to offer a tuition-free public college preparatory charter school open to all students, regardless of academic standing, socioeconomic background, race, gender or ethnicity who seek careers in Health Sciences and Public Safety. CIVICA NV will offer families a unique, high-quality educational model, designed to prepare NV students for a successful future in an expanding and globalized job market. CIVICA NV will be unique in that it proposes to matriculate students from K-12 in industry standard and technologically enhanced classroom environments.

The CTE pathways in the health sciences and public safety tracks were identified through the Nevada Governor's Office of Workforce Innovation (OWINN)²⁴ report as well as through meeting with community partners. The OWINN report identified Licensed Practical and Vocational Nurses as a strong need in Nevada with a projected 3541 openings in that field by the year 2024. In addition, after meeting with Ms. Pamela Ojeda, Chief of Police of the North Las Vegas Police Department, she identified Criminal Justice, EMTs, and Fire Safety Professionals as enormous needs in that community. Based on this information, CIVICA NV has selected the Health Science and Public Safety CTE program, specifically the Nursing Assistant pathway within Health Sciences, and Fire Science, Emergency Telecommunications, Forensic Science, and Criminal Justice pathways within Law, Public Safety, Corrections & Security.

Philosophy: CIVICA NV's approach is based on the belief that integrating college and CTE themes into a rigorous standards-based curricular program will drive student engagement. Infusing innovative K-12 career exploration pathways with an emphasis on STEM instruction in the classroom makes learning meaningful and relevant. CIVICA NV believes that its unique model will transform education, particularly diverse and traditionally underserved student populations that are customarily at risk for academic failure, by developing passionate individuals with the capacity, preparation, and motivation to be world changers, much like the successful middle/high school it will replicate, City of Hialeah Educational Academy (COHEA) in Miami Dade County, Florida. The School recognizes that the replicated school includes only middle and high school grades. Because of that,

²³ Dougherty, S.M. (2016). *Career and Technical Education: Does It Improve Student Outcomes?* Washington, DC: Thomas B. Fordham Institute. Retrieved from <https://eric.ed.gov/?id=ED570132>.

²⁴ Accessed October 21, 2019.

<http://owinn.nv.gov/uploadedFiles/govnv.gov/Content/OWINN/features/InDemandOccupationsSectorCouncilReport.pdf>.

CIVICA NV intends to model best practices after a successful school with a similar population demographic within the Las Vegas valley, Mater Academy of Nevada, for the elementary grades.

Elementary Program Focus: The elementary program will emphasize mathematics and science in the STEM fields through STEM project-based learning courses as well as a mandatory computer science course. Through this unique curriculum, students will have opportunities to engage in both predictable and unpredictable real world situations which ensures relevance. A study conducted in 2008 by the University of California's Linguistic Minority Research Institute states, "poor academic achievement, as early as elementary school, is one of the strongest predictors of dropping out." Students will develop a foundation to think critically and apply knowledge across disciplines. College and career exploration pathways will be used as the hook to engage students and develop their love for learning. Students will be empowered to create positive relationships with peers, parents, teachers, and community mentors. This provides a framework for a seamless transition from elementary school to middle school, high school, and beyond, producing career-oriented graduates.

Project Lead the Way (PLTW) has been selected as the STEM curriculum to be used at CIVICA NV. Through PLTW, students become hands-on problem solvers who collaborate with their classmates. PLTW Launch in Grades K-5 will address the Nevada Academic Content Standards in Mathematics and English Language Arts in addition to the Next Generation Science Standards.

Secondary Program Focus: In the secondary program, the vision is to provide an innovative and in-depth educational program that produces college bound students through emphasis on CTE pathways and postsecondary preparation. Core subject matter (language arts, mathematics, science and social studies) will be taught using industry standard-related themes while addressing key benchmarks and concepts aligned to the NV Academic Content Standards and other national academic standards.

In grades 6-8, students will engage in elective coursework that will allow them to explore various careers with a continued emphasis on STEM curriculum through Project Lead the Way. Upon entering 9th grade, students choose one of the following career academies:

- Health Science
 - Nursing Assistant
- Law, Public Safety, Corrections & Security
 - Criminal Justice
 - Fire Science
 - Forensic Science
 - Emergency Telecommunications

CIVICA NV's guiding purposes and priorities will ensure academic success through the following:

- A rigorous, engaging College and Career and Technical Education-Integrated Instructional Design
- An engaging, standards-based STEM focus where students learn problem-solving strategies, critical and creative thinking, and how to communicate and collaborate through hands-on activities, projects, and problems reflective of real-world scenarios and careers
- Evidence-based pedagogy
 - Project-Based Learning
 - Inquiry-Based Research Projects
 - Science Experimentation
 - Hands-On Technology that is Integrated and Problem Driven
 - Reciprocal Teaching

- Cooperative Learning
- Gradual Release
- Meaningful Relationships
 - Service Learning Projects
 - School Uniforms
 - Small Class Size-Low Student/Teacher Ratios
 - Structured Face-to-Face Learning
- Scaffolding
- Differentiated Instruction
- Data-Driven Individualized Supports
- Targeted Interventions (RtI/M-TSS)
- Highly Qualified Instructors
- Horizontally and Vertically Aligned Instructional Teams
- Professional Development and Mentoring
 - Professional Learning Communities (PLC)
 - Collaborative Grade Level Teams
 - Mentoring
 - In-Field Experts as Teachers
- Collaboration
 - Guest Speakers
 - Small Group Instruction
 - Strong Community Foundation of Support

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the School and how these align to the mission and vision of the School. The six statutory purposes are:

(a) Improving the academic achievement of pupils;

CIVICA NV will improve academic achievement through its innovative K-12 college and CTE exploration pathway approach that supports learners of all levels; where “learning occurs best in student-centered environments that have active engagement with content, peers, and the teacher.”²⁵ Students who struggle in the traditional educational approaches flourish in CTE environments. Studies show that “engaging students in advanced inquiry practices contributes to effective learning, motivation, critical thinking, communication, and an increased interest in content.”²⁶ Through integration of academic content in the STEM and CTE classrooms, students are provided with more engaging, rigorous, and relevant learning experiences through real-world applications. Active learning challenges all students to think symbolically and process ideas socially. The social and hands-on processing gives all students access to the learning. The most important tools that are required are the student’s mind and imagination as they develop the skills to process all content areas through collaboration and concentration.

Students process information and construct understanding using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of six of the nine “High Yielding Instructional Strategies” according to Marzano: reinforcing effort and providing recognition, nonlinguistic representations,

²⁵ Swafford, M., Bailey, S., and Beasley, K. (2014). *The Effective CTE Educator*. Retrieved from: <https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-May2014-PositiveLearningEnvironments.pdf>

²⁶ Schwartz, Jennifer. (2017). *Incorporating Guided and Open Inquiry Into the CTE Classroom*. Retrieved from: <https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-September2017-IncorporatedOpenGuidedInquiry.pdf>

cooperative learning, setting objectives and providing feedback, and generating and testing hypothesis.²⁷ The instructional strategies integrating academics in the STEM and CTE classrooms engage students, struggling and excelling, yet challenges all of them to attain high levels of competencies because of its emphasis on descriptive and specific criteria, goal setting, and feedback. Where traditional methods fail, integrating academics in the STEM and CTE classrooms engage students, and academic achievement of students dramatically improves.

(b) Encouraging the use of effective and innovative methods of teaching;

At CIVICA NV, teachers will move away from directing students to do work in a routine school setting; rather, they will be expected to create thematic based lessons and projects that connect the core subject to the real-world. The core of this vision engages students to learn, get excited about school, express what they know, and participate as members of a compassionate community. To that end, teachers will be trained in the variety of proven, research-based elements and principles in teaching through STEM and CTE instructional strategies. Through CTE exploration pathways and inquiry-based learning, diverse learners have access to the curriculum. CTE pathways also provide experiences through which all members of the CIVICA NV community share values of belonging, responsibility, well-being, excellence, and encouragement so all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential.

CIVICA NV anticipates offering the following innovative programs and partnerships within its innovative K-12 CTE exploration pathways curriculum:

- Instructional partnership collaboration with City of North Las Vegas Fire instructors for Fire Science pathway
- Instructional partnership collaboration with City of North Las Vegas Police instructors for Criminal Justice, Emergency Telecommunications, and Forensic Science pathways
- Dual Enrollment at College of Southern NV and the University of NV Las Vegas
- Project Lead the Way
- Advanced Placement Curriculum
- Technology rich learning environment
- Pre-AP (Springboard) Language Arts and Mathematics curriculum
- ACT/SAT prep classes
- Foreign Language courses
- Target tutoring program for: lowest 25%, bubble students and all Level 3, 4 and 5 (middle and upper tier) in reading and mathematics

Instructors and students will have access to state-of-the-art multimedia classrooms, science and computer laboratories, and a learning resource center and library. To strengthen computer literacy, tutorial software will be available for in-class and after-school use. To supplement career pathways, the School will have a career resources office through which students will have access to information about career pathways, industries, job markets and searches, mentoring, career development portfolios, co-operative education, internships, service learning—all the elements of a highly effective Schools-to-Careers Program. In creating linkages to feeder schools, through development of articulation agreements with College of Southern NV (CSN) and the University of NV Las Vegas (UNLV), students at CIVICA NV are projected to have higher retention, graduation, and college

²⁷ Marzano, R. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

readiness than the general population of first-time-in-college students.²⁸ CIVICA NV will also offer advanced placement courses and administer the respective examinations and provide tutoring, mentoring, internships, field-based project learning, service learning, and a host of strategies and services to accelerate career-oriented, contextualized learning, much like the School we are replicating.

CTE grants based on high-need, high-wage, high demand local workforce needs determined by the governor will be sought after to support the health science pathways at CIVICA NV. In addition, College and Career Readiness STEM grant applications will be submitted as well. These grant funds will include materials, equipment, and programming to support the STEM and CTE focus at CIVICA NV.

(c) Providing an accurate measurement of the educational achievement of pupils;

CIVICA NV proposes the following data disaggregation systems to assist in measuring its learning outcomes as an accurate measure of academic achievement:

- Faculty Data Disaggregation Dialogue
- Individual Student Data Disaggregation
- Classroom and school-wide data disaggregation with student body
- i-Ready
- Data Binders
- Instructional Performance Evaluation and Growth System
- Baseline & Interim Assessments
- Smarter Balanced Assessment Consortium (SBAC)
- World-class Instructional Design and Assessment (WIDA)
- School Performance Plan (SPP)
- Student Assessment Plan
- Student and Parent Portal (Infinite Campus)
- Staff/stakeholder participation on data committees
- Industry-Aligned Certifications
- Workplace Readiness Skills Assessment (WRS)
- NV Career and Technical Education End-of-Program Technical Assessment (NCTECS).

CIVICA NV believes that each student is unique, has a different learning style, and should be assessed in a variety of ways. For this reason, in addition to all required state assessments, CIVICA NV will utilize other measurement tools, such as i-Ready, teacher made assessments, projects, portfolios, computer-assisted assessments, expositions, fairs, lab activities, project based learning activities, etc. to encourage and then measure student growth as it is relevant to the coursework taught. These measurements provide valid, reliable, and timely information, and some will be focused on allowing students to demonstrate what they do know and have learned, versus what they do not know and may not have learned, as is often the norm. This method reinforces knowledge and boosts student confidence. Based on these various measurements, teachers will modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results more effectively. These methods will inform teachers of the effectiveness of their teaching, as well as improvement made and growth realized by students in order to ensure continuous progress.

²⁸ Miami Dade College, Institutional Research, *Information Capsule IC2004-07C*, June 2004.

(d) Establishing accountability and transparency of public schools;

Upon accessing data from NV Department of Education Accountability Reports, CIVICA NV will measure its own progress in meeting the needs of its student population. On an annual basis, CIVICA NV will gather varied data to develop a *School Performance Plan* as a method of accountability. This plan will detail specific goals and action steps to achieve academic success and fiscal efficiency (including budget projections and stated evaluations therein the document). As a means for aligning responsibility for student's academic success, the academic programs which are utilized will be re-evaluated, and administration will discuss with the governing board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Ongoing communication between the School, the governing board and home is essential to establishing accountability and transparency. The School will communicate with parents through the online student information system (Infinite Campus), mid-quarter progress reports, quarterly report cards, parent conferences, and parental involvement workshops. Other such methods of communication may include the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEP), and English Language Learner LEP Plan, as applicable.

Board meetings will follow required NV Open Meeting Laws and meeting frequency policies. Meeting notices and agendas will be posted on the School's website and at the School to ensure the public is aware of the meeting and the items to be discussed. This ensures transparency to the public. The School's website will also have a direct link to NDE's NV Report Card so that the School's performance is transparent.

(e) Providing a method for public schools to measure achievement based upon the performance of the Schools; and

CIVICA NV will measure academic success based on meeting the requirements of the Nevada School Performance Framework (NSPF) as well as comparative analysis of other similar Nevada schools. CIVICA NV seeks to provide rigorous competition within the public school district to stimulate continual improvement in all public schools through the creation of an innovative and unique K-12 STEM model with an emphasis on industry certification. CIVICA NV's goal is to provide students with a high quality education choice that produces successful, high performing students.

(f) Creating new professional opportunities for teachers.

CIVICA NV is giving public school teachers the opportunity to participate in an exciting and innovative program by providing a strong academic program in an environment where teachers will feel free to incorporate their unique teaching styles and take part in the advancement of their students' educational lives. Teachers will be encouraged to communicate with their colleagues and share effective techniques used in the classroom. Additionally, teachers will collaborate with in-field professionals from varied industries to bring the career and technical focus and curriculum to the students, providing teachers an opportunity to engage, collaborate and partner with professionals from career or industry of relevance to deliver content via project based learning opportunities,

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*

- *Has a solid plan to move schools toward the top 25% in NV? School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the NV School Performance Framework (NSPF) adopted by the NV Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

CIVICA NV will combine the best practices developed by the City of Hialeah Education Academy (CIVICA NV Florida) middle and high school programs and Mater Academy elementary schools in Nevada. In Hialeah, many of the Mater Academy elementary and middle school students successfully matriculate to the COHEA Florida school. By combining the two models, CIVICA NV will expose students to a program that addresses STEM workforce in a college preparatory environment, beginning in early elementary grades.

Evidence of the success of both Mater and COHEA is found in [Attachment 24S](#).

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)*
- (b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)*
- (c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)*

CIVICA NV's educational program clearly aligns with the School's mission and vision in a variety of ways, fostering both a love of academics and a dedication to industry certification. The integration of important elements such as high expectations and ownership specifically help guide the development of students as confident, self-directed and responsible lifelong learners by placing an emphasis on personal responsibility.

CIVICA NV will combine the best practices developed by model schools, including the Schools it will replicate, with "powerful guiding ideas" and principles driving essential school reform nation-wide. Specifically, the School will utilize as the basis for its educational program, the same core concepts implemented successfully across COHEA and Mater sister schools, and further substantiated by research to close achievement gaps and high academic achievement across all student demographics.

School Culture, Vision, and Values. CIVICA NV believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all schools. Additionally, CIVICA NV schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum based on the following pillars of the CIVICA NV model:

Ownership

- School programs tailored to the students and community to be served;
- Stakeholders (board members, parents, teachers, students, and community) involved in the educational process; and
- Facilities which will be uniquely designed to address the needs of each of its communities.

The Culture

- Encouraging setting that gives students sense of belonging , including:
 - High Expectations for all;
 - Opportunities for student leadership;
 - Code of Excellence – fostering Character Development and Ethical Behavior;
 - Parental Agreements encouraging high levels of parental involvement;
 - Strong Leadership Team;
 - Uniform Policy – everyone is part of one family;
 - Diverse extra-curricular programs, such as a variety of clubs, sports, and activities; and
 - Career/College counseling services.

Community Partnerships

- Parents, Community, Educational Institutions (College of Southern NV, UNLV)
- Local Government Entities and Officials
- Local Businesses

Rigorous Curriculum Framework

- Aligned Curriculum in Grades K-12
- Student-Centered Instruction
- Technology integration in all content areas
- Targeted After-school and Saturday Tutorial Sessions
- Push-in/Pull-out Remediation and Enrichment Programs
- College Awareness/Career Preparation
- Opportunities for advancement through Advanced Placement (AP) and Dual Enrollment courses

Continuous Evaluation and Improvement

- School Mission and Vision Driven Program
- Responsibility aligned with Accountability

Growth Mindset. In addition, the School will engage students in a Growth Mindset, encouraging students to set goals according to their specific abilities and needs. Students will be encouraged to celebrate incremental progress and thrive on challenges, seeing failure not as evidence of unintelligence, but as a springboard for learning and achievement. Teachers will infuse a Growth Mindset throughout all core subjects and special area classes by celebrating efforts and strategies above intelligence and focusing on the value of learning. In addition, teachers will design classroom activities that involve cooperative, rather than competitive or individualistic work, encouraging students to feel a sense of responsibility and allowing them to experience positive feedback and success in a group setting.

Teaching Methods, Principles and Essential Components. CIVICA NV will combine the best practices developed by the Schools it will be replicated after with similar demographics and at-risk populations and will utilize the same core concepts implemented successfully at Mater Academy and COHEA Florida further substantiated by research. For additional themes and essential components of CIVICA NV's elementary, middle, and high school grades, please refer to the charts found in [Attachment 24H](#).

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

A tremendous amount of research has been conducted on effective practices for improving student learning. These practices will provide the basis for pedagogy at CIVICA NV. Selected practices that will be used in all of the academic courses are expressed below, and substantiated by the research findings and the authors of the published research illustrating the dramatic positive influence of student success. CIVICA NV's educational philosophy is founded on three basic principles and supported by the following educational research as follows:

- Improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, setting high academic expectations,²⁹ and by incorporating best educational practices into the classroom and the curriculum.
- Increase positive self-image by providing students with successful learning experiences.
- Enable parents to be active participants in the educational process through volunteerism opportunities. Learning is enhanced when schools encourage parents to stimulate their children's intellectual development³⁰. Also, parents will be informed of school events and school wide learning topics thorough the School website, parent newsletter and, home school telephone messaging system, as a means to encourage continued dialogue and a means for parents to express affection and interest in their son's or daughter's personal and academic progress.

Research on the need for a STEM focus: The foundation of CIVICA NV is set upon high standards of student achievement through the delivery of a rigorous and relevant curriculum, with an emphasis on mastery of core academic content (ELA, Math, Science, and Social Studies). The innovative career pathways will offer students opportunities in career exploration and internships through academies like Health Services and Public Service. The need for a STEM education has been demonstrated through ample research since President Obama invoked it in his 2011 State of the Union address, calling it our “Sputnik Moment.”³¹ STEM jobs will grow by 13% between now and 2027, outpacing the growth of other job fields.³ Salaries in the STEM fields far outpace those of non-STEM fields, and STEM opportunities are available to high school graduates at higher rates than college-educated non-STEM professionals.^{32,33} That makes a high school graduate with a STEM focus truly college and career ready.

Foundational Theory-Based Research: A career academy focused school was selected as the research clearly demonstrates successful outcomes for students across all subgroups including students traditionally at-risk for academic failure. Recently, a study investigated the linkage between participation in high school curriculum tracks, degree attainment and occupational earnings. Findings of this research study indicated that the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 may not be meeting its objectives in terms of CTE students earning postsecondary degrees. However, this study found that CTE students were indeed outperforming the general, dual, and college preparatory tracks in terms of occupational earnings.

More promising was the dual track that was three times more likely to earn associate's degrees than their general tracked counterparts. As expected, the college preparatory track outperformed all tracks in terms of degree attainment, particularly in earning bachelor's degrees. This study also found that general track students were not as likely to earn degrees and higher earnings as those in the college preparatory, CTE, or dual tracks. In terms of participation rates, black students were much

²⁹ Oakes, J. and Lipton, M. (2007). *Teaching to Change the World*

³⁰ School-based home reinforcement programs; a quantitative synthesis. *Journal of educational research* (Washington, DC) vol. 76

³¹ <https://obamawhitehouse.archives.gov/the-press-office/2011/01/25/remarks-president-state-union-address>

³² <https://www.bls.gov/spotlight/2017/science-technology-engineering-and-mathematics-stem-occupations-past-present-and-future/home.htm>

³³ <https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/>

more likely to participate in the CTE track, Hispanics were more likely to participate in the general track, and non-Black/non-Hispanics were more likely to participate in the college preparatory track. City of Hialeah Education Academy (COHEA) in Florida, the CIVICA network school in which the School is being replicated, serves a 98% of minority students that represents 83.9% of students identified as Economically Disadvantaged, yet the Schools graduation rate is above 98%, demonstrating that using the CTE program model in the high needs population, much like CIVICA NV will serve, is a proven success model.

In addition, this research study provided several implications for CTE programs, teachers, administrators, guidance counselors, parents, as well as for students choosing to enroll in CTE, college preparatory, general, or dual tracks. Future directions for further research that include additional variables that predict participation in high school curriculum tracks, degree attainment, and earnings were provided. Further, the need for longitudinal studies regarding student outcomes of tracking, as well as student outcomes on high school reform initiatives were suggested.

Educational theorist, Paulo Freire, argued that education has the capacity to be both a tool of oppression and of liberation. From that perspective, schooling can either be “an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity” or it becomes “the practice of freedom” through which young people are able to learn the skills necessary to critically examine and ultimately transform their worlds. In order to add texture to the practice and implementation of emancipatory education, Gloria Ladsen Billings (1994) outlined three essential arenas of that work: 1) knowledge of students and their needs; 2) competency in structuring relationships with students and with each other; and 3) the provision of space for students’ cultural knowledge to creatively inform, shape, and interact with the teaching process. In other words, in order for students to feel primed for success, they have to feel engaged and valued. Being inclusive of their individual and cultural needs and perspectives is essential in that process.

Similarly, Shade, Kelly, & Oberg (1997) identified seven principles of culturally competent and responsive teaching, including: 1) affirming students in their cultural connections; 2) being personally inviting; 3) creating physically welcoming classroom spaces; 4) reinforcing students for their academic development; 5) accommodating instruction to meet the cultural needs of students; 6) firm, consistent, and loving classroom management; 7) creating opportunities for both individual and group work.

Although there have been a number of other researchers who have sought to define the contours of successful culturally responsive and anti-oppressive teaching, the common theme tends to relate back to the extent to which teachers and administrators “tap into the great reservoirs of engagement and intellect” that students are bringing into school from their “funds of knowledge” (Moll & Gonzalez, 2004). Education, in that way, dualistically functions to bolster individual student achievement and success as well as to model for students how to create and nurture a more pluralistic democracy and socially just society. In following, the educational program design, specifically the supplemental social justice and civic leadership course progression plan, seeks to provide students with the opportunities to 1) define their own value systems in relation to their personal beliefs, home community values, and ancestral traditions; 2) engage with and take on the perspectives of others around them who may profoundly disagree; 3) and develop healthy and ethical strategies for maintaining an open dialogue and open mind while translating those most cherished personal beliefs into active civic involvement and potentially transformative practice.

The educational program design will utilize a number of research-based and experience-tested forms of curriculum, such as various middle school level courses from the educational organization, Facing History and Ourselves (FHAO). Studies of the curriculum's impact on students has consistently shown that by utilizing the historical narratives and pedagogical approach of FHAO, students are able to learn how to create ethical relationships for themselves in the future by reflecting on ethical violations enacted by and faced by others in the past³⁴. Furthermore, the educational design of the curriculum that follows is constructed to scaffold the often perilous and tenuous process of self-analysis and civic engagement. After learning about the ethical violations and dilemmas of past societies, students will begin to explore and analyze their own society and their position within it. Finally, the students will be mentored in the ways in which others have gone about enacting social change, both historically and contemporarily, and will be encouraged to become an active agent rather than a passive and apathetic bystander.

Improving the Academic Performance of ALL Students. As found at Mater Academy and CHOE, CIVICA NV's core belief is that all students can learn given the opportunity and the right support. This aligns to the overall mission and vision of CIVICA NV: Academic Excellence with a push towards College and Career Readiness. Derived from two decades of implementation experience, these and other research-based strategies and best practices are the established pillars of the CIVICA NV:

Setting the Tone – Common Board Configuration (CBC) is a common practice used at CIVICA NV to ensure the teacher has not only advised students of the expectations of each lesson, but has also planned for differentiation and diverse learning needs of students. CBC allows for standards-based goals and objectives for each lesson and appropriate pacing. Classroom Walkthroughs occur daily to ensure these practices are implemented with fidelity.

High expectations - At CIVICA NV, leaders believe high expectations engender success. Both students and teachers live up—or down—to expectations set for them. Students do best intellectually, personally and morally when they are striving for excellence. Through accountability and responsibility, learners become engaged and the teacher facilitates the quest for knowledge. Setting a culture of high expectations will allow for the School to meet the level of rigor required for students to become proficient in the standards.

Differentiated Instruction (DI) – Teachers will be expected to tailor the curriculum, classroom environment and practices to create diverse educational opportunities and learning experiences based on student needs and learning styles. Although differentiation can look different in every classroom based on teaching styles, the School will provide frequent PLC staff development allowing teachers to have common planning times, share best practices, learn new techniques and and/or resources. *DI* strategies will include: Direct Instruction, Scaffolding, Cooperative Learning, Independent and Inquiry-Based Learning, etc.

Targeted Interventions - The School will use RtI/MTSS framework as prevention-oriented approach to linking assessment and instruction. Using real-time data from frequent assessment results, the School will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and after school; providing supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling and computerized intervention programs (as needed).

³⁴ Schultz, L., Barr, D., and Selman, R. (2007). *The Value of a Developmental Approach to Evaluating Character Development Programs: An Outcome Study of Facing History and Ourselves*. *Journal of Moral Education*. 30(1): 3-27.

Grant funding will be sought after to support CIVICA NV students through CTE grants that provide funding for materials, equipment and professional development for teachers in areas of high-need, high demand local workforce needs determined by the governor. In addition, Title I, II, III and S467 (ZOOM) are non-competitive grants that can potentially support a variety of supplemental programs such as technology, web-based programs, family engagement, curriculum materials, instructional assistants, supplemental administrators and before/after school programs.

(4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

The educational program uses standards-based, state-adopted texts and research-based instructional materials, aligned to NVACS, and high-yield educational strategies described above proven to improve student achievement and accelerate achievement of students with large gaps in learning. CIVICA NV will implement the Mater elementary and COHEA Florida middle/high school model with fidelity to all practices and standards described in this charter application to ensure that all students who attend the School have the opportunity to attain and demonstrate mastery of state standards.

Teachers will be trained to use differentiated instruction and other research-based strategies described herein as wells as state adopted texts, enhanced by supplementary materials and programs, to ensure student success. Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners and Students with Disabilities.

One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. The School wide infusion of the Growth Mindset will facilitate the encouragement of perseverance and grit. Furthermore, CIVICA NV plans to implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. This early warning system will include the following indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English, language arts or mathematics during any grading period; and
- A Level 1 score on SBAC assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, MAP.
- Stagnant growth based on the i-Ready tools.

The School's RtI/MTSS team will oversee and monitor the early warning system including:

- Collecting and analyzing data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator.
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.
- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention.

Implementation of Multi-Tier System of Supports (MTSS) Response to Intervention (RtI): Multiple tiers of increasingly intense instruction/intervention services are implemented to support student success as part of the RtI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/interventions.

- *Tier 1* is inclusive of all students. All students in Tier 1 will receive high quality, research-based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions. Core behavioral interventions include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include i-Ready and Mid-Year Assessments in ELA, benchmark assessments, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.
- *Tier 2* is inclusive of students not making progress in the core curriculum. The School will provide these students with increasingly intensive instruction matched to their needs including, but not limited to: Small group instruction, one-to-one re-teaching, pull-out intervention, individualized instruction, intensive interventions that address each student's needs; additional tutoring opportunities with a qualified interventionist.
- *Tier 3* interventions are introduced when students need a more frequent, intense and individualized instructional setting, which may include but would not be limited to: Daily pull-out tutoring, one-on-one instructions; behavior intervention plan, individualized counseling; intensive individualized academic plans following assessments such as Functional Assessment of Behavior (FAB) and Behavioral Intervention Plan (BIP).

Before and After School Tutoring- all students will have before, after, and summer tutoring available to them regardless of being identified as being “deficient” in reading or math. Programs that offer homework assistance and/or limited tutoring have not been found to have a statistically significant effect on overall student achievement. However, out-of-school tutoring that utilizes rigorous implementation of programs as rigorous resources for core subjects that were used in this setting were found to have overall positive effects on student achievement, as is historically the case at the Schools we are replicating through this petition. Students will be utilizing i-Ready and other rigorous programs during extended school day tutoring led by a licensed teacher or a highly trained paraprofessional. Key findings from the National Center for Education Evaluation and Regional Assistance showed “one year of enhanced instruction produces positive and statistically significant impacts on student achievement.”³⁵

The School plans to apply for grant funding through 21st Century Community Learning to support these before and after school programs.

Serving Advanced Learners - The School will provide advanced coursework (including gifted classes as applicable) in order to meet the needs of advanced learners. The School will provide other opportunities for advanced learners through initiatives such as *Project Lead the Way*, which allows

³⁵ National Center for Education Evaluation and Regional Assistance Institute of Education Sciences. (2009). Response to Intervention (RtI). Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

for in depth exposure to inquiry based learning. The School will use a variety of indicators to determine placement in advanced coursework. For example, i-Ready diagnostic screening will establish baseline at the beginning of the School year if previous test data is not available, or previous year's data such as previous coursework, report card grades, Standardized assessment results as well as teacher recommendation will inform and help determine placement for advanced classes.

Using John Hattie's research on what works best for raising student achievement, CIVICA NV students will be taught using visual learning tools, interventions, appropriate feedback, direct instruction, questioning strategies and cooperative learning, as detailed above, to quickly address learning deficiencies and vastly improve student learning. Through his research these have an effect size of 0.40 which represents one year's growth over the course of one school year. Hattie states: "Schools that use effect size to measure student progress can maximize their impact on student outcomes."³⁶

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Describe the proposed academic program and how it complies with the requirements of NRS 388A.246 (9).

In order to produce college-bound and career-oriented graduates, the founders of CIVICA NV believe that the School must incorporate specific instructional strategies in each classroom, in addition to differentiated instructional techniques in the core curriculum, to achieve the School's mission. CIVICA NV teachers will develop thematic lessons to provide real-world experiences to core subject matter while addressing rigorous content and key areas of the curriculum in alignment with NV Academic Content Standards (NACS). CIVICA NV will actively seek and encourage both parental and community involvement in the School's programs in order to empower students to continuously strive for academic and personal success. The program will promote higher levels of student engagement in the curriculum through mentoring opportunities, community service projects, and career advisors at the high school level, allowing for students to build positive relationships with their peers, their teachers, and their community.

Emphasizing specific standard-based measures of performance, CIVICA NV will set high expectations for all of its students through standards-based instruction which incorporates:

- Opportunities for active and genuine relationships among students, families, and community mentors within the career exploration model to create richer learning communities that hold all stakeholders accountable for success
- Learning opportunities through career-related projects, real-world application initiatives and community service
- High expectation for ALL students while offering support as needed (support strategies and resources for English Learners (EL) and Students with Disabilities/Gifted Students);
- Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning
- Performance-based curricular objectives in alignment with NV Academic Content Standards (NACS)
- Curriculum pacing of essential standards based on nine-week intervals, in each content area to ensure programmatic course objectives are met
- Differentiated Instruction -commitment to serve all students individualized learning needs

³⁶ Visible Learning for Teachers. New York, New York: Routledge, 2011

- through an RtI framework using 3 varied tiers of intervention;
- Literacy rich environment emphasizing increasing text complexity at each grade level;
- Assessment data as the driving force behind instructional decisions and interventions;
- Ongoing professional development to target learner-needs;
- Before and after school targeted tutoring for remediation and weekend seminars for acceleration;
- Literacy integration across all disciplines;
- College and Career Preparation - (Springboard, ACT preparation);
- Commitment to technology and literacy integration throughout the curriculum.

CIVICA NV's curriculum is aligned to the NV Academic Content Standards (NACS), which incorporate the Common Core State Standards in English Language Arts (ELA) and Mathematics, the new NV Academic Content Standards in Science (Next Generation Science Standards) and the NV Academic Content Standards in Social Studies and elective areas. The grade-specific standards will define end-of-year expectations and a cumulative progression to enable students to meet college and career readiness. The ELA Standards (strands in Reading, Writing, Speaking & Listening, and Language) and Literacy standards will emphasize reading, writing, speaking, listening, and language in History/Social Science, Science and Technical Subjects. The Standards for Mathematical Practice and Content will guide teachers to prepare students with the mathematical skills necessary for success in college and future careers

CIVICA NV's mission is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing CTE Career Exploration pathways preparation. The NACS are in direct alignment with the CIVICA NV's mission. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills needed for success in college and careers. Aligned with college and work expectations, the NACS serve as the framework for CIVICA NV teachers to develop innovative research-based lessons with rigorous content and require application of knowledge through high-order skills. Thus the CIVICA NV curriculum will offer a career exploration thematic approach to integrating NACS into the delivery of the curriculum.

The curriculum provides instruction for mastery of the NACS, making students' college- and/or career-ready at the conclusion of their High School career as well as "21st century literate." The grade specific standards will guide pacing of instruction at each grade level and help ensure that students gain adequate exposure to an increasingly complex range of material and skills as they progress from grade K through 12. The program will also emphasize effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills in preparation for overall post-secondary preparedness. CIVICA NV's elective course offerings will afford students opportunities to explore career options, while meeting the requirements for promotion to high school and high school graduation.

In grades K-8, the major concepts and content of the STEM coursework and the Career Exploration and Decision Making course will be incorporated to provide a seamless transition into 9th grade CTE courses to be offered. The CTE electives will provide students opportunities in career exploration and internships through the following academies (1) Health Science and (2) Law, Public Safety, Corrections, and Security.

Curriculum Delivery: CIVICA NV will provide professional development planning opportunities and resources for teachers to develop stellar lessons that incorporate the NACS while engaging students through STEM and CTE career exploration pathways related activities. Teachers will be

provided with *Resources for Thematic Lessons* and sample lesson plans to integrate the career exploration (CIVICA NV) theme within the core curriculum and allow for students to apply and practice skills required of NV Academic Content Standards (NACS). As teachers build on interdisciplinary connections under the STEM and CTE exploration umbrellas, it is expected that students will naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses. The expectation is that teachers work cooperatively through horizontal and vertical planning opportunities using the Standards to develop lessons and projects throughout the School year.

Curriculum Support: CIVICA NV's educational program is founded on the principle that students will be fully engaged in the curriculum and thereby be academically successful. All students will be engaged in, and benefit from, the curriculum including students with special needs, EL students, and students who may enter the School below grade level. After school activities, quarterly guest speakers within academy strands, participation in school sponsored events, internship, and volunteer opportunities with school partners will provide students with opportunities to benefit from the curriculum and school wide programs beyond the bell. Faculty will differentiate instruction for students, as well as offer tutoring services or other such assistance to ensure students remain successful.

While CIVICA NV teachers use these materials to focus on the knowledge, skills and dispositions fundamental to each content area, they also integrate these materials to explore essential questions and enduring understandings that cut across content areas.³⁷ Many of these materials are already organized to do so, with units of study anchored with big questions that tie together the STEM subjects, or CTE career exploration pathway questions. These materials are not prescriptive in dictating *how* teachers should teach. They provide content worthy of exploration and pedagogical supports for teachers, but do not script the methods.

The Core Curriculum

The following is a substantive overview of the core curriculum and description of the content and materials proposed for each core subject area. The School will implement the *Student Progression Plan* as a vehicle to guide the progression and implementation of the curriculum to be taught. Accordingly, the curriculum is specifically tailored to ensure that all students meet the requirements for each grade and through high school graduation - including mastery of all respective NV Academic Content Standards (and/or Common Core State Standards, as adopted) while participating in an innovative seamless college preparatory program that begins as early as kindergarten. The courses for each grade in each core subject area is detailed in [question 7 of this section](#).

³⁷ Wiggins, G. and McTighe, J. (2007). *Schooling by Design: Mission, Action, and Achievement*. ASCD: Alexandria, VA.

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-5	English Language Arts	McGraw Hill, <i>Wonders Grades K-5</i> ; Center for the Collaborative Classroom, <i>Being a Writer K-6</i>	Wonderworks Intervention; i- Ready; Wordly Wise (vocabulary); Orton-Gillingham (Wilson Reading)	Adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for Differentiated Instruction (DI)
6-12	English Language Arts	College Board <i>Springboard</i> for 6-12; Houghton Mifflin Harcourt, <i>Collections 6-12</i>	i-Ready; Holt McDougal; Reading Plus; SAT Advantage; SBAC Writing Rubrics	Adopted program designed to meet the individual needs of all learners, students read and analyze a wide range of texts in genres and also learn to write in various forms and is aligned to Advanced Placement coursework and prepares students for high-stakes assessments and college courses.
K-5	Mathematics	Curriculum Associates, <i>Ready Mathematics</i>	i-Ready; ST Math	Adopted program designed to meet the individual needs of all learners, includes multiple resources to ensure that all students are meeting state requirements for math and provides comprehensive interventions.
6-12	Mathematics	College Board <i>Springboard</i> for 6-12	Carnegie Learning's Cognitive Tutor Programs; Springboard Pre- AP Program	Adopted program fully aligned with NCTM Principles and NV Standards for Mathematics and designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving, prepares students for high-stakes assessments and college courses.
K-12	Science	Delmar Cengage Learning, <i>Project Lead the Way for K-12</i> ; Accelerate Learning, <i>STEMScopes for K-12</i>	Gizmos	Adopted program taught via modules to empower students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-12	Social Studies	TCI Interactive, Text <i>Social Studies Alive!</i>	Newsela; Discovery Learning; Facts on File SIRS - SIRS Knowledge Source (SKS)	Adopted program to prepare students to participate intelligently in public affairs, its component disciplines foster in students the knowledge and skills needed to understand current political and social issues.

English Language Arts

The Reading Wonders (K-5), Springboard and Collections (6-12), and Being a Writer curriculum will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. Text which reflect the NV Academic Content Standards complexity bands will be used to teach reading skills and strategies. Lessons will support students by building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources.

To build a foundation in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. The School will provide students with increasingly complex texts to aide student growth in reading comprehension and expose them to complex vocabulary.

Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole group discussions as well as individual, partnered and small group presentations. Through these, students learn and engage in: contributing accurate and relevant information; responding to and developing what others have said; making comparisons and contrasts; as well as analyzing and synthesizing a multitude of ideas through various language arts domains. Students will also get the chance to compare and contrast thematically-based texts in different genres; for example, stories and poems/historical novels and fantasy stories. They will write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

Writing

As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expository, persuasive and narrative. The tasks will require students to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. In addition, students will be required to compose writing pieces that are text based. Via the writing process, the students will plan, revise, edit, and publish their writing, with the end goal of teaching that a key purpose to writing is to communicate clearly to an external audience. In addition to the elements of focus, organization, support, and conventions described in current SBAC Writing rubrics, students will also receive instruction in the correct use of standard English conventions in preparation for the more stringent criteria on SBAC Writing scoring, which will assume few, if any, errors in the conventions of sentence structure, mechanics, usage, punctuation and spelling in order for students to earn a passing score.

Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Lastly, the Writing curriculum will prepare students in the elements of writing persuasive responses that will well prepare students in the art of Writing as well as allow them to meet the muster of the new calibrated scoring rubrics and increased expectations on the SBAC Writing test.

As part of the High School Writing program, students will be instructed with SAT and ACT prompts regularly and will be able to respond to them. Additionally, there will be an emphasis on the writing process, amongst all grade levels. A writing journal will be required for all students. Each class will be responsible for an on-going writing project that is embedded within the thematic unit of study. The use of technology in the writing process further enhances the program, as students publish their work. Writing skills that enhance the students' ability to perform well on the SBAC and SBAC Writing will be incorporated into the curriculum and formal grammar and usage instruction will be provided, especially in preparation for PSAT, SAT, and ACT sections on Writing and English.

Mathematics

The School will provide a rich Mathematics curriculum and research based instructional strategies, to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve, making them able to remain competitive in an ever changing, fast-paced and technologically advanced world. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

The Ready Mathematics (K-5) and Springboard (6-12) Mathematics curriculums are aligned with NCTM Principles and NV Standards for Mathematics by grade level for grades K-12 Mathematics. This curriculum was specifically selected due to its philosophy of inquiry and mathematical explanations required of all students. The curriculum is designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving in all grades. Students will focus on computational fluency with whole numbers as a main goal in the elementary grades. Students will also have extensive work in the mathematical areas of rational numbers, geometry, measurement, data, and early algebra. Math games are used as a tool for students to experience mathematics in fun and engaging activities. Ongoing assessments will be utilized to ensure students understand core mathematical concepts and enrichment/ remediation will be provided to meet the needs of individual students.

CIVICA NV will implement the Math NVACS and the objectives from the state course code descriptions as the base for instruction. The School will also use the *NV Comprehensive Mathematics Plan* as a pedagogical guide for mathematics instruction. The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. CIVICA NV will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

Furthermore, the School will commit to focus on STEM initiatives, with the ultimate goal being to grow the proficiency level of students in science and mathematics, preparing them for 21st century global society, that will require students to excel in science, math, technology and engineering. Some of the strategies include:

Literacy Integration: The School will infuse literacy and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions and interactive white boards).

Sample Math Centers: The number of students in each group may vary based on understanding of concept. If a student is struggling with daily concepts, the teacher may provide scaffolding and support through:

- Reteach – hands on manipulatives and/or supplemental resources to enable a better understanding of math concepts and skills.
- Enrichment- teacher provides higher order thinking mathematical concepts for those students working above grade level.
- Technology Center- The students will utilize the online math programs providing students with all the tools they need to be successful learners, both in the classroom and beyond.

Differentiated Instruction: Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity. Teachers will utilize varying methods of instruction to address diverse learning styles.

Coordinated Intervention among School Staff: Individualized intervention strategies and lessons will be planned for students based on specific areas of deficiency. The School's Curriculum Specialist or Counselor will monitor struggling students on a monthly basis, meet with the student's teacher to discuss strategies and adjust instruction as needed. In addition, members of the RtI/MTSS team will communicate with the parent as needed.

Science

Project Lead the Way (K-12) and STEM Scopes (K-12) Science curriculum will prepare students to achieve the NV Academic Content Standards by incorporating a hands-on approach to learning of the central science themes: life, earth, physical, and process science.

Through innovative initiatives such as Robotics, Science, Technology, Engineering and Mathematics(STEM) and Project Lead the Way (PLTW), students will be prepared for the ever changing and challenging world of tomorrow. These interdisciplinary methods to teaching and learning will encompass a rigorous curriculum and enable students to become higher order critical thinkers by utilizing real-world applications. The implementation of the STEM initiative will allow students to partake in inquiry based learning and opportunities for collaboration with peers. Through these opportunities, students will be able to engage in discovery and exploration, guided by the Scientific Method.

Literacy Integration: Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text, and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use state adopted

textbooks and instructional materials to deliver course content to ensure that course material is taught sequentially, consistently and in a challenging format.

Inquiry based learning: This student-centered strategy in Science will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills, especially through the scientific method.

Cross Curricular Alignment and Planning: Allocate time for Science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses (e.g. mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and incorporated into classroom and home learning assignments, reinforcing and integrating various subject matter capitalizes on time, increases exposure and presents material in a different manner);

STEM Initiatives: The School plans to offer STEM education programs and will emphasize STEM practices across the curriculum in order to grow the proficiency level of students in sciences and mathematics to prepare them for 21st century global marketplace, that will require students to excel in science, math, technology and engineering, at minimum, just to be competitive with their contemporaries.

High School: At the High School level, the science department will provide students with a broad knowledge of scientific concepts. These courses are intended to provide a solid foundation for those wishing to pursue the sciences at the college level and beyond. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The Science curriculum will prepare students to achieve the NGSS by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Students are guided in the nature of science, the implementation of scientific habits of mind, the application of scientific knowledge, methodology, and the historical context of science. Emphasis will be placed on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines. The science courses will address, at minimum, the following four (4) Bodies of Knowledge: Nature of Science, Earth and Space, Life Science and Physical Science. Three years of Science are required for high school graduation; however, students will be encouraged to pursue at least four years of science coursework.

Social Studies

(K-12) TCI Interactive Text: *Social Studies Alive!* materials teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. Lessons start with a big idea - Essential Question - and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will

provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials;
- Promote an interdisciplinary approach to learning.

Additionally, the School will include the following Social Studies topics in the Social Studies curriculum:

- African-American History Requirement
- Holocaust Requirement
- Hispanic Contributions to the United States Requirement
- Women's Contributions to the United States Requirement
- Veterans Contributions Recognition
- "Celebrate Freedom Week" Instruction - shall be in accordance with NV Statutes and district guidelines.
- Character Education - Instruction in the nine core character education values (citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).

Special Area Classes

Health, Physical Education, and Safety: Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. Such programs will deliver additional knowledge in these concepts providing students supplementary educational experiences, enabling students to learn skills and make healthy choices throughout their lives as well as promote increased learning in other subject areas. Moreover, the health competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body.

The Physical Education program will communicate knowledge, offer group experiences, teach effort and achievement, and build lasting recreational interests. The program will strive to be coupled with the current practices and procedures in education and contribute to the all-around development and education of students. The P.E. program will consist of standards based, balanced, sequential and progressive program- involving moderate to vigorous physical activity. In addition, the School will be designated a "Drug Free School Zone" and a smoke- free worksite. The School will have a strong "Say No to Drugs" campaign and prevention curriculum which will be highlighted within units of study that focus on substance abuse across the grade levels as well as implementation of Red Ribbon Week.

Foreign Language: The School will implement a Foreign Language curriculum to enhance the students' verbal and written techniques in a native language other than English which will allow students to gain additional reading strategies and become fluent readers in another language. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language,. Thus, the School will implement Spanish as the language program.

Art: The primary goal in art education electives is to provide students an opportunity to develop and explore their creative potentials. Moreover, the School will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community-based art experiences, festivals and art exhibitions.

CTE Career Exploration Pathways: The purpose of the CTE Career Exploration Pathways is to provide students an opportunity to explore a variety of career and technical education proficiencies that offers students the opportunity to connect classroom learning to authentic business and industry experiences. CIVICA NV will emphasize the interdisciplinary connections between STEM and English Language Arts subjects and CTE project based learning. When appropriate to instruction, guest speakers will be invited to share their expertise in order to personalize the topics discussed in the CTE Career Exploration special. This opportunity to hear from a guest speaker breaks down possible stereotypes and allows students to give value to others points of view. Bringing in guest speakers will also enhance the level of expertise the students are exposed to during technical education instruction. Students will have the opportunity to master 21st Century "Soft Skills" beginning as early as Kindergarten. The CTE Career Exploration Pathways project based learning curriculum will follow NV's Work-based Learning Continuum.³⁸

Career Exploration Grades K-9	Career Preparation Grades K-11	Career Training Grades 11-12
<ul style="list-style-type: none"> • Guest Speakers from Industry • Career Fairs • Industry Tours • Career Interest Inventories 	<ul style="list-style-type: none"> • School-based Enterprises • Job Shadowing • Simulated Workplace 	<ul style="list-style-type: none"> • Clinical Experiences • Pre-apprenticeships • Internships • CTE Work Experiences • Registered Apprenticeships

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

At CIVICA NV teachers will use a variety of research-based proven instructional strategies to reach all level of learners. "Intensive-Explicit Instruction (IE)" developed by Jim Knight uses a number of research based instructional approaches, including direct, explicit and strategic instruction (Hattie, 2011, Archer & Hughes 2011, Ellis, Deshler, Lenz, Shumaker and Clark, 1991). "Teachers use

³⁸ NV Department of Education. (2018). *Work-Based Learning Guide for Secondary Education*. Retrieved from: <http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/CTE/Documents/User-Guide-to-WBL.pdf>

intensive-explicit instruction to efficiently and effectively teach content and significantly increase the likelihood that students will master the content. Intensive-explicit instruction involves teaching practices that ensure students are engaged in learning and actively mastering content.”

Explicit Instruction is systematic, direct, engaging and has been shown to promote academic achievement with all levels of learners. Instruction is focused on the critical content that students need to develop a deep understanding of the concepts as well as the skills needed for academic success. These skills are sequenced logically and more complex skills are broken down into smaller units of instruction.

These key instructional practices are key for effective instruction for all students regardless of their proficiency or background, and provide a research based foundation for effective intensive-explicit instruction. While teachers are working in small groups with the different tiers they decide what learning intentions and success criteria will be used to measure academic achievement. The teacher is continually modeling, evaluating what is being learned through a variety of checks for understanding, and using formative assessment techniques to tie the material being learned together as it becomes appropriately mastered and demonstrated.

Beyond the differentiated instruction to meet the varying levels of the anticipated population, the School will create an environment for active learning. Active learning means engaged learners. The School’s curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Students are also exposed to opportunities for project-based learning. Students will be exposed to engineering and critical thinking as early as kindergarten through Project Lead the Way

In accommodating individual learning styles and individual learner needs which are also found at the Schools being replicated, Mater Academy and COHEA, the School’s curriculum incorporates the following instructional practices:

- “I do, We do, You do together, You do alone” - This model allows students to be introduced to a concept while accessing prior-knowledge and then applying both the new information with the prior knowledge; thus allowing students to have a deeper understanding of the concept introduced. It also gives the teacher the ability to model the concept effectively and address the needs of the higher level students as well as those students that need extra support before allowing them to attack the problems on their own during the independent time. The wrap up allows the teacher to formally and/or informally assess the comprehension of the students and implement remediation strategies if necessary to ensure students have a thorough understanding. This model is used cross- curricular so the different subjects can be supportive of one another. It is beneficial to the students as each subject is structured with this model so the consistency allows for better use of time and effective comprehension.
- Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. UDL is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.
- Systematic & Explicit Instruction: The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate.
- Print Rich Environment: Each class will maintain a classroom library to include a

collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension.

- Word Walls: Word walls will consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use the word wall during lessons and activities to practice recognizing words quickly and accurately.
- Project & Problem-Based Instruction: Instruction that centers on hands-on, real-world activities, projects, and problems that help students to understand the knowledge and skills they develop in the classroom may be applied in everyday life. This approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem.
- Vertical and Horizontal Teaming: Horizontal and Vertical Teams will exist throughout the School creating opportunities for success in every classroom, as both grade-level and content-area teams work together to align curriculum, instruction, and assessment. These Professional Learning Communities (PLCs) will provide opportunities within the School to engage multiple teaming patterns.
- Differentiated and Standards-Based Instruction: The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classrooms will be arranged to enable active engagement by all student whole-group instruction; teacher-led small groups instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.
- K-5 Centers: DI centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. Technology is often incorporated into the DI centers as well.
- Technology: CIVICA NV recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the School, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

Along with the above-mentioned instructional strategies, it is a strong belief that teachers at CIVICA NV have a collection of strategies to intuitively modify and adjust instruction based on students understanding and responses "in the moment." Teachers will also use brain based compatible learning strategies which uses the research about how the brain learns. Teachers teach with the brain in mind and use strategies in a purposeful way based on the research of Eric Jensen (Teaching

with the Brain in Mind, Teaching and Engaging with Poverty in Mind) and Marcia Tate (“Sit and Get” Won’t Grow Dendrites, Formative Assessment in a Brain-Compatible Classroom and Preparing Children for Success in School and Life).

Professional development for teachers will be scaffolded and ongoing. Explicit Instruction, standards-based curriculum with an emphasis on mastery, active learning, and other instructional strategies central to CIVICA NV’s education model will be done prior to the School year starting to set the teachers and students up for success and develop a sound foundation in which to build upon during the year. As teachers master and demonstrate understanding of these key instructional strategies additional professional learning will be added as identified through ongoing analysis of data. As walkthroughs, instructional rounds, lesson study and formal evaluations begin professional learning will be modified, increased or changed to meet the needs from these data points. Grant funding through Title grants are a potential source of funding to support specific progressional development needs of the School.

Student assessment and performance data will be used to not only evaluate school effectiveness and differentiate instruction, but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. Assessment will serve as a feedback system to:

- guide administrators in instructional focus areas and which teachers may need additional PD and support
- to guide teachers in lesson planning and individualizing instruction
- to guide students in understanding their own progress towards of each respective standard
- to keep parents involved and informed about student achievement and progress.

Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the School year on all benchmarks (as described above)
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the School year). I-Ready and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary.
- Teachers are trained on how to properly analyze the data and log in the individual student data folder.
- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically and as necessary in the course of classroom instruction, students are moved between groups in order to ensure that their learning needs are being met and that they are progressing towards mastery.
- Data Tracking: students will use personal data trackers to track their growth

data by benchmark. Data folders are sent home for parents to review, sign and return to the teacher.

- Data chats: the administrative team manages the process by conducting data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students. As necessary, teachers communicate with parents via phone or in person conference.

Furthermore, CIVICA NV has access to a data specialist to assist the School in collecting, disaggregating and processing school wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. At the beginning of each school year and at least quarterly, the data specialist will work collaboratively with the School to generate meaningful reports on assessment data to identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year. The data specialist will also share data with schools and with the governing board to identify trend data and assist the governing board to identify necessary and targeted support that might be needed. This process has proven to be highly effective in our other high-performing CIVICA NV and sister schools, as it gives students, parents and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how best support our students.

Components of student data used for evaluation and monitoring of instruction:

- Student Achievement: Grade level proficiency and content mastery
- Student Growth: Student growth percentile (SGP) is used to compare student growth to their academic peers on a national scale

Components of monitoring and evaluating instructional practices to guide professional development:

- Teacher started instruction promptly when the bell rang.
- Teacher stated the NV Academic Content Standard
- Standards/Objectives/Successful Performance Statements for the lesson.
- Teacher set the stage for learning and engaged students in the lesson with an effective anticipatory set.
- What creative technique did the teacher use to engage students in the lesson?
- Teacher reviewed prior learning and linked prior knowledge to new learning
- Teacher utilized direct instruction to teach new concepts.
- What research-based techniques and appropriate methodologies were used by the teacher?
- What creative classroom activities did the teacher use to teach the lesson?
- How did the teacher present subject matter in multiple ways?
- Teacher gave clear directions throughout the lesson.
- Teacher expected/emphasized/modeled/referred to note-taking skills.
- Teacher demonstrated accurate content knowledge of the subject taught.
- Teacher checked for student understanding throughout the lesson.
- Teacher provided students time to think and gave many opportunities to answer higher order questions.
- Was effective questioning used throughout the lesson?
- Example of higher level question used during the lesson.
- Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.

- Teacher provided an explicit closure to ensure mastery of lesson objectives.
- How did the teacher conduct a review and emphasize the important points of the lesson?
- Teacher utilized technology in the lesson.
- Teacher maintained appropriate pacing throughout the lesson to engage students.
- Instruction took place from bell to bell.

(3) Describe the School's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

CIVICA NV is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the NV Standards. Academic underperformance is first identified during the enrollment process when reviewing student's records and transcripts. The use of the initial i-Ready assessment (and MAP assessment is K-3) will assist in determining student knowledge gaps and set the baseline to enable student growth to be measured. The Academy's Guidance and Safe School Professional work in tandem to distribute the findings of the intervention screener to teachers and paraprofessionals to provide any modifications or accommodations. The Special Education and 504 team may also choose to immediately refer students with significant concerns to the School-wide Student Study Team (SST) to ensure that more intensive actions are taken to address the student's needs.

Students that test below benchmark and/or receive a failing grade in one or more of their classes will be transitioned to the appropriate tier level of instruction in order to receive more face-to-face interventions. If a student is already on campus full time and displays low grades and or shows needs based on their intervention screening, the student will be assigned to a case manager for direct follow up. The case manager will work directly with CIVICA NV's Academic Advisor and Safe School Professional, and the student's parent/guardian to provide one-on-one interventions.

Students that do not qualify for an IEP or 504 will still have the opportunity to work with their teachers one on one each day through small group interventions and after and before each schedule transition. Teachers will schedule interventions with students and parents/guardians to assist in mastering their learning objectives. CIVICA NV's daily collaborative team sessions will identify students and their areas of struggle. Each teacher, based on their expertise, will be assigned a group of students to monitor and schedule one on one or small group intervention.

If increased performance is not seen on course assignments, assessment scores, and progress scores classroom teachers may refer the student to the Student Study Team. The team will prioritize further interventions. All academic interventions will be measured by examining year-by-year assessment data. If improvement is not seen amongst students within the bottom 20%, then school-wide intervention practices will be revised.

In accordance with student's needs, the School may employ Reading and/or Math coaches and will employ the adequate number of ELL and ESE personnel required, as well as the counseling staff necessary to adequately support and properly service students. Classroom teachers will use

research-based texts, enhanced by supplementary materials and programs, to ensure student success. Teachers will be required to document in lesson plans when and how each NV Standard is taught and assessed. Character education will also be infused in social studies to foster values and virtues with the goal of creating responsible world citizens. Afterschool we will offer free tutoring to fill and address learning gaps, as well as enrichment programs aligned to ELA/Math and Science standards, such as Robotics club and various junior honor societies (grades 6-8). These activities will be offered in an effort to address all learner needs as well as foster an academic culture and love of learning both in and out of the classroom, further promoting the School's mission.

Data-Driven Individualized Supports all Students

The School will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team comprised of administrators, teachers, and specialists trained to use the MTSS/RtI Framework to effectively meet the academic and behavioral needs of all students. The School will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind. Implementation of the M-TSS process is detailed under [Transformation Change, question 4](#).

Academic Support in ELA and Mathematics

The School will evaluate students and provide academic support through Intensive Reading and Intensive Mathematics courses for grades K-12 students. In grades K-5, Interventionists (teachers and qualified paraprofessionals) will work with students and provide intense individualized interventions; In grades 6-12, students receive Intensive courses in Reading and Mathematics with appropriate curriculum and interventions.

Services for Students with special needs

The CIVICA NV model allows educationally disadvantaged students, including Students with Disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with Disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, CIVICA NV will commit to instruction that incorporates supports and accommodates students including:

- 1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards;
- 2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
- 3) Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the NV Standards;
- 4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities;
- 5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or ELL plan, the School will offer tutoring services or other such assistance to ensure students remain successful.

Evaluating Meeting the Needs

Components of monitoring and evaluating meeting the needs of subgroups:

- ✓ Teacher utilized flexible grouping.
- ✓ What types of flexible grouping were utilized (i.e. pairs, small groups, and/or

- independent practice)?
- ✓ Teacher differentiated instruction for all levels of learners.
- ✓ Did the teacher scaffold instruction for special education students and/or ELL students?
- ✓ Example of how the teacher differentiated instruction for learners:
- ✓ Assignments/assessments were meaningful, rigorous, and at/above grade level.
- ✓ Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- ✓ Teacher provided an explicit closure to ensure mastery of lesson objectives.
- ✓ How did the teacher conduct a review and emphasize the important points of the lesson?
- ✓ Teacher utilized technology in the lesson.
- ✓ Teacher maintained appropriate pacing throughout the lesson to engage students.

Informing Parents

The School will use various methods to share information with students and parents. Ongoing communication will be maintained through on-line reporting systems such as, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The School will make every effort for communication to take place in the home language for those students from homes where a language other than English is spoken.

Specifically, the School will ensure communication with students/parents occur as follows:

- *Written Notices & Email:* Parents will be notified, in writing, at any time during a grading period when: it is apparent that the student is doing unsatisfactory work; when course or grade assignments drop abruptly or significantly; if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of not meeting promotion criteria. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement other than for which they are eligible.
- *Phone & In Person:* Teacher and/or administrator will call parents with updates or concerns and/or request in-person conference. The School will also host open house at the beginning of the School year wherein they will make parents aware of school policies, procedures, and how to request conferences. Parent conferences will be held as requested by parent or as deemed necessary by teacher or administration.
- *Interim Progress Reports:* Parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data.
- *Parent Portal/ Online Gradebook:* Parents have access to all the child's grades/assignments.
- *Data Reports:* PM Tracking logs, Quarterly i-Ready and MYA Reports of student individual performance and progress.
- *School's Star Rating:* (School Accountability Reports) will be made available to stakeholders and the community at-large via the School website and other means.

Additionally, the School will coordinate parent workshops to bring parents into the School and invite open dialogue. The School will coordinate other appropriate methods of communication with parents/guardians, as necessary, and the School will make every effort to communicate with parents in their home language.

(4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access

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

All students will be engaged in and benefit from the curriculum including exceptional students or students who enter the School below grade level. The results of the most recent NV Comprehensive Assessment Test, teacher-made tests, universal screeners, and screenings through the reading program will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the student's prior year standardized tests results and other student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Students who are identified as academically at-risk, who are not already identified with an IEP, will be referred to the Response to Intervention (RtI) team. The RtI process is explained in detail under *At-Risk Students, question 2.*

Progress monitoring will ensure that students are receiving the appropriate continuum of services and equitable access to the general education curriculum. During daily collaborative team meetings, staff will review student performance data from all instructional tiers to determine next day steps of instruction. Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress.

A variety of research based programs will be utilized to maximize the learning time and increase retention of acquired knowledge. In addition, all staff will be trained and implement Positive Behavior Intervention Supports (PBIS) to complement our Multi-Tiered Systems of Support (MTSS). These include preventative and responsive approaches for all students in the small group setting that showcases the dedicated support for students. PBIS strategies will be implemented to decrease disruptions and increase instructional time while improving student social/emotional behavior and meeting academic expectations.

Apart from providing the specific services listed in a student's IEP, EP, and/or EL plans for ELs, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed.

Students not making adequate progress towards the NVACS will be identified and the following measures will be instituted:

- All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented (excluding ELs who have been participating in the ESOL program for less than 2 years.)
- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- Early bird, Super Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

In addition, students needing remediation based on respective subject area assessments in specific

subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understating of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific measurable individualized goals for that student, as well the strategies and services (tutoring/required additional classes, ELD services) to be implemented in order for the student to achieve the specified goals.

(5) Explain how the School will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that NV law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

CIVICA NV will identify Gifted and Talented (GATE) students by conducting state-recommended testing. Students are referred for testing by teachers, parents, and administrators after reviewing a provided list of characteristics often seen amongst GATE learners. Referred students will be provided the state-recommended assessment one-on-one or in a small group setting, that is appropriate for testing. CIVICA NV's GATE Coordinator will coordinate all testing and share results with each family to discuss eligibility for GATE services. Students that score at or above the 98th percentile are eligible for placement into a cluster group while on the premises. The GATE Coordinator, teachers, and the parents for eligible students will collaborate in developing an appropriate differentiated plan which will provide how services and instruction will be delivered according to the student's intellectual strengths.

Identifying Gifted Students: the School defines a gifted student as one who has superior intellectual development and is capable of high performance. The criteria for eligibility under this rule requires that students meet the following criteria:

Plan A: The student demonstrates:

- Need for a special program.
- A majority of characteristics of gifted students according to a standard scale or checklist,
- Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

Plan B: The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Under-represented groups are defined as groups:

- Who are limited English proficient, or
- Who are from a low socio-economic status family, which is identified by free and/or reduced lunch.

All students made eligible for gifted under Plan B must have a:

- Need for a special instructional program;
- Characteristics of the gifted;
- Intellectual development (minimum Intellectual Quotient of 112); and
- All students meeting eligibility for gifted under Plan B must meet the requirements of the Plan B Matrix. The School will follow procedures identified in the District's Plan B Manual

for administrators, teachers, school psychologists, and staffing specialist to use, including the new Plan B Matrix forms.

The following procedures are to be followed for identifying those students who may be gifted:

Screening – Student will be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher or SBAC Level 4 or 5 or course work grades of A or B;
- Above average creative output in artistic, literary, scientific, or mathematics endeavors;
- Very rapid learning rate or unusually insightful conclusions;
- Multiple nominations from teachers and staff who observe unique talent;
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude; and
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

A student profile will be developed for a student, which includes the following:

- Gifted Characteristics Checklist- Students need to demonstrate the majority of characteristics of a gifted student as defined as 16 or more items at a 3 or 4;
- Information that can be utilized to demonstrate the student's ability and need for gifted program services. This information may include, but is not limited to: standardized test scores (A standardized achievement test is administered to students who do not have Stanford Achievement Test or SBAC scores; additionally, the APRENDA can be used to measure the achievement of Spanish- speaking ESOL students who demonstrate gifted characteristics) classroom performance indicators such as report card grades, class work, and/or projects; and
- Creativity Measure- The School will utilize the Williams Scale in order to determine the creativity indicator on the Plan B Matrix.

A meeting is convened in order to review the information gathered in the student's profile and a determination is made of whether or not to continue the evaluation process based on the supporting documentation and a majority of gifted characteristics.

Students may be considered eligible for gifted under Plan B if he/she shows

- A documented need for a special program as indicated by report cards, teacher observations, and outstanding academic, creative, and/or leadership abilities;
- A score of 16 or more items at a 3 or 4 on the Gifted Characteristics Checklist;
- A minimum score of one (1) in the category of intellectual abilities; and
- A completed creativity measure, namely the Williams Scale.

Instructional Strategies: Instructional strategies will include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

Specially Designed Instruction and Curriculum Modifications Acceleration through: Curriculum Compacting; Flexible Grouping; Research and Independent Study; and Content Acceleration - practice of presenting curriculum content earlier or at a faster pace.

Enrichment Through: Learning Centers; Problem-based Learning – students have opportunity to solve authentic problem situations; Open-ended Tasks- students guide activities in various directions

and receive diverse outcomes; and Service Learning/Enrichment Clusters- combines learning with service to the community.

The School will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of regular courses. The curriculum for the gifted student assures access to the general curriculum, NVACS. These include, but are not limited to, the important concepts of critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving. Emphasis will be placed on Gifted Goals and Objectives identified in the students' EPs as determined to offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

Service Delivery Models: The School will meet the special needs based on the student's Educational Plan (EP) through the following delivery model as applicable:

Middle School Gifted Program through the content areas (K-8)/ Elementary and Middle School Gifted Courses: The School will offer gifted content area courses and/or State-approved middle school elective courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field and endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years.

The high school program will offer two options for Gifted students as follows:

Gifted Program through the content areas (9-12) /High School Gifted Courses: The School will offer gifted content area courses and/or State-approved high school elective courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years.

Or

Consultation Model: High School Gifted Services: Some Gifted students who may not take gifted courses (due to scheduling conflicts or other issues) may use the consultation model. Teachers of the gifted will meet regularly with the gifted consultation model student to discuss their progress and set realistic goals. The teacher of the gifted may also contact the administration, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in their courses.

(6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the School's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

Students in grades K-12, who perform at or above grade level, will be provided additional instruction and enrichment in all subjects during their time at CIVICA NV. Teachers will meet in their collaborative teams to determine the needs of each of their students and create an individualized instructional plan for all students on each individual teacher's roster. These individualized interventions, based on the MTSS framework, will serve the needs of all students who are performing at or above grade level. The types of interventions may include:

- Individualized daily learning plans
- Enrichment projects that require deeper understanding of the content
- Adjusted questioning techniques and Higher Order questions
- Independent study
- Tiered and targeted assignments
- Projects, Lessons, Activities from Bloom's and Depth of Knowledge

(7) Explain how students will matriculate through the School (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

CIVICA NV students will be promoted or graduate on the basis of academic achievement criteria based on mastery of the grade level subject matter. The academic team will review passing grades in Mathematics, English, Social Studies and Science (core classes), elective courses, as well as how the student demonstrates appropriate social/emotional maturity (growth mindset). In determining promotion or retention decisions, CIVICA NV shall consider the recommendation of the student's teachers, academic advisor, the student's grade in each course, the student's score on required state assessments and any other pertinent academic information needed to make an appropriate educational decision that represents the student's mastery of the content.

K-1 Placement: Per Nevada Revised Statute 392.040, a child who is 7 years of age on or before September 30th of a school year must be admitted to the first grade if a child has completed kindergarten, and admitted to the second grade if the child has completed kindergarten and the first grade.

This Statute (NRS392.040.4) further explains: "The parents, custodial parent, guardian or other person within the State of Nevada having control or charge of a child who is 6 years of age on or before September 30 of a school year may elect for the child not to attend kindergarten or the first grade during that year. The parents, custodial parent, guardian or other person who makes such an election shall file with the board of trustees of the appropriate school district a waiver in a form prescribed by the board."

Grades 2-5 Placement: Students academic records must document/indicate successful completion of and promotion from the previous grade level. Grade placement of students registering from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's records have been completed. In accordance with the SPP, each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, science and social science for progression from one grade to another. If a student fails to meet specific levels of performance on school and State assessments, the School will provide the appropriate interventions and progress monitoring through the School's MTSS/RtI process.

Assessments : Accountability for student achievement will be the primary mission at CIVICA NV. Assessments will assist the School in determining student mastery of Nevada Academic Content Standards and assist in determining whether students are equipped with the necessary knowledge and skills they need to be college and career ready. Therefore, every child enrolled at CIVICA NV will participate in academic assessments.

CIVICA NV does not recognize parent opt out or parent/student refusal to test. If a parent keeps their child home during mandatory testing, the School will utilize the progressive attendance policy and

the test will be made up upon the student's return to school. If a student is at school and refuses to take the assessment, the School will respond with progressive discipline measures.

Retention Policy: CIVICA NV will implement a strict policy regarding retention. Students must meet specific levels of performance in order to be promoted. For students who are not meeting grade level performance standards and are at risk for retention, the parent/guardian will be notified to provide opportunities for intervention and remediation. At the end of the year, the student's data will be reviewed, in conjunction with the parent/guardian, and a final determination of grade level promotion or retention will be made by administration. If a student reaches twenty (20) absences in a school year, that student may be retained dependent on academic growth. The final determination will be made by administration.

K-5 Promotion: A student's progression from one grade to another is based on a student's mastery of the state standards in English language arts, mathematics, science and social sciences. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observation, standardized tests, state assessments, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.

Grading Student Performance: Academic grades will reflect the student's academic progress based on the competencies/ benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

The following are the academic grades used:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90-100	Oustanding progress	4
B	80-89	Above average progress	3
C	70-79	Average progress	2
D	60-69	Lowest acceptable progress	1
E	0-59	Failure	0
F	0	Incomplete	0

Course of Study

Pursuant to NRS 389.018, the School will offer the following courses of study for each grade level: English/Language Arts (including reading, composition and writing), Mathematics, Social Studies, Science, Computer Education and Technology, Health, and Physical Education. Pupils will also receive instruction in career exploration, and personal and social development in seventh or eighth grade. Other middle/high school course elective options are listed below.

Promotion from grade to grade and student placement in each grade level will be in accordance with the requirements set forth in the *Academic Plan*. For a schedule of courses, please see [Attachment 24I](#).

For middle school, grade level placement and promotion will be determined as follows:

End of Grade	Courses Passed	Status
6	All courses passed	Promotion to Grade 7
6	5 courses passed (Must pass ELA, Mathematics, and Science and two additional courses)	Placed in Grade 7 and scheduled to repeat courses not passed as appropriate
6	4 or less courses passed in 6 th grade	Retention in 6 th grade
7	12 cumulative courses passed in grades 6 and 7 (including two years of ELA, Mathematics, and Science, and one year of social science)	Promotion to Grade 8
7	8-11 cumulative courses passed (including two years of ELA, Mathematics, and Science and one year of social science)	Promotion to Grade 8 and scheduled to repeat courses not passed as appropriate
8	15-18 cumulative courses passed in grades 6, 7 and 8 (including three years of ELA, Mathematics, and Science and two years of social science)	Promotion to Grade 9
8	14 or fewer courses passed	Retention in Grade 8

Promotion from middle to high school requires completion of the following academic courses:

- three middle annual courses in English/Language Arts;
- three middle school annual courses in mathematics;
- three middle school annual courses in Science;
- two middle school annual courses in social science, one of which is civics;
- two semesters of physical education (unless the student meets certain waiver requirements as indicated in the Academics Plan); and

For high school, grade level placement and promotion will be determined as follows:

End of Grade	Minimum Cumulative Total for Credits
9	4 credits (including English, Math, Science, Social Studies)
10	9 credits (including two English, two Math, two Science, two Social Studies)
11	16 credits (including three English, three Math, three Science, three Social Studies)
12	24 credits (including four English, four Math, four Science, four Social Studies, ½ credit Health, ½ credit Computer Science, 2 credits P.E.)

CIVICA NV students, who do not meet the criteria described above, will be considered for promotion under the following circumstances:

1. Received supplemental support services such as special education services that do not recommend retention (IEP and/or 504)
2. The Retention/Promotion Committee (teachers, academic advisor, and administrators) will determine if the student has shown adequate progress and mastery of the NV Academic Content Standards. A student who does not meet these will be considered for retention by the committee. The student's parent/guardian will be integrally involved in the process and any education decision made.

Students must maintain a minimum 60% mastery in NV Academic Content Standards for their grade level to be eligible for promotion. Upon failure to perform satisfactorily on the statewide assessment, a student shall be referred to the Retention/Promotion Committee consisting of the student's teacher(s), parents, and a school administrator. The team will determine if the student will receive remedial instruction or be retained. All stakeholders will be informed of these standards through the CIVICA NV's website and through the student/parent-guardian handbook, which all students and guardians will sign at the beginning of each school year.

PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

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 NV Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

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

CIVICA NV will not be offering Distance Education at this time; therefore, this question does not apply.

PRE-KINDERGARTEN PROGRAMS

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

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

CIVICA NV will not be seeking a pre-kindergarten program; therefore, these questions are not applicable.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)

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

(1) Explain how the School will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the School will exceed those required by the State of NV, explain the additional requirements.

CIVICA NV plans to exceed the state requirements when it comes to graduation requirements. Students will be required to pass four years of English, Mathematics, Science, and Social Studies as part of the 24 credits required to graduate.

Diploma Requirements	
Area of Study	Credit(s)
English	4
Mathematics	4
Science	4
Social Studies (to include World History, Geography, US History)	4
Physical Education	2
Health	.5
Computer Science	.5
Electives	5
TOTAL	24

Grade-point averages will be calculated as follows:

Traditional Courses	
90%-100%	4.0 GPA
80%-89.99%	3.0 GPA
70%-79.99%	2.0 GPA
60%-69.99%	1.0 GPA
0%-59.99%	0.0 GPA

Honors Courses	
90%-100%	4.5 GPA
80%-89.99%	3.5 GPA
70%-79.99%	2.5 GPA
60%-69.99%	1.5 GPA
0%-59.99%	0.0 GPA

Additionally, End of Course Assessments produced by the NV Department of Education will account for 20% of the final grade in applicable courses. These include Algebra I, Geometry, Integrated Math I & II, and English 10.

Transcripts will contain student information such as the student's grade, state assessment, and ACT scores. In addition, student transcripts will list the student parent/guardian information including

home address. All registered courses will show a letter grade and earned GPA. Finally, a summary of completed credits by discipline will end each transcript giving, academic advisors further information on the core requirements that students have completed.

Career Academies – CIVICA NV proposes to provide high school students with the opportunity to choose coursework in the areas of Health Science and Law, Public Safety, Corrections & Security. Students will take a mandatory exploration course in 8th grade and will subsequently choose an Academy to take coursework in for their 9th – 12th grade years. All students will graduate with a certificate of completion in their chosen Academy.

Students will receive career counseling and guidance as they progress through the year to allow their high school course to be tailored to suit their intended career pathways. In addition to providing curriculum development for these career academies, the School administration will be encouraged to have long range plans for articulation agreements, vocational internships, and future job placements within the students' chosen career path.

The following are an example of the general and Career Academy strands electives courses that will be offered at CIVICA NV. Descriptions and links to related standards for each Academy may be found in [Attachment 24B](#).

- Nursing Assistant
- Criminal Justice
- Emergency Telecommunications
- Fire Science
- Forensic Science

Nursing Assistant Academy Summary

The Nursing Assistant program will provide students with the knowledge and skills required for entry into the healthcare field. Students completing the didactic and clinical practicum are eligible for the Nevada State of Nursing Certifying exam as a Nursing Assistant.

Nursing Assistant Core Course Sequence

Health Science I
Health Science II - or - Medical Terminology
Nursing Assistant
Complementary Course(s)
Nursing Assistant LAB **

Criminal Justice Academy Summary

The Criminal Justice program will provide students with an understanding of the difference between the civil and criminal codes in the American Legal System, with a particular emphasis on criminal and civil cases decided by local, state and federal courts. Areas of study include civil law, criminal law, legal and ethical issues, corrections, policing and the government.

Criminal Justice Core Course Sequence

Criminal Justice I or Foundations of Public Safety
Criminal Justice II
Criminal Justice III
Complementary Course(s)
Criminal Justice Advanced Studies

Emergency Telecommunications Academy Summary

The Emergency Telecommunications program is designed for the student interested in a career in the emergency communications field. Areas of study will include telecommunication centers, dispatching, use of 911 computer systems, participation in emergency scenarios, and call processing.

Emergency Telecommunications Core Course Sequence

Emergency Telecommunications I

Emergency Telecommunications II

Complementary Course(s)

Foundations of Public Safety

Emergency Telecommunications II Lab

Fire Science Academy Summary

The Fire Science program will provide students with an introduction to fire science techniques and processes. The program provides the skills and knowledge affecting wildland fire behavior and suppression, fire investigations, fire prevention, CPR/First Aid, engine companies, and potential hazards and human factors on the fire line.

Fire Science Core Course Sequence

Fire Science I

Fire Science II

Entry Level Firefighting

Complementary Course(s)

Fire Science Advanced Studies

Forensic Science Academy Summary

The Forensic Science program will introduce the principles and procedures employed in criminal and civil investigations. Areas of studies include scientific endeavors such as medicine, pathology, psychology, geology, entomology, fingerprint technology, chemistry, and biology. Emphasis will be put on gathering, analyzing, and interpreting physical evidence, using modern laboratory technologies and procedures.

Forensic Science Core Course Sequence

Forensic Science I or Foundations of Public Safety

Forensic Science II

Forensic Science III

Complementary Course(s)

Forensic Photography

Forensic Science Advanced Studies

Additional Electives

Foreign Language - The School 's founders recognize that there is a growing international interdependence among nations, which demands that the United States develop citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. CIVICA NV will implement Spanish as a foreign language program for both non-speaking and Spanish-speaking students.

Physical Education – CIVICA NV will provide students with the opportunity of taking physical fitness courses to enhance their health awareness. Physical Education as an elective will be offered each year at a different level so that students can take consecutive courses.

The Arts - The primary goal in art education is to provide all students an opportunity to develop and explore their creative potentials. Students will be exposed to the many components of art including production, history, criticism and aesthetics. Moreover, the School will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community based art experiences, festivals and art exhibitions.

(2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

CIVICA NV students will be college and career ready upon completing the necessary high school diploma requirements. Students will be provided a variety of opportunities to explore and discover what their next steps will be post-high school. The required service learning hours will provide them a glimpse of careers and employment opportunities available upon graduating. With the support of the onsite academic advisor, a College and Career Action Plan will be developed. Regular progress monitoring with the academic advisor and outside career service centers will allow students to see the variety of opportunities available.

According to the Center for American Progress, college enrollment rates have consistently increased. In a span of thirty years, enrollment rates have jumped over 30%. However, college remediation rates have steadily increased over 20% in the past thirty years.

At CIVICA NV, we will strive to prepare students to enter directly into college classes with minimal to no remediation. CIVICA NV's use of the NV Department of Education Career and Technical Education curriculum will develop students' higher order thinking skills. The skills that students develop through teacher interventions, instruction, and deep inquiry-based curriculum, will shape students' knowledge, while filling in any concepts that may have not been fully developed from past grades.

CIVICA NV's graduation requirements, aligned to all state of NV requirements, ensures that students will gain the skills and knowledge necessary to be successful in a post-secondary institution or a post-secondary career.

(3) Explain what systems and structures the School will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

As presented previously, CIVICA NV's built in tier intervention model will provide structures and guidance to students that may show risk of dropping out and/or not meeting graduation requirements. Our intervention model will provide many opportunities to intervene on behalf of a student's social-emotional or academic needs.

CIVICA NV will allow for students to earn up to seven and a half credits in one year. Students who are behind in credits may earn more credits by taking an additional term of courses allowing students to earn up to one and a half additional credit hours. Yet if students are not successful, academic advisors will make the necessary adjustments to ensure the students success. CIVICA NV's multi-tier support

(RtI)allows students to receive additional academic support during the scheduled intersessions or summer session, which will provide the opportunity for students to earn more credits.

Those students identified as below grade level by the benchmark i-Ready diagnostic assessment (generally administered three or more times per year) or final exam assessment, will be placed in the guided classroom tier. Using a guided teacher instructional model for intervention supports, the School will provide the skills and bridge the gaps between expected and low-grade level achievement.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the NV School Performance Framework adopted by the NV Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

(1) Describe the mission-specific academic goals and targets that the School will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

CIVICA NV has identified two overarching academic goals:

- Student success in English Language Arts/Literacy, Math, and Science
- Demonstration of at least one (1) year of growth in Reading and Math annually with the ultimate goal of at minimum meeting and/or exceeding proficiency in the core curriculum areas

Goal	Measure	Metric	Target
Goal # 1 – Student Success in ELA/Literacy, Math, and Science	SBAC: ELA/Lit Math NVCRT: Science	Baseline: Collect and assess data points for various cohorts Minimum expected student gains per year (based on complex targets): 4% ELA/Literacy 5% Math 5% Science	At least seventy (70) percent of students enrolled at the School for a three consecutive year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math, reading, and science. In year 3 and beyond, CTE career pathways exploration integrated curriculum coupled with RtI strategies will support students to exceed the more complex targets.

Goal	Measure	Metric	Target
Goal # 2 – Academic growth of at least one (1) year in Reading and Math	i-Ready and/or NWEA MAP	Baseline collected followed by quarterly reports	Goal allows CIVICA NV to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for students and their families. At least seventy (70) percent of students enrolled at the School for a three-year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state’s annual assessments in math and reading. This goal is applicable to students with three consecutive year of enrollment.
Goal # 3- Reduction of achievement gaps in targeted at-risk student subgroups	SBAC: ELA/Lit Math NVCRT: Science	Baseline: Collect and assess data points for various cohorts Minimum expected student gains per year (based on complex targets): Reduction in achievement gaps by 10% each school year for a total of 30%	If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the School will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population). This goal will be measured by SBAC and NVCRT Science assessments.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the School will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the NV School Performance Framework (NSPF) adopted by the NV Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

The baselines for all three goals were set by examining the performance of surrounding traditional Clark County School District (CCSD) elementary and middle schools. NV School Report Cards were used in the examination of state assessment results.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the School year, at the end of the academic year, and for the first three years of operation.

CIVICA NV will measure and evaluate academic progress during the first three years of operation of all student groups including student groups consisting of subsets of each academic student cohort through the use of internal and external assessments. Internal assessments include i-Ready, MAP and/or DIBELS. External assessments include SBAC and the NV CRT Science. Internal assessments will be used to monitor student progress throughout the course of the School year and possibly shift students from multiple tiers of instructional levels to another level depending on the support that will be deemed necessary by the aggregate assessment score and teacher/parent intervention. External assessments will be utilized to provide end-of-year feedback on student learning, shape professional development for teacher intervention and differentiation learning targets.

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
Student Success in English Language Arts/Literacy, Math, and Science	(SBAC) for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science	Baseline data will be compared to the NV Report Card surrounding school data Minimum expected student gains per year (based on complex targets identified through 2018): ELA/Literacy 4% Math 5% Science 5%	ELA/Lit: 44%* Math: 38% Science: 21% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science	ELA/Lit: 48%* Math: 43% Science: 26% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science	ELA/Lit: 58%* Math: 48% Science: 31% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science
Students will show growth of at least one (1) year in Reading and Mathematics annually. CIVICA NV students must strive to not only show growth, but also demonstrate or exceed proficiency in the core curriculum.	SBAC for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science. Standardized assessment tools (i-Ready) to assess students on a regular basis.	Baseline data will be collected at the beginning of the School year, or when student enrolls, followed by quarterly reports. The date will be quantified using enrollment records for all students, with an initial focus on the first cohort of students	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually.	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually.	Incremental growth will be determined after baseline data has been collected, with an expected minimum gain of 6% annually.
Reduction of achievement gaps in targeted at-risk student subgroups	SBAC for ELA/Literacy and Math and the NV State Assessment (CRT) in Science. Standardized assessment tools (i-Ready) to assess students on a regular basis.		In any given year, if achievement gaps exist, Goal 3 will be applicable and CIVICA NV will work to close the identified gap(s) by 10% annually	In any given year, if achievement gaps exist, Goal 3 will be applicable and CIVICA NV will work to close the identified gap(s) by 10% annually	In any given year, if achievement gaps exist, Goal 3 will be applicable and CIVICA NV will work to close the identified gap(s) by 10% annually

(3) In addition to mandatory state testing, identify the primary interim academic assessments the School will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

Baseline and Interim Assessments include a school-based assessment for Kindergarten upon registration in addition to the required Brigance assessment, NWEA MAP reading assessment for students in grades K-3, i-Ready Diagnostic screening to establish baseline at the beginning of the School year (K-8) in Reading and Mathematics and Baseline Interim Assessment (BIA) in Science (Grades 5-8). These will help to determine students' strengths and weaknesses on NV Standards. Any available data from the student's previous school year (such as coursework, report card grades, Standardized assessments results (ACT and any applicable EOC's, teacher recommendation, etc.) will assist to establish determine placement including advanced/gifted classes.

The i-Ready Diagnostic will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. Mid-Year Assessments (MYA) administered in the second semester of the School year (as described above for students in grades 3-8) will be used to target instruction on NV Standards in ELA, Mathematics, Science, as well as to monitor ongoing student progress. MYA results reports (generated at the student, classroom, school level) will be used for differentiation of instruction, progress reporting, and as a measure for School Improvement Plan.

The School will use i-Ready reports as a method of communicating with parents on whether their child is reading at grade level.

Additional evaluation methods to monitor student progress throughout the School year include:

- Teacher-generated quizzes and Assessments Rubric (NV writing rubrics)
- Textbook adopted assessments (Wonders/i-Ready)
- Quarterly Examinations, projects/investigations
- Portfolios and presentations
- UDL Design Framework (adaptations for ELL and SWD students)

(a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

School-based assessments to be used in all courses may include: weekly teacher-generated quizzes; unit assessments and chapter tests; class projects and/or investigations based on thematic units of inquiry; and class participation rubrics. The Data Team will develop an internal management system to manage and monitor students' progress, which will help to inform whether or not students are mastering standards and whether or not teachers are addressing student needs.

(b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the School's curriculum, performance goals for the School and the SPCSA, and state standards.

CIVICA NV's administration will select commercially available assessments, such as the aforementioned options that best fit the needs of students such as i-Ready and MAP. These assessments are nationally benchmarked and are valid and reliable indicators of progress. These assessments align with CIVICA NV's curriculum and performance goals and are aligned to the

NVACS and Common Core State Standards. Teachers will create pre-post assessments as a first step in regularly monitoring students.

(c) Describe the corrective actions the School will take if it falls short of student academic achievement expectations or goals at the School-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If the School falls short of student academic achievement expectations or goals, the School will implement a corrective action plan. The corrective actions would be aligned specifically to the content areas and levels.

At the School-wide level: The Instructional Leadership team will review school-wide data to determine school-wide areas in need of improvement. Faculty and Staff will work collaboratively through PLCs (by content area and grade level) to create the action plan including identifying strategies that were successful and strategies/curriculum/ and intervention processes that ought to be remedied. Horizontal and vertical team meetings will provide additional reinforcement as well as the means of implementing the action plan consistently and seamlessly across the grade levels.

At the Classroom Level: The administration would determine (based on classroom/teacher data reports, observations and classroom walk-throughs) which teachers need additional support and consequently provide professional development and or mentoring support, accordingly. A plan for the teacher/ class would be implemented and documented through the teacher's lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration.

At the Sub-group, or individual student level: The student's teachers and administrative team would review data (individual assessments/IEP or ELL Plans) and determine where instruction or interventions need to be modified. Changes in intervention plan and/or varied strategies to target individual students' needs would be identified and communicated to the student.

(d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

Following best practices from the replicated schools, Mater Academy and COHEA, all data will be disaggregated and used by teachers to inform and drive instruction on student knowledge and skills as follows:

Screening: Data reports on interim assessments and all state-mandated assessments will be disaggregated by: student, standard, teacher, and school to inform decisions about adjustments to the educational program. These reports will be made available to all teachers (and families, and students, as appropriate) to communicate the findings, including the areas of strength as well as those in need of improvement, with the purpose to inform instruction, enhance curriculum delivery and teacher effectiveness, and thereby encourage student growth toward proficiency/mastery.

Data Collection and Analysis: The Data Team will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth. Monthly meetings (as scheduled in the Wednesday meeting rotation) will be held to:

- evaluate data and correlate to instructional decisions;
- review progress-monitoring data at the grade level and classroom level to identify students and their academic levels;

- identify professional development to enhance student achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; and
- facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The Data Team will develop an internal management system to manage and monitor students' progress. One example of an internal management system is a Data Wall. In an area without student access, a wall will be utilized to visually depict a grid chart that places students by classroom at their Reading and Math levels. During the progress monitoring meetings, student data will be reassessed and moved to reflect student progress. This allows the teacher to have a visual of how their students are making progress. Each teacher will also receive their classes information via excel spreadsheet.

(e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the School is on-track to meet ambitious academic goals throughout the School's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
70% of the students attending CIVICA NV will meet or exceed i-Ready, growth expectations as measured by universal screening, benchmarking, and end of year post assessments by the end of the School year.	i-Ready	At least 50% of students will be meeting growth expectations as demonstrated by i-Ready	At least 60% of students will be meeting growth expectations as demonstrated by i-Ready	At least 70% of students will be meeting growth expectations as demonstrated by i-Ready	At least 80% of students will be meeting growth expectations as demonstrated by i-Ready
60% of the students attending CIVICA NV that are identified as IEP, FRL, or ELL will meet or exceed SBAC growth expectations as measured by the SBAC assessment by the end of the School year.	SBAC and NVCRT Science				At least 60% of students will be meeting growth expectations as demonstrated by the SBAC end of year assessment.

(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

CIVICA NV will collect, measure, and analyze student academic achievement data through the use of the following tools:

Tool		Purpose	Frequency
Student Information System	Electronic Student Information System	Manages student data including demographic info, course registration, grades, schedules, attendance, and other student-related data Identifies, tracks, and monitors student concerns to ensure that each student reaches his/her potential through the provision of appropriate supports	Ongoing
Measures of Academic Performance (MAP)	ELA (grades K-3) <i>Read by Grade Three Requirement</i>	Online assessment that measures student growth aligned to the Common Core State Standards	Three times per year
i-Ready	i-Ready	Online universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction. i-Ready uses brief, valid, and reliable measures of reading and math performance for grades K-12, which can be generalized to any curriculum	Three times a year as a universal screener and bi-weekly as progress monitoring
School developed assessments	Formative and summative assessments, including anecdotal records and student generated work samples	Curriculum and need-based teacher designed assessments that provide baseline and ongoing data to drive instruction	Ongoing

Assessing CIVICA NV's educational effectiveness is essential to ongoing growth in excellence for individual students as well as the development of a school-wide model that is truly responsive to students' needs. In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes.

(5) Describe the process for collecting and reporting data across the network of EMO schools in NV and in other jurisdictions.

CIVICA NV's Governing Board will monitor, measure, and evaluate academic performance of the School as a whole, student cohorts, and individual students throughout the School year. The NV Report Card reporting system measures provide a summative snapshot of the School's progress. These measures include: Student achievement (proficiency scores on SBAC and NV CRT Science), Growth (measuring individual student's growth in learning from year to year), Readiness (attendance & Gr. 8 ACT scores), and Achievement Gap (the achievement gap between "high needs and non-high needs" students). These measures will be reported to the Board annually and will be shared with the CIVICA, Inc. network.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of NV switched to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all

NV public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

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

At-Risk Students

(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

CIVICA NV recognizes the definition of 'at-risk' as provided in NRS 388A.045: A pupil is "at risk" if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.

Students who are identified as academically 'at risk' via the i-Ready diagnostic process and who are not already identified with an IEP will be referred to the School's Response to Intervention Team. The RtI team will be comprised of staff members from the grade level or department, special education teacher, instructional coach, and counselor in addition to the student's parents. The teacher of record will notify the parent(s) that his/her child will be entering the RtI program, which will provide interventions in all areas of the student's academic or behavioral deficiencies.

During the RtI process, a goal is written in the deficit academic and/or behavioral area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is collected and analyzed every 4-6 weeks. If the student is not making adequate progress toward the grade level expectation, 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 weeks, the student's data still shows a lack of adequate progress, the student will be referred for the special education eligibility process.

Should the student qualify for special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring will continue. If a student shows little to no academic growth, an IEP meeting will be held to discuss increasing services which may include a more restrictive environment and additional supplementary aides and supports. The goal is to

provide the student access to a free and appropriate public education within the least restrictive environment using students data in the decision making process.

Multiple sources and early warning systems will be used to identify at-risk students enrolled at CIVICA NV. The School recognizes that many factors can be associated with increased risk of academic failure and/or potential dropout of students, such as:

- A. Social and economic factors:
 - a. Free and reduced lunch
 - b. Temporarily displaced
 - c. Foster care
 - d. Educational attainment of parents
 - e. English language proficiency
 - f. Single parent family
- B. Benchmark assessments to identify students who do not meet grade level expectations
- C. Attendance records to identify which students are considered chronically absent (more than 10% of the School year)
- D. Credits earned toward graduation based on thresholds identified at each grade level based on their academic cohort.

At-risk students in the upper grades can have behavioral or academic contributing factors. The following chart serves as a basis for identifying at-risk high school students based on credit deficiencies.

Student Status	Credits to be Considered Deficient
Entering 9 th grade – Semester 1	n/a
Entering 9 th grade – Semester 2	Less than 2 credits
Entering 10 th grade – Semester 1	Less than 4 credits
Entering 10 th grade – Semester 2	Less than 7 credits
Entering 11 th grade – Semester 1	Less than 10 credits
Entering 11 th grade – Semester 2	Less than 13 credits
Entering 12 th grade – Semester 1	Less than 16 credits
Entering 12 th grade – Semester 2	Less than 20 credits

- E. Discipline records if there are habitual offenses of 3 or more offenses in a school year
- F. Input provided from previous academic performance (cumulative records to include report cards, summative assessment results)

(2) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

CIVICA NV is committed to serving the needs of all its students, regardless of their baseline data, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the NV Academic Content Standards. CIVICA NV will utilize a Multi-Tiered System of Supports (M-TSS) Response to Intervention (RtI) team composed of administrators, teachers, and specialists trained to use the M-TSS/RtI Framework to effectively meet the academic and behavioral needs of all students. The Response to Intervention model integrates assessment and intervention within a multi-level prevention system to maximize student

achievement and to reduce behavior problems. The School will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with a possible learning disabilities or other disabilities. The RtI implementation at the School will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the School, and assist with the identification of learning difficulties and problems. Parents will be invited to all RtI meetings to review screening data and place the student in a group intervention, when the School-based team places a student in a second group of intervention, when the School-based team designs an individual intervention for the student, and when a special education referral is initiated. Parents will be continually informed about the plan and its implementation.

The RtI model at the School will have four essential components: 1) A school-wide, multi-level instructional and behavioral system for preventing school failure, 2) screening, 3) progress monitoring, 4) data-based decision making for instruction and movement within the multi-level system.

For a further and more detailed description of CIVICA NV's RtI process, please see [Attachment 24J – RtI Process](#).

(3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

In almost every classroom setting, students are more likely to adhere to rules and regulations when they are engaged in class material and affirmed by the teacher. Throughout the broader school, those same students are also similarly more likely to respect school rules and invest in community-building and development if they feel they have a voice in their school's operation. There is no doubt that the consistent and vigorous maintenance of a discipline policy provides structure for students, support for faculty and staff, and peace of mind for parents and guardians. But a top-down approach can often become unreflective in its implementation and draconian in its enforcement. However, being too lax can lead to innumerable problems of mental and physical recklessness, rampant favoritism, and/or insidious dysfunction. The discipline policy must embody and mirror the mission of the School, whereby students feel like they are active and contributing citizens to a community.

On a monthly basis, students will be encouraged to take part in school wide forums of which key administrators and staff members will be required to attend. There, students will have the opportunity to present, anonymously if they choose, their thoughts and recommendations on school procedures, policies, and regulations. The greater extent to which students feel that their voices and needs are heard and weighed will mirror the extent to which they are likely to take ownership for regulating their own actions, challenging those of their peers, and caring for the community they share as a whole.

To that end, the School's philosophy regarding student behavior will ensure commitment to the School's mission on a daily basis. The School founders believe that a safe and orderly school is of primary importance to creating an enjoyable learning environment for both students and teachers. Furthermore, when students behave in a respectful, responsible and safe manner, they enjoy a more productive learning experience and aide in their development into responsible adults and citizens.

Thus, students will be expected to abide by a strict code of behavior. Proper conduct will be recognized and consequences will be given for breaking rules in accordance with the belief that inappropriate behaviors that interfere with the learning process must be extinguished. It is anticipated through a progressive discipline model, with commitment to apply consistent, best-practice behavior management techniques that students will take ownership of their behavior mistakes and learn from these. The School encourages children to believe that “mistakes” of judgment can and often do occur, and it is the acceptance of responsibility for our actions and lesson(s) learned from the “mistakes” that develop a student’s character.

The classroom teacher is the first level of intervention for students with behavioral concerns. The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors. Randall S. Sprick³⁹ states that behavior is learned and many behaviors serve a specific function. Hence, CIVICA NV teachers and staff will use the PBIS (Safe and Civil Schools) model to determine why the behavior is being exhibited. Positive support paths will be demonstrated by all CIVICA NV staff with the end-goal in mind to efficiently and appropriately correct student behavior issues.

CIVICA NV teachers will receive training in PBIS core features:

Foundations:

- Settings – the physical layout of the classroom designed to be effective (and support kinesthetic engagement)
- Routines – predictable classroom routines taught and rehearsed
- Expectations – 3-5 classroom rules clearly posted, defined and explicitly taught
- Values – shared values collaboratively developed with student input and self-reflection

Prevention:

- Supervision – reminders, prompts, and active interaction between teacher and students
- Opportunity– high rates and varied opportunities for all students to respond
- Acknowledgement – using specific praise and positive reinforcements to let students know they are meeting classroom expectations
- Prompts and Pre-corrections – reminders, before a behavior is expected, clearly describing appropriate interactions

Response:

- Error Correct – brief, contingent, and specific statements when misbehavior occurs
- Other Strategies – other ways to preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

Data Systems:

- Counting – how often or how many times a behavior occurs (frequency)
- Timing – how long a behavior lasts (duration)
- Sampling – estimation of how often a behavior occurs during and interval
- ABC Cards, Incident Reports, or Discipline Referrals – information about the events that occurred before, during, and after a behavior incident.
- The results of data collected inform classroom interventions and supports.

The School anticipates applying for grant funding through Title funds to support students who are at-risk through before and after school tutoring and extensions, intervention programs, curriculum materials, instructional assistants, and supplemental programs and technology.

³⁹ Sprick, Randall S. *The Administrator’s Desk Reference of Behavior Management*. Randy Sprick’s Safe and Civil School Series. Eugene, Or.: Pacific Northwest Publishing, 1998.

Students who are not affected by teacher and parent interventions will be recommended to the Student Study Team for further research based practices. These practices will be shared with the teacher and parent/guardian in order to garner positive support in and outside the classroom.

Developing Individualized Education Plans: The written individualized education plan for each student will include measurable annual behavioral goals that may involve the evaluation of behavior through a Functional Behavior Analysis (FBA) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that the appropriate personnel will be trained in using the Web Based IEP system within the Infinite Campus Student Information System.

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Carlos Alvarez brings years of experience in serving and helping students with special needs. As the current Principal of COHEA charter school in Hialeah, Florida, Mr. Alvarez is widely recognized by his local community, as one who firmly believes that there are no limits for a child's capacity to learn. His focus is to provide all students with the same quality education and expose them to career pathways model, regardless of educational standing, and therefore he has provided services for the needs of many special needs students who attend the School where he serves as the principal, of the School which is being replicated.

Jessica LeNeave (Principal of Pinecrest Academy Cadence Campus) - Ms. LeNeave served as a general education teacher in a school which had a push-in model of services and a 17% Special Education population. All services were met within the classroom and Ms. LeNeave worked with the Special Education department to increase proficiency. She now works with Special Education educators and students at Pinecrest Academy, servicing a wide range of special education environments such as inclusion classrooms, resource services, and one-to-one needs.

- (2) Identification: How will the School identify students in need of additional supports or services?*
- (a) (Elementary Schools Only) How will the School accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?*
 - (b) (Middle and High Schools) How will the School identify and serve students who require special education services and develop transition plans?*
 - (c) (All Schools) How will the School handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?*

CIVICA NV will adhere to the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education, this includes related services. The School will also ensure that no student otherwise eligible to enroll in CIVICA NV will be denied enrollment on the basis of their special education

status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. In order to identify students in the early grades for appropriate services, CIVICA NV will analyze the results of the most recent teacher-made tests, universal screeners, and screenings through the reading program to determine the level of mastery in reading, writing, mathematics and science. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, RtI interventions, and referral for special services).

Example of General Process for Special Education Identification and Support: Initial referral process for special education begins with a Prior Written Notice to the parent to meet, review RtI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate, so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and LEA. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate.

Upon review of accumulated data, observation and review of records, CIVICA NV may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent's request for assessment, CIVICA NV will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If CIVICA NV determines that assessment for special education eligibility is not warranted, prior written notice will be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If CIVICA NV concludes that there are suspected disabilities, it will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist in the appropriate primary language.

Following an initial evaluation, an MDT/IEP team meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the School, and/or exit from special education. Copies of all IEPs will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

A 504 meeting begins with a Prior Written Notice to the parent to meet, explanation of Procedural Safeguards, review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers with an explanation of how to implement and

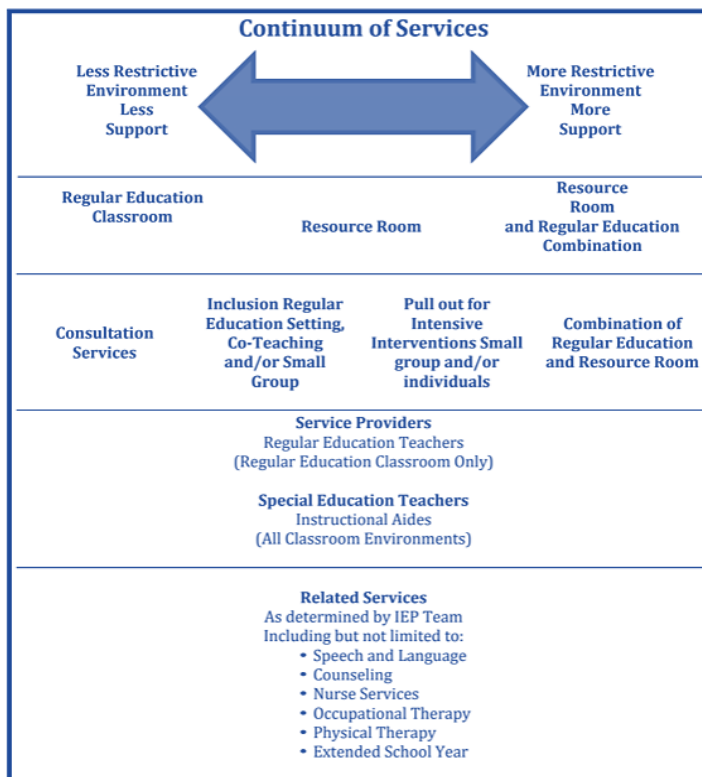
monitor accommodations.

Compliance with Special Education Regulations: CIVICA NV will comply with the applicable requirements of Section 504, the ADA and all OCR mandates for students enrolled in the CIVICA NV. Any child that has a “mental or physical impairment that substantially limits one or more of the person’s major life activities, has a record of that impairment, and/or is regarded as having that impairment, may qualify for a 504 plan.” A 504 plan will provide accommodations to provide access to the general education learning environment. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and 504 administrators. The 504 plan will be reviewed and updated at least once annually. Copies of all 504 plans will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

The continuum of services offered by CIVICA NV will begin in regular education classes. All students will be given a universal progress monitoring assessment during scheduled benchmark testing windows followed by an analysis of the data. Each quarter, the School will meet as a team during Data Days which allow 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 will be discussed and an intervention plan is developed. The staff will then brainstorm different interventions that may help the student grow academically and/or behaviorally. In general education, enrichment and intervention periods in both reading and math will be scheduled daily schoolwide to provide instruction commensurate to each student’s ability level for all students. In addition, before and after school tutoring clubs and blended learning programs (i-Ready) will provide instructional level interventions. The School plans to apply for grant funding through 21st Century Community Learning Center as well as use Title funding and School Safety funding to assist in providing a continuum of supports and interventions for students.

Students with severe intellectual disabilities will also benefit from combining inclusion and resource room time. In the general education classroom having the following will allow the student to remain with typical peers and be exposed to grade level content: peer models, online blended learning programs, direct whole group instruction, and small group instruction.



Students with severe emotional disabilities will also benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system will be very effective for students with emotional needs. A mentor will be assigned to the student and the student has a daily progress-monitoring sheet, which will be sent home daily. The parent can help to bridge behavior at school to positive incentives at home. Depending on the students' needs, the mentor will check in with the student at least three times daily or more as needed. In addition, the School counselor and/or administration will help the family with locating appropriate community support.

(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

CIVICA NV's special education teacher, with direction from the principal, will be primarily responsible for all tasks and duties related to CIVICA NV's special education program while in collaboration with the general education teachers. To facilitate this collaboration, the School will implement the following practices to enhance communication and meet the needs of students with special needs.

1. One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

3. Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

4. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

5. Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

6. Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and NV law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

CIVICA NV's administrative team will recruit highly qualified special education teachers through multiple means. The administration will use job-recruiting websites such as Teachers-Teachers. CIVICA NV administrators will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in NV will apply for teacher licensure here. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure. All related service personnel, including speech and language therapists and school psychologists are licensed in the State of NV or they have to apply for a license before they are hired. In addition to using the School's operating budget, the School plans to utilize Title grant funding where applicable through hiring of instructional assistants and supplemental administrators.

(6) Staff Development: How does the School plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

CIVICA NV will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All CIVICA NV personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings. Students' academic data will be reviewed to determine what topics of professional development are needed to assist general education teachers with addressing the unique needs of students with disabilities. If awarded, Title II funds will be used to supplement the cost of providing additional professional development to teachers on modifying curriculum and instruction to address the unique needs of students with disabilities.

(7) Discipline: Explain how the School will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

CIVICA NV will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. A school-wide positive behavioral system will be implemented by CIVICA NV in order to be proactive and prevention of school wide discipline problems. CIVICA NV's school wide behavioral program will include universal tier school wide expectations and teacher trainings on positive behavior support systems. Tier 2 check in and check out mentoring programs and after school interventions to provide academic support.

If suspensions occur for students with identified disabilities or suspected disabilities, the School team needs to address the behavioral issues. A manifestation determination team meeting within the 10 days of suspension or the decision to impose the disciplinary procedure, which will result in the student having been removed for more than 10 school days in a single year for a student with disabilities or a student that CIVICA NV knows may be eligible for services, a manifestation determination meeting will be held. A manifestation determination team within 10 days of the decision to impose the disciplinary procedure. CIVICA NV will collect data pertaining to the number of special education students suspended or expelled. In the event that such a student is removed for more than 10 school days within a single school year, the student's IEP team must determine the appropriate interim alternative educational setting so that the student's services are continued.

Prior to determining the appropriate interim alternative educational setting, CIVICA NV will consult with Student Support Services to determine the available appropriate settings and locations. CIVICA NV will be responsible for all costs associated with alternative placements.

CIVICA NV's sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter application or charter contract, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the Sponsor determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending CIVICA NV initiates due process proceedings, both CIVICA NV and SPCSA will be named as respondents. Whenever possible, the Sponsor and CIVICA NV shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, CIVICA NV will be responsible for retaining its own representation and for the cost of any such representation. Regardless of whether CIVICA NV retains such legal representation, CIVICA NV will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (SPCSA), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings.

Because CIVICA NV will manage and is fiscally responsible for its students' special education instruction and services, CIVICA NV will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely CIVICA NV failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulations.

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the CIVICA NV's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys' fees and costs. If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Sponsor's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Sponsor will be responsible for payment of those attorneys' fees and costs.

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

CIVICA NV will adhere to the provisions of IDEA and ADA to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team. CIVICA NV will also ensure that no student otherwise

eligible to enroll in CIVICA NV will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in CIVICA NV with more services than CIVICA NV can provide, the School administrator and special education staff will meet with the parents and the student. At the meeting, CIVICA NV's special education service delivery model will be discussed so the parent can make an informed decision. If needed, the IEP will be revised once the student attends CIVICA NV and data is gathered to make an informed decision on the needs of the students.

Please see [*Attachment 24K – SPED Monitoring*](#) for further information regarding SPED monitoring.

(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

CIVICA NV parents of students attending will begin the year with understanding the services provided for students with disabilities at the Academy. In addition, they will be informed of and sign the learning compact designed to meet all established IEP's or other programs notated within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at the Academy, to attend the School-wide events provided throughout each academic year. Access to programs and activities in the parents' primary language will be provided when necessary.

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

(10) For Distance Education Schools: Describe how the School will provide appropriate services in the distance education learning environment to students with disabilities. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

CIVICA NV is not proposing to operate a distance education or virtual school at this time, so this isn't applicable.

(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

CIVICA NV expects to enroll approximately 68 special education students. Based on a Year 1 enrollment of 570 students, we anticipate to have approximately 12% of the student population qualify for special education services based on the population of surrounding schools; therefore, the School plans to hire three special education teachers.

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. CIVICA NV will identify the primary language of students upon enrollment. The process is as follows:

- All enrolled students are provided a Home Language Survey (HLS) as part of the enrollment and registration process.
- Based on the answers provided to the questions in the HLS, the School will identify students who need language proficiency screening.
- CIVICA NV will work with the English Language Learner data management system to obtain records of students who were testing in the previous school year with the WIDA screener or WIDA ACCESS assessments.
- Students who do not have previous records are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. The WIDA ACCESS screener for English proficiency will take place in the first 30 days of school.

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.⁴⁰ 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, the procedure is as follows:

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 EL services as Non- English or Limited English proficient. The students eligible for EL services.
2. Prepare a Parent Notification Letter if a student qualifies for EL services. Once the parent receives the letter, they may choose to receive EL instructional services. If the parent or guardian refuses EL 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 EL 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 EL 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.

⁴⁰ Interpretation Services- CIVICA NV will seek to hire enough bilingual staff to meet the needs of its enrolled students and families. CIVICA NV will collaborate with Student Support Services to make appropriate accommodations for families needing translation services in languages other than Spanish.

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.

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

Once students are assessed, the Principal will ensure that eligible students are provided appropriate EL services. In addition, Principals or designees (EL Teacher) will ensure that EL 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 EL services will receive these services until it is determined, through re-evaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

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 English Learner (EL) services as Non- English or Limited English proficient. The students eligible for EL services.
2. Prepare a Parent Notification Letter if a student qualifies for EL services. Once the parent receives the letter, they may choose to receive EL instructional services. If the parent or guardian refuses EL 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 EL instructional services – not testing. The School will document the parent conference, and place a copy of the waiver in the cumulative student folder.
3. 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.
4. Once students are assessed, the Principal will ensure that eligible students are provided appropriate EL services. In addition, Principals or designees will ensure that EL 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 EL 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.

EL Program Placement: The School will implement an EL program of instruction in meeting the needs of the EL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: NV law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

CIVICA NV will seek to hire a teacher with a Teaching English as a Second Language (TESL) endorsement to serve as the EL Coordinator. The essential job performance responsibilities for the EL Corrdinator are as follows:

- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards. Collaborate with other district departments to increase knowledge of effective EL practices in all content area instruction and intervention by meeting in small groups, one-on-one consultation, and professional development
- Develop and facilitate ongoing, differentiated professional development for general education teachers, administrators, and special service providers regarding best practices in English language development, scaffolded instruction, district initiatives, and assessment (WIDA Screener/ACCESS).
- Provide leadership in the development of EL programming and scaffolded content instruction through data analysis of EL performance and knowledge of current EL research. Support schools with identification, placement, and annual progress monitoring of ELs. Provide support to the assessment department with annual assessments including placement and annual language proficiency assessments.
- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for EL students.
- Research and coordinate the selection of EL instructional materials. Oversee the process for adopting instructional materials. Assist in data collection and analysis to monitor EL programming and student academic success during and after receiving EL services.
- Collaborate with Special Populations departments to ensure equitable programming and continued academic progress for ELs with specialized learning needs.
- Maintain and develop professional skills and knowledge of EL issues and techniques by attending state meetings, EL conferences, researching, networking, reading, and through continuing education.

Like at the Schools being replicated, Mater Academy and COHEA, supporting the educational needs of English Language Learners is a key component of CIVICA NV leading all holdings to high academic expectations. An identified EL Coordinator will coordinate Title III Programming and EL services to ensure that student's language proficiency needs are being met. This teacher will also provide Professional Development to classroom teachers to ensure the implementation of an Evidence Based EL Program and facilitate intensive instructional interventions like small group pull-outs.

(4) 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?

CIVICA NV will be modeling best practices used at Mater Academy of Nevada which has a similar population of English Language students. Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for EL students to develop English language skills in content classes. EL students will also have a limited time to become academically proficient in English. Therefore, EL 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 EL 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 EL 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.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content-Based model must be endorsed in the content areas and be encouraged to obtain their TESL or bilingual endorsements.

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELs document the ESOL strategies used for each lesson in their lesson plans. Some of the EL Strategies to assist EL students include but are not limited to Marzano's High Yield Strategies, as follows:

- **Identifying Similarities and Differences:** Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning:** Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- **Nonlinguistic Representations:** Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- **Questions-Cues-Advanced Organizers:** Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- **Home learning and Practice:** Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, sharing goals and objectives with parents, Praise efforts to use English, hold high expectations, Honor individual learning styles, Use authentic assessment.
- **Resources:** Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Apart from providing the specific services listed in the EL Plan, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance such as what is offered to non-EL students, to ensure students are successful. ESOL/Reading strategies in the content areas will be facilitated throughout the curriculum to provide additional practice in addition to those taught during language arts classes. Teachers will be ESOL endorsed, trained and expected to use and document ESOL Strategies through lesson plans, classroom settings, materials used, audio/visuals,

and grade book, etc. Expected grant funding through Title II and Title III will be used to support professional development and the effective implementation of EL strategies for students. For example, teachers may adapt lessons and content for EL students by: Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities; Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson; Adding vocabulary word banks to student activities; Adapting text so that the concepts are paraphrased in easier English; Eliminating non-essential details and building on what ELs already know; Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context; Using embedded or yes/no questions; Giving ELs questions in advance so that they can prepare to respond in class; Introducing concrete concepts and vocabulary first; Teaching students to categorize their information using graphic organizers; Demonstrating highlighting techniques for important information; Reviewing and repeating important concepts and vocabulary; Providing concrete “real” examples and experiences; Teaching ELs to find definitions for key vocabulary in the text; Helping ELs become acquainted with their textbooks (table of contents, glossary, etc.); and Modeling thinking processes for students using “think-alouds.”

Furthermore, the School Principal will commit to provide instruction to EL students in equal amount, sequence and scope, as to non-EL students, by ensuring:

- The same program goals and objectives for ELs as non-ELs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELs);
- Teacher classroom goals and objectives are for mastery of NVACS (and/or Common Core State Standards, as adopted);
- EL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency;
- Instructional delivery, not content, is modified to meet the needs of ELs;
- Content area teachers receive appropriate ESOL training, and utilize appropriate EL strategies when ELs are enrolled in their classes;
- Home Language Assistance Program (HLAP) is implemented if the School has 15 or more EL students speaking another language (per language group) other than English upon registration, the School will designate a linguistically qualified teacher who can assist EL students in understanding content instruction. The School will use either the self-contained model or the pull-out resource model, as necessary. Teachers and paraprofessionals assigned to this program are expected to assist EL students using their home language in the core subject areas of mathematics, science, and social sciences;
- All ELs participate in statewide assessments – and SBAC accommodations are provided in accordance with State and District mandates and guidelines, which may include:
 - English to heritage language dictionary;
 - Flexible setting (parent must be notified prior to testing);
 - Flexible scheduling;
 - Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).
- Abide by Student Progression Plan, including provisions for EL students.

The Individual EL Student Plan: All students classified as EL will have an Individual EL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language) initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as a Progress Monitoring Plan (PMP) if needed. The plan will be

updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The EL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level;
- Monitor student progression;
- Establish meetings between the School, the parents, and the student to discuss academic progress;
- Provide methods for evaluation and provisions for monitoring and reporting student progress;
- Provide for parental and teacher involvement to ensure that the students are being properly serviced; and
- Provide for student exit from and reclassification into the program.

(5) 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?

CIVICA NV will progress monitor EL students as with all students on a regular basis using data to track their progress. In addition, EL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. The School will monitor all reclassified students for a minimum of two years after they have met language proficiency.

ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they are able to succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the EL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

CIVICA NV may reclassify an EL student only if the School administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination.

The School will monitor any students reclassified as English proficient who have not yet met exit criteria. The School will ensure that reclassified students are appropriately placed in general education classes and the School will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. The purpose of this monitoring is to ensure that the students maintain success in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the School will include periodic contact with the student's teacher(s) to ascertain student progress. The School will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies. The ELL monitoring process information should be included in any RtI interventions that are determined by the School. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If, as a result of monitoring, evidence indicates that

the student is not successful in English-only classes and needs further language acquisition assistance, the School will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the EL program, into an academic remediation program, or the student will remain in English-only classes. The School will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the School and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

CIVICA NV parents of students attending will begin the year with understanding the EL services provided at the Academy. In addition, they will be informed of and sign the learning compact (translated to accommodate all individual language learners). Parents of ELs will be invited to attend, school-wide events. Access to programs and activities in the parents' primary language will be provided when necessary.

Additionally, parents of students identified as EL will receive weekly progress reports regarding the growth that their child is demonstrating. The EL Teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's EL progress. Parents EL students will receive monthly calls from their general education 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.

The School plans to use potential Title III funding and SB390 to support programs designed for parental involvement of the School's English Learners.

(7) For Distance Education Schools: Describe how the School will provide appropriate services in the distance education learning environment to ELLs. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

CIVICA NV is not intending to implement distance education learning; therefore, this is question is not applicable.

(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

CIVICA NV expects to enroll approximately 194 students who qualify for EL services. This estimate was obtained by looking at the EL percentages of the surrounding schools and ZIP codes. Based on Year 1 enrollment of 570 students, 194 students make up 34% of the EL populations found in the surrounding ZIP codes.

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

CIVICA NV 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 NV 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.

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

The CIVICA NV academic advisor will serve as the case manager and advocate for students meeting the eligibility requirement under McKinney-Vento. They will work with administration, Safe School Professional, parents, community resource providers and other stakeholders to ensure students educational needs are met. Staff will utilize the same process to flag IEP/504 students to flag McKinney-Vento students within the student information system and Infinite Campus.

(3) For Distance Education Schools: Describe how the School will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

CIVICA NV is not intending to implement distance education learning; therefore, this is question is not applicable.

SCHOOL STRUCTURE: CULTURE

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The mission, vision, and core values make up the DNA of CIVICA NV and are a driving force of the culture and climate any visitor or stakeholder on campus will feel upon entry. CIVICA NV strives to commit to academic excellence *and* to social awareness. Through the ethos of the academy CIVICA NV students will develop cognitive problem-solving thinking processes and develop social awareness on a global scale.

The core values of CIVICA NV are:

Honor	Respect	Loyalty
<i>We will always . . .</i> <ul style="list-style-type: none"> • Tell the truth • Do the right thing • Be team players • Take responsibility for our actions • Be hard working • Be proactive, not reactive 	<i>We will always . . .</i> <ul style="list-style-type: none"> • Respect the rights of others to learn • Show respect for ourselves, our school, and others • Conduct ourselves in a courteous and appropriate manner • Be compassionate towards all members of the CIVICA nation • Be considerate of other's opinions 	<i>We will always . . .</i> <ul style="list-style-type: none"> • Care for others to build trust • Help others reach their potential • Steer clear of gossip • Strive to be consistent and reliable • Stay true to our words • Be humble

Code of Conduct

In commitment to our mission, the School student's will abide by CIVICA NVs Code of Student Conduct and the Procedures for Promoting and Maintaining a Safe Learning Environment.

In accordance with CIVICA NV's Code of Student Conduct, the most appropriate disciplinary action taken by the School's officials will be the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The School will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct.

Our Honor Code

We believe that a safe, character developing, change learning environment is of utmost importance. When children behave in a respectful, honorable, and responsible manner, they learn more and develop into responsible adults whose "character counts." The CIVICA NV Honor Code is a school-wide plan that clearly outlines student expectations. Model student behavior is recognized and consequences are given for not adhering to the Honor Code. The CIVICA NV Honor Code requires students to be honest, kind, respectful, patient, proud, and courteous. CIVICA NV encourages children to believe that mistakes may occur, and what is most important is that we learn from mistakes and commit not to repeat those errors.

CIVICA NV will implement Safe and Civil Schools Positive Behavior Interventions and Supports (PBIS).⁴¹ Schools using PBIS show decreased discipline issues and is a component of our discipline philosophy described later in the application. PBIS is also strongly correlated with increased academic achievement.⁴² PBIS will provide the foundation for respect and responsibility amongst students. Those character qualities help develop a positive school environment that is emotionally and physically safe for all students. Our PBIS model relies on the Honor Code to guide student behavior.

PBIS will help all students behave responsibly and respectfully in a safe environment. The overarching beliefs include proactive, positive, multi-tiered strategies and techniques designed to

⁴¹ <https://www.safeandcivilschools.com/research/papers/pbs-pbis.php>

⁴² <https://www.tandfonline.com/doi/full/10.1080/13803611.2016.1256783>

improve quality of life and curtail disruptive behavior at school and in students' personal lives. A PBIS school believes:

- All students must be treated with dignity and respect
- Students are taught the skills and behaviors necessary for success
- Motivation and responsibility should be encouraged through positive interactions and building relationships with students
- Student misbehavior represents a teaching opportunity

Principles of Restorative Justice complement our Honor Code standards. Consequences for violating the Honor Code will include repairing the damage caused, whether emotional, physical, or some other harm. The principles character qualities associated with Respect above will guide students' thinking about restoration.⁴³

The Vision, Mission, and Honor Code make up the DNA of CIVICA NV and are the driving force for the culture and climate any visitor or stakeholder on campus will feel upon entry. CIVICA NV strives to commit to academic excellence, personal responsibility, and social awareness.

Through the use of data collected and analyzed by Cross, Smolkowski and Stryker⁴⁴ over 9 years and 21 schools, the PBIS model showed significant association with increased student academic achievement. The PBIS program will be a facet and cultural backbone of CIVICA NV. The PBIS model will significantly improve cultural and enhance academic achievement.

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

CIVICA NV has already begun to hold parent interest meetings to share the mission and vision of the School in addition to garner input. The School will hold semester open houses where parents/guardians will have the opportunity to speak with CIVICA NV staff in regards to any academic or cultural facets. Each student and parent/guardian will also be held responsible for contributing to the community and to their academic success by signing a learning compact requiring them to embrace each role in their education. One facet of this is to provide support to the student at home with the coursework required. As an active participant in their child's learning this will reinforce the importance of family and community. Opportunities for community engagement and input have been in place as explained in [Table 3-6](#) of the Meeting the Need Section of this application.

(3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the School mid-year.

The enculturation of parents, students, and teachers begins during the enrollment and hiring process. All advertising and marketing will highlight the academy's mission, vision, and core values.

Staff enculturation begins in the interview and hiring process. During interviews, instructional and support staff are asked to outline their personal educational philosophies and their viewpoints on equitable curriculum and pedagogical practices. Only applicants that share similar complimentary beliefs to CIVICA NV will be considered for employment. Staff enculturation continues through

⁴³ <http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/#sthash.C8jS6BfO.dpbs>

⁴⁴ Madigan, K., Cross, R. W., Smolkowski, K., & Stryker, I., (2016). *Association between schoolwide positive behavioural interventions and supports and academic achievement: a 9-year evaluation*. Educational Research and Evaluation, 2016.

collaborative team time and other professional development implementations. During the daily collaborative teams, student data breakdown sessions will continue to enforce the School's culture by providing and developing interventions for all learners. In addition, during professional development weeks at the start of the semester the implementation of the academy's culture will be discussed in detail.

Students are specifically enculturated during the first week of each semester. During this week students participate in team building exercises and communication development to initialize student learning in an online environment. In addition, students are enculturated through their semester long volunteering project. Parents are enculturated through the enrollment process, completing the student parent handbook, ensuring accurate volunteer hours, and direct weekly communication with school staff including teachers.

The overarching use of the PBIS model will serve to promote strategies designed to improve behavioral successes that are non-punitive and proactive in nature. Even though PBS primarily focuses on behavioral interventions, it will serve great support for enculturation to provide systematic techniques that focus on culturally appropriate application.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

With the use of daily interventions and the multi-tiered learning layout, students will be given ample encouragement and safety nets to continue to be successful in their educational environment. Students will be recognized for their successes and will be noted during quarterly award ceremonies. Student academics, attendance, and discipline will be recorded in the student information system as well as infinite campus allowing for parents/guardians to reinforce positive behaviors and provide corrective feedback to their student, thus assisting students in remaining on track. A community committee will be compiled of teachers, leaders, parents, and students. This committee will review PBS procedures and interventions and make suggestions to the governing board of notable behavior policies that may positively affect the academy.

(5) Describe how the School plans to align staff and students around high expectations for student behavior.

CIVICA NV follows a restorative justice discipline policy which addresses and corrects inappropriate behavior by providing clear and constructive feedback and is aimed at getting student offenders to take responsibility for their actions, to understand the harm they have caused, to give them an opportunity to redeem themselves, and discourage them from causing further harm to anyone. The School's discipline policy aims to establish that culture which enables students to improve their academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in every student's self-efficacy.

Upon the establishment of the School, the principal and teachers, and parents will further refine the discipline policy and create a Code of Conduct compact. The School's policies will continue to be developed and reviewed by the Board of Directors annually with the goal of providing a learning environment that is safe and conducive to learning. Upon enrollment in CIVICA NV, students, parents, and teachers will be given a copy of the discipline policy in their registration packets. It is expected that parents and students will review and acknowledge the policy by signature.

CIVICA NV also has a school uniform policy. This is the initial point to hold students to high expectations for behavior. By having uniforms CIVICA NV aims at limiting student behavior issues in regard to dress code issues. Staff will be closely monitored through frequent observations of their course player set up, their online interactions with students, their use of feedback and scaffolding, and their face to face instructional methods.

(6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

The assessment of school culture should include an intentional, well-balanced inquiry into the needs, concerns, aspirations, and fears of its stakeholders. School culture is measured through observation from leadership and all stakeholder feedback including staff and parents/guardians. CIVICA NV will collect data from two yearly surveys. These surveys will ask questions related to school culture and also the attitude towards said culture. The qualitative data will be shared and aggregated with all of leadership. The results of this survey will be used to shape alternative methods and development on school culture and the implementation of school values. In addition, the School will look at retention rates of students as well as staff. Retention rates are typically a direct reflection of a school's culture.

(7) Describe the School's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

CIVICA NV will implement a more strategic Check In/Check Out mentoring system for students who are identified as at risk through teachers, administration, school counselor/social worker, and other referrals. CIVICA NV will also create a Crisis Team to address issues that are beyond the SABIT/RTI interventions of the Check In/Check Out mentoring system and to deal with imminent issues that may occur. Parents of students who are placed on the Check In/Check Out system will be notified, and the benefits of the program will be explained.

CIVICA NV will be implementing a mentoring system to help students who have difficulties at school such as the Check In/Check Out system.⁴⁵ Mentoring systems are a research based validated program recommended by School Wide Positive Behavior Support for providing school wide support for students who are at risk. Mentoring systems are continuously available and interventions can begin within 72 hours. Mentoring systems are consistent with school-wide expectations that are implemented by all staff/faculty in a school setting and has a home/school linkage. The interventions are flexible, low cost, low effort, and provides decision making based on daily progress monitoring. Students meet with a mentor before school, mid-day, and after school to check in. All teachers complete a daily recording sheet. Mentor tracks progress and makes adjustments as necessary.

Students who are having physical health, mental health, or other issues will also be part of the mentoring system. For example, the mentor will provide daily contact and support for students who may have social anxiety or a diagnosed illness like diabetes. The mentor will provide information on community resources as needed. These students will also have weekly contact with the School nurse

⁴⁵ Crone, Hawken, and Horner, 2010. Responding to Problem Behavior in Schools: The Behavior Education Program, 2nd Edition Guilford Press, New York.

who will monitor physical and mental health concerns. CIVICA NV will continue to monitor and provide services for students that have long term absences due to health issues.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the School's discipline policy. Discuss the practices the School will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

In addition to abiding by the NV Code of Student Conduct, CIVICA NV will use a discipline method to hold students accountable within the classroom. Teachers at CIVICA NV will create an environment where students feel empowered to address their classmates who are not contributing positively to the learning environment or following classroom rules. It is understood that the team's (class') success is at stake if not all teammates (classmates) are on board. This requires the teacher to take time teaching students the correct way to address their classmates. Students will connect team accountability to the classroom. It does not always have to be the teacher that serves as the motivator or the disciplinarian. Students will be challenged to hold their classmates accountable the same way they would a teammate.

Through the use of Positive Behavior Supports (PBS) discipline will be handled in a respectful environment that will help teach students the expected behavior. PBS documentation systems will be implemented along with the use of Infinite Campus. CIVICA NV students will be compliant with the NV state bullying law (NRS 388) so that all can continue to have a free and safe learning opportunity.

All teachers and staff will document discipline in the student information system and alert parents and school administration as needed. The staff member issuing the warning to a student will be responsible for contact the parents. For more severe offenses, the discipline may vary depending on the severity of the offense but may include in or out of school suspension and/or expulsion. Teachers are expected to retain the primary responsibility for disciplining students up until the student is recommended for suspension or expulsion.

Students will be acknowledged for consistent positive behavior and academic progress through a variety of events and certificates that recognizes the student's self-management and ownership of expected behaviors as learned through the Positive Behavior Support program. School events recognizing positive behavior and academic achievements will be implemented and those meeting no behavioral issues, 90% attendance or a grade of 85% or better will be invited to attend one of these events. These events may include a field trip, special class privilege, ice cream/pizza party, etc. Students will also be awarded certificates of achievement for perfect attendance and/or straight A's on a quarterly basis. These awards will be posted in the monthly newsletter for that quarter. At the end of the year, an overall accomplishments ceremony will take place to allow students and parents to be recognized for their outstanding achievements and partnerships for academic success with the Academy.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the School will employ for students facing expulsion.

When a student is recommended for expulsion a hearing officer designated by the Governing Board will hold an expulsion hearing. The parents and student will be given written notice of the hearing time and date and requested to attend. The hearing officer will review all statements of facts and hear the evidence both for and against the student and make an expulsion determination. Parents

and students are also informed of the full policy and procedures each year when receiving the Parent/Student Handbook. If the parents of the child do not agree with the hearing officers' determination, they may appeal to the Governing Board. Again, meeting notice will be given in writing and in advance. The Governing Board will conduct the meeting in executive session unless the parent's request for the meeting to be public. After hearing and reviewing all evidence, the Board will vote to either accept or reject the hearing officer's recommendation for expulsion. If the Board rejects the recommendation for expulsion, they will levy an alternative course of action.

(3) Who will be responsible for implementing the School's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the School and the SPCSA? How will you use this data to make needed changes for school culture?

The School Principal is responsible for implementing the School's discipline policy. Teachers are responsible for any disciplinary action that does not warrant a suspension or expulsion. Instructional staff will be trained in how to record behavioral events in the student information system, Infinite Campus. Paper copies of offenses will be held in the student's physical records for the length of time the student is enrolled at CIVICA NV.

Disciplinary data reports will be generated by the School's Principal who will provide these to the SPCSA as necessary. The Principal will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. These will be shared with all staff to look for trends and develop proactive procedures to ensure a risk-free, respectful environment is established and all are treated with dignity. The Principal will develop an action plan to improve school culture based on the trends in the data and feedback from staff. These plans will be submitted to the board, as needed for approval before they are implemented.

(4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

CIVICA NV believes in holding all students to a high standard and believes that all students can achieve a high standard. Through the use of Safe and Civil Schools Positive Behavior Supports expectations will be clearly communicated and understood in a proactive stance to prevent any disproportionate penalization of students. School administration will have latitude to flex the School's discipline policy to accommodate specific student's needs on a case by case basis.

(5) Describe the core principles of the School's proposed parent grievance policy.

Please see [Attachment 24V](#).

(6) Discuss any required dress code or uniform policy.

CIVICA NV will implement a uniform policy. Shirts with the School's logo will be required along with khaki, black, or navy bottoms. Hair, jewelry, accessories, makeup, perfumes, and other elements of personal attire must meet school board approved guidelines. All students will dress modestly and avoid bare midriffs, low-cut blouses, and bottoms that do not reach finger-tip length. Exceptions for religious apparel, jewelry, or hairstyles will be considered.

In 2014, 49% of the United States public schools required uniforms or a formal dress code policy. The primary reason for the adoption of school uniforms is intended to reduce discipline problems, improve school climate and curb any social pressures. Uniforms lessen social pressures, help to increase student self-esteem and improve academic achievement (Brunsma, 2006)⁴⁶.

By enforcing a strict dress code, CIVICA NV will create a professional environment that is conducive to and focused on learning. Uniform clothing helps eliminate socio-economic differences, minimizes distractions, and helps focus students on learning. Each Friday, students will be permitted to dress down by wearing conservative jeans and a school approved t-shirt. This helps students display their personality and school pride in a controlled setting while also emphasizing higher education. The same expectations will be implemented for all staff as they are role models for each member of the School community. This will also provide an environment where learning is the focus.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Discuss the annual academic schedule for the School (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

The student parent handbook upon enrollment at CIVICA NV will include the academy's calendar. This ensures that students focus on three academic courses at a time which will allow for specific interventions regarding content remediation, scaffolding and differentiation needs. The elementary students will attend from 8:00 am to 3:15 pm on regular days. The middle school and high school students will attend from 7:30 am to 3:00 pm. This extended time will allow for more academic time, and will relieve the crowd control issues that may occur if all students were released at the same time. Please see [Attachment 24L](#) to see CIVICA NV's proposed calendar for the 2021-22 school year.

(2) Describe the structure of the School day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the School day, including start and dismissal times. Explain why the School's daily and weekly schedule will be optimal for the School model and for student learning. Provide the minimum number of hours/minutes per day and week that the School will devote to academic instruction in each grade.

Please see [Attachment 24U](#).

(3) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

CIVICA NV's goal for student attendance is to maintain an average daily attendance rate of 95% or greater. Attendance will be collected daily through the SIS by the classroom teacher. Teachers will track and take attendance of students.

The School will have an Attendance Review Committee, which will be comprised of a student services representative and an administrator or an administrative designee. (During the first years of operation when staffing positions will be minimal, the attendance review will be conducted primarily by the Principal and any other staff he/she so designates). The committee will provide guidance and support to students with significant absences by providing early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester course or ten (10)

⁴⁶ Brunsma, David L. (2006). School Uniform Policies in Public Schools. *Principal*, 85(3), 50-53.

unexcused absences in an annual course. Additionally, parents/guardians of flagged students will be informed of student attendance daily. In order to reduce truancy and chronic absenteeism a staff member of CIVICA NV will solely be responsible of providing details of chronic absenteeism and truancy to leadership and notifying parents/ guardians.

5. Operations Plan

BOARD GOVERNANCE

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The governing philosophy of the CIVICA Collegiate and Career Academy of Nevada Board of Directors will be to uphold the principles of the school's mission and vision. The Board will strive to maintain a strong relationship with the Principal as well as key stakeholders (Students, Teacher, Parents and Local Partnerships). The purpose of the Board is to set the general direction and policy of the School and not to manage it on a daily basis. The Board will be responsible for hiring the principal, who will hire the school's faculty and staff. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board.

The School's on site administration will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

The board strives to have each member bring value to the school through active participation, to sustain cooperation between school faculty and the board, and to seek input from various sources including, students, parents, faculty and other community members. CIVICA NV's Bylaws seek to ensure that there is parental, educator and community involvement in the governance and operation of the school. The Bylaws require that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in areas that will most assist the Board in effectively governing the school. By mandating that these community interests are represented on the Board, CIVICA NV can ensure a Board of Directors with the knowledge, experience, and community involvement necessary for the success of the school.

In addition, CIVICA NV will be accountable to the public through the school's goals and accountability measures. Furthermore, the school will work closely with the Parent-Teacher Organization and the School Accountability Committee to ensure that all members of the community have an active voice in the school's governance and operations.

(2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents. Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 7). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4): A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes: (a) A potential contractor of the proposed charter school; (b) A

potential lessor of a facility that the proposed charter school may lease; (c) A representative of an educational management organization with which the proposed charter school may contract; (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or (e) Two or more persons who are related by blood or marriage to each other.

CIVICA NV's Board of Directors is the ultimate policy-making body with the responsibility of operation and oversight of the school including, but not limited to, academic direction, curriculum, and budgetary functions. It shall be the responsibility of the CIVICA NV Board to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The members of the Board shall be comprised of seven (7) Directors when fully composed. The membership will meet the following minimum qualifications, in accordance with the statutory requirements of NRS 388A.320:

- a) one (1) active or retired teacher licensed by the State of Nevada,
- b) one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State,
- c) one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and;
- d) two (2) members who possess knowledge and experience in one or more of the following areas: accounting, financial services, law, or human resources.

These requirements ensure that the Directors of the governing board will contribute the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school. And, as mentioned above, these requirements also ensure that there is parental, educator and community involvement voices providing input in the governance and operation of the school.

Board Member Duties: The policies, procedures, powers, and duties by which the board will operate are detailed in the attached bylaws, which include, but are not limited to:

- Oversee operational policies, academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight of the school's operations and provide public accountability.
- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor.

CIVICA NV's on-site administration consists of the Principal and administrative team (Assistant Principal, Teacher Support Advocate, Student Support Advocate, Special Education Teacher, etc.), who are responsible for curriculum development, working with the teaching staff, addressing student-related issues, and administering programs for Exceptional and Special Needs Student Populations. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with CIVICA NV's Mission and Vision. The Principal will be evaluated annually by the Board through a process that includes progress toward achieving school goals based on CIVICA NV's mission and vision, feedback from stakeholders, as well as a review of school data and performance to determine the Principal's success. The evaluation's purpose is to

measure the principal's effectiveness and inform him of successes as well as opportunities for growth, improvement, and professional development.

CIVICA NV's Committee to Form possesses qualities and experience necessary to plan and develop a successful charter school. Their qualifications and experience are explained in the table below. Please see [Attachment 24M](#) for an outline of Board Member skills and expertise.

(3) Provide, as Attachment 8, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see [Attachment 8](#).

(4) If the current Committee to Form does not include the full founding board, explain how and when the additional board members will be identified.

CIVICA NV's current Committee to Form includes the full founding board at the time of submission.

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

CIVICA NV's Governing Board recognizes that integrity and honesty are imperative in the operation of the School. The Bylaws govern the Governing Board and include all rules, regulations, and ethics to which the Board is expected to abide. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest. Article III of the Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures dictate how a Board member should abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

The Code provides that those subject to the Code complete an annual statement attesting that they understand the Code and are in compliance. In addition, the Board will do periodic reviews to ensure compliance.

Please see [Attachment 9](#).

(6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Incorporated into the Board Bylaws by reference in Article III, Section 11 is the Conflict of Interest Policy, as can be reviewed in [Attachment 9](#). The Conflict of Interest policy is designed to protect CIVICA NV when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of CIVICA NV. The Conflict of Interest policy sets forth the requirement that all potential and actual conflicts be disclosed and the affected Board Members recuse themselves from any action or discussion. The Conflicts of Interest policy is intended to

supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

(7) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

All Board members are required to complete at least four hours of professional development annually. The Board will receive additional training to understand the performance dashboards provided to enable the CIVICA NV Board to maintain appropriate oversight over the financial, operational, and academic performance of the campus. An annual board retreat will be planned in order to increase capabilities of the board to successfully function as a governing board. In addition, the Board will expand its capacity over time through attending the state and national charter school conferences that provide board governance strands and offer collaboration opportunities with boards from other systems.

(8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Orientation for new board members will be provided by the current Board of Directors. During this orientation, the new board member will receive a copy of the approved charter application, the board Bylaws, the current year budget, the strategic plan once it's developed, and will be given information on open meeting laws. In addition, monthly site visits will be encouraged to better understand the school community and climate.

For ongoing training, Board members will be required to complete four (4) hours of professional development. Board members will attend the state and/or national charter school conferences that offer professional development on governance and board leadership, financial oversight, budget, academic accountability for schools, among others. The Nevada charter school conference usually takes place in September and the national conference usually takes place in June. In addition, Board members will be encouraged to attend Parent Teacher Organization (PTO) meetings to show support and collect feedback from important stakeholders within the school community.

Finally, the Board will attend a yearly retreat in July which will focus on areas in which the board determines needs focus, such as development of committees, best practices in board governance, and effective board leadership.

(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The school principal, selected by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. It is the expectation that the principal shall attend all Board Meetings to provide up-to-date information on the school's progress academically and other topics of interest for the board (events held at the school, awards/accolades, status on state-wide requirements, etc.).

The board expects to enter into a contract with Academica Nevada, an educational service provider. The Governing Board is self-governing and independent from Academica Nevada, and no member of the Governing Board is employed by them or related to any owner or manager of them. Academica Nevada will not manage the day-to-day operations of the school, but rather will provide “back office” support and independent accountability for the Board. Academica Nevada will carry out the defined responsibilities found in the EMO contract [Attachment 23B](#), and will provide expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. An “arm’s length” performance-based relationship will exist between the governing board and Academica Nevada, and the Board will annually evaluate them to determine continuation and renewal of services based on their performance.

A representative from Academica Nevada is also expected to attend all Board Meetings. Academica Nevada will provide a report during each meeting providing up-to-date financial data and operational reports.

(10) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

CIVICA NV will adhere to the committees set forth in its bylaws, including its power to create ad-hoc committees, if necessary, to form any advisory bodies or councils as the need for these support committees arise. The board will create these committees by resolution adopted by a majority of the board. Each committee will consist of at least one board member and will exercise such authority in the management of the school as provided in the resolution or in the bylaws, however, no committee will have the power to contract or have budget making authority. Reports from the Board Committees and Advisory Board will assist the Board of Directors in making well-informed decisions based upon input from key stakeholders in the school community.

(11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

A Grievance Policy will be adopted and provided to stakeholders that explicitly describes the process should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The policy will be put in place to ensure that concerns are dealt with in a prompt and equitable manner.

The Board and school administration expect that conflict will be addressed proactively and include:

1. Addressing the situation directly with the other person(s) involved;
2. Enlisting the assistance of a site-based administrator to assist in resolution;
3. Preparing a written grievance for the Principal, who then reviews and acts as appropriate;
4. Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board Meeting and will make the ultimate resolution.

The Board will be expected to refer any member of the school community with a grievance to the adopted Grievance Policy to avoid micromanagement of the school.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Please see [Attachment 24T](#).

LEADERSHIP TEAM

(1) *Describe the proposed organizational model; include the following information: (a) Organizational charts for year one and one for when the school is at full capacity*

Please see [Attachment 20](#).

(a) *Job descriptions for each leadership role (provide as Attachment 2)*

Please see [Attachment 2](#).

(b) *Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2021-22 school year.*

Please see [Attachment 3](#).

(c) *Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)*

Please see [Attachment 3](#).

(2) *Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: a) School leadership, operations, and governance; b) Curriculum, instruction, and assessment; c) At-risk students and students with special needs; d) Performance management; and e) Parent and community engagement.*

CIVICA NV's committee to form is a collective group of individuals with experience in all of the areas referenced above. For further detail, please refer to [Attachments 7](#) and [8](#). The board will rely on the principal to bring the school leadership necessary to implement the school design.

CIVICA Nevada has selected Mr. Jose Herrera as the proposed Principal. Mr. Herrera is a proud and passionate educational leader who was raised in inner city Las Vegas and was an alumnus of Halle Hewetson Elementary School, Roy Martin Middle School, and Las Vegas High School. Mr. Herrera later went on to graduate from the University of Nevada, Las Vegas with a Bachelor of Science in Education and passionately began his teaching career in 1998. Throughout Mr. Herrera's 22 years in education, he has purposely taught in at-risk, inner city schools with a desire to share the gift of education to a community which had embraced and supported his life-long dream. During these years, Mr. Herrera's community outreach efforts were instrumental in creating a united school culture, which valued all school stakeholders. Mr. Herrera's dedication and commitment to serve continued, when he effectively navigated his unique ability to build trusting relationships with his fellow colleagues to successfully provide instructional coaching as their K-5 Learning Strategist. Mr. Herrera aspired to positively impact lives on a grandeur scale and went on to pursue and earned a Master of Education in Educational Leadership from the University of Las Vegas, Nevada in 2011. Mr. Herrera continued his servitude mission, as an Assistant Principal at Somerset Academy of Las Vegas Stephanie Campus, where he successfully led both the Elementary School and Middle School to a 5-Star rating in 2019. Mr. Herrera is now honored with the opportunity to serve the North Las Vegas community as Principal of CIVICA Nevada.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

At the elementary level (Kindergarten – 5th Grade), current administrators and school leaders of Mater Academy of Nevada will provide support in coaching and training Principal Herrera and relevant staff on the Mater educational model, which CIVICA NV will replicate for Grades Kindergarten through 5th. This coaching and training will include, but not be limited to, such items as: professional development, consultation on the selection and use of curriculum, intervention strategies, and English language learner program consultation.

Through the affiliation with COHEA Academy in Florida, current administrators and school leaders will be responsible for coaching and training the CIVICA NV principal, Mr. Herrera for the upper school grade levels. Towards the end of July, Mr. Herrera will go to Florida and attend a five-day training presented by current COHEA instructional and administrative staff that will focus on the COHEA/CIVICA instructional model, provide classroom-level scope and sequence instruction including individual lesson plan materials for the classroom including basal curriculum, MTSS structures, PBIS, and special education processes and requirements (including teaching ELL and GATE learners). Additionally, Mr. Herrera participated in the Doral Leadership Institute which targets modules impacting leaders in charter schools in Nevada. The modules include Leadership, Instruction and Data, Operational Effectiveness, Financial Management, Climate and School Culture, Compliance, and Communication/Marketing. In addition, participation at national and state conferences will be encouraged such as ASCD, National Charter School Conference, Charter School Association of Nevada Conference, among others.

CIVICA NV plans to use the same principal evaluation tool that the COHEA Academy in Florida uses, which was originally created by the Florida Consortium of Public Charter Schools. This evaluation tool focuses on student achievement, instructional leadership, organizational leadership, and professional and ethical behavior. The evaluation's purpose is to measure the principal's effectiveness and inform her of successes as well as opportunities for growth, improvement, and professional development. Please see [Attachment 4](#).

(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

CIVICA NV will leverage the resources of its Educational Service Provider (ESP) to fulfill the successful recruitment, retention, hiring and development of highly effective staff. The ESP will assist in Human Resources, marketing, advertising, and recruitment of staff. All Nevada licensure, background checks and employment statutes will be followed to ensure all staff have met the highest standard. Mr. Herrera, the proposed principal, will attend recruitment events to actively seek and interview potential teacher candidates. Mr. Herrera will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision and their skills for the respective position. Each teacher will be required to demonstrate teaching proficiency by providing a teaching sample (lesson plan or video of a lesson) and successful completion of a face-to-face interview.

The principal will develop and implement a comprehensive professional development plan. He will develop a plan based on areas of need and best practices. He will also be responsible for creating a healthy learning environment in which teachers feel supported and have a direct line of

communication with the principal in order to create positive attitudes. The school will also provide a wide range of benefits such as: Flexible Benefits Plan; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

CIVICA NV Administration will ensure effective instruction of programs by maintaining a consistent coaching cycle with each teacher. Teachers will be observed frequently and provided with immediate coaching and feedback through the use of an online observation tool and face-to-face post-conferences. Teachers are also required to participate in a reflective practice process in which they video record their own instruction 2-3 times each school year and conduct a minimum of five peer observations throughout the school year. Administration will be very transparent with teachers in regards to his/her performance in the classroom and provide immediate coaching as needed related to instruction.

In addition, the school leader and administrative team will ensure that administration and classroom teachers are not only delivering assessments, but analyzing data to adjust instruction as needed, providing remedial and enrichment instruction for students, and ensuring all students are showing growth throughout the school year.

(6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

To ensure redundancy in leadership, all administrative personnel are cross-trained on one-another's roles. The receptionist/ administrative assistant is also trained on Administrative tasks to be able to assist in times of need. To develop and build leadership capacity, subject-level lead teachers are selected and provided with leadership opportunities. Lead teachers will meet with administration weekly to establish goals and provide feedback. This collaboration with lead teachers will ensure teachers are able to give feedback and directives in collaborative teams with their colleagues. Collaborative teams held daily will ensure that all CIVICA NV systems are consistently enforced and evaluated for effectiveness.

LEADERSHIP FOR EXPANSION

(1) Describe the school and the EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

At this time, CIVICA NV is focusing on one location, therefore this questions isn't applicable.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 19). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

(a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 19) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader (Regional

Director, Executive Director, etc.) in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2020-21 school year and to add additional criteria to the pre-opening requirements for such schools.

At this time, CIVICA NV is focusing on one location, therefore this questions isn't applicable.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Please see [Attachment 24N](#) for Staffing Tables for the Proposed New School and Network.

HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

Teacher effectiveness is critical to the success of any school; therefore, CIVICA NV understands the importance in recruiting and hiring quality teachers. CIVICA NV will seek to recruit staff that will support the mission and vision of this school. Recruitment efforts will include online educational recruitment sites (Teachers-Teachers.com), school's website, presentations, fliers at local universities, and attendance at state and national job fairs targeted specifically in Southern Nevada, area as well as Utah, Washington, California, northern Nevada, among others. CIVICA NV will coordinate efforts with post-secondary institutions to serve as a host school for interns whenever possible and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. CIVICA NV will provide equal employment opportunities for all candidate which align to the Board's Non-Discrimination Policy.

The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; Nevada Certification for the required position; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission ; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation. Candidates will be interviewed by an interview committee which will include the Principal and other staff members in related content areas as appointed by the Principal.

In order to attract and retain staff, CIVICA NV will develop and manage staff compensation, paid time off, and benefit packages which are competitive to area schools. Additionally, we believe that teacher mentoring is one key to student achievement as well as teacher retention. Mentoring will be provided to teachers new to the profession as well as new to the campus. Mentors provide beginning teachers with practical information, guide teachers as they develop instructional skills, and offer feedback and opportunities for reflection. Areas of focus within the mentoring program include curriculum, student assessment, data disaggregation, classroom management, instructional strategies, communicating with parents, assisting students with special needs, and professional responsibilities such as maintaining gradebooks and required paperwork.

(2) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Please see [Attachment 240 – Salary Ranges & Staffing Needs](#).

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

CIVICA NV senior administration and school staff will work collaboratively through a decision-making process for the day to day operations of the school. The Principal will be on site as the school's administrator with support from the other administrative staff (Assistant Principal, Teacher Support Advocate, Students Support Advocate). Other personnel able to provide support to students, parents, and teachers are the office manager and school counselor.

CIVICA NV will maintain a 25:1 student to teacher ratio in grades K-5 and a 30:1 student to teacher ratio in grades 6-12.

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Please see [Attachment 24P – Hiring & Dismissal Procedures](#).

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5, as well as any supporting protocols or documentation.

In accordance with NRS391 and AB447, the Principal and/or designated academic supervisor will conduct formal evaluations of classroom teachers and other instructional personnel annually. Because of its replication of Mater Academy and COHEA, the school will adopt the Evaluation System for Classroom Teachers and Other Instructional Personnel.

Personnel evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflect the performance level of the individual's work. The evaluation for instructional personnel is based on the following criteria:

Performance of students - Student learning growth will be assessed and measured based on data and indicators of student performance as determined by CIVICA NV's governing board. This portion of the evaluation will include growth and achievement data of the teachers' students.

Instructional practice and Professional Responsibilities– The evaluation tool includes six instructional practices which are clearly defined to ensure understanding of expectations for the quality of instruction and professional responsibilities necessary at CIVICA NV. This comprehensive evaluation system will be used to monitor and assess the instructional practices and job performance of staff at CIVICA NV. This will be done primarily through observations of performance conducted by the school's administrator or individuals responsible for supervising instructional employees in addition to other collections of evidence such as reliable survey information from students and parents and peer review. Those practices include: Instructional Design and Lesson Planning, Learning Environment, Instructional Delivery and Facilitation,

Assessment, Continuous Professional Improvement, and Professional Responsibility and Ethical Conduct.

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the school and/or new to the profession) will be formally evaluated annually and formally observed at least three times in the first year of teaching and will be under a probationary contract. All personnel will be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription.

For further information, please see [Attachment 5](#).

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The Principal will be evaluated by the Board of Directors at least once each year. The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. CIVICA NV plans to use the same principal evaluation tool that Mater Academy of Nevada and COHEA Academy in Florida use, which was originally created by the Florida Consortium of Public Charter Schools.

This evaluation tool focuses on student achievement, instructional leadership, organizational leadership, and professional and ethical behavior. The evaluation's purpose is to measure the principal's effectiveness and inform him/her of successes and meeting goals, as well as opportunities for growth, improvement, and professional development.

For further information, please see [Attachment 6](#).

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

The Principal will be responsible for hiring high quality non-classroom staff at CIVICA NV. The administrative team will consist of an Assistant Principal (one to start until school expands to higher grades), and EL Coordinator. Curriculum Coaches and School Counselors will be added in subsequent years in addition to Social Workers should additional grant funding be secured for that position.

The Curriculum Coaches will work alongside classroom teachers to support student learning in all content areas through individual and group professional development. Additionally, this position will foster professional learning communities using data teams, classroom walk-through, peer observation, and action research and will assist teachers in developing, testing, and implementing research based instructional strategies. The School Counselors and Social Workers work closely with students and parents to establish high standards of conduct, properly address the improvement of attendance and discipline, and investigate and adjudicate student and parent complaints. Both will remain up to date on all state and SPCSA laws, regulations, policies and procedures and communicate changes to staff to make appropriate updates to school operational processes. Having these positions will help the Principal to ensure teachers, families and students are supported and will help the school operate smoothly.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

Successful succession plans focus on grooming talent for the future. School administration will focus on identifying qualified candidates with leadership potential, including candidates with the following characteristics:

- Acts with integrity
- Seeks and uses feedback
- Seeks opportunities to continue to grow professionally
- Has the courage to take risks
- Is committed to making a difference

CIVICA NV will provide leadership opportunities for potential school leaders, which include participating on Leadership Teams, assisting in writing School Performance Plans, and providing leadership within their grade level or department. Mentor training will also be included where potential leaders are connected with experienced administrators. Future leaders will be encouraged to participate in the Doral Leadership Institute to create a pipeline of candidates trained in leading a charter school in Nevada. The Doral Leadership Institute targets modules impacting leaders in charter schools including: Leadership, Instruction and Data, Operational Effectiveness, Financial Management, Climate and School Culture, Compliance, and Communication/Marketing.

(9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

Employee performance is identified through several means. Performance is measured through individual goals and metrics and through student success and following policy, procedure and laws. Unsatisfactory performance in any area may result in corrective action. Corrective Action may include non-disciplinary actions such as verbal direction, verbal warning, a written letter of direction or an improvement plan. Corrective Action may also involve disciplinary action, including but not necessarily limited to a written warning, written reprimand and/or suspension with or without pay.

In general, an employee will be provided with notice and an opportunity to respond to performance concerns regarding the employee or charges being made against the employee. The school may conduct further investigation as warranted before making a final determination regarding the appropriate remedial, corrective or other action to be taken. Notwithstanding any corrective action taken, the school may always exercise its right to terminate the employment relationship in accordance with applicable laws, employee contracts (if any) and school policies.

The cost of turnover is high at any school and can impact student achievement, productivity, and overall school culture. CIVICA NV plans to implement appropriate reward and retention strategies to reduce overall turnover of staff and impending cost. Turnover is calculated by including the number of days the position was open, recruiting costs, training costs, administrative processing and payroll costs.

(10) Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

The EMO does not use an HRIS system.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

CIVICA NV will utilize the support described in the Academica Nevada contract for its core Human Resources functions (services such as payroll, benefits administration, employee relations, etc.). The school may seek out specialized experts to assist with the complexities of the Affordable Care Act and Nevada Public Employees Retirement System, but these costs have been factored into the payroll budget.

SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the EMO and the new schools.

In order to scale the educational model, Mr. Alvarez is providing support to the school through his role on the Committee to Form. Once the school is approved, administrative teams from Mater Academy and COHEA will provide professional development support for curriculum, school model and program, initial professional development, principal development, business, accounting, and human resources assistance. For a draft copy of the Memorandum of Understanding between Mater Academy of Nevada and CIVICA Nevada, please refer to [Attachment 24D](#). For a copy of the Affiliation Agreement between CIVICA Nevada and the CIVICA Educational Network please see [Attachment 24F](#).

Mr. Alvarez and the admin teams at Mater Academy and COHEA will provide initial training to CIVICA NV prior to the school opening. A rough outline of the timeline of this training is as follows:

- January 2020 through June 2021: Monthly training modules with Mr. Herrera focusing on Mater and COHEA best practices.
- February 2020 – CIVICA NV Board Training with COHEA President Carlos Alvarez.
- July 2021 – CIVICA NV Model – Carlos Alvarez, Principal of COHEA (and staff from Florida). This five-day training presented by current COHEA instructional and administrative staff will focus on the COHEA/CIVICA instructional model, provide classroom-level scope and sequence instruction including individual lesson plan materials for the classroom including basal curriculum, MTSS structures, PBIS, and special education processes and requirements (including teaching EL and GATE learners.)
- August 2021 – Nuts and Bolts of CIVICA – School Principal. Team building exercises, classroom assignments, HR policies and procedures, and Infinite Campus, All Hazards Plan, Infectious Disease, Allergy, etc. training.
- August 2021 – Character-driven school norms, honor code, discipline, standards alignment, Career Academies and Pathways.
- August 2021 – Staff departmentalized training and vendor-provided online modules, lesson planning, standards alignment, IPDP outlining, classroom prep.

In order to scale operations, CIVICA NV is looking to deploy the same model that Academica Nevada has used in the development of other schools in Nevada. This model includes using a developer with a good track record such as the Turner-Agassi fund to finance and develop a property with the same quality as other Academica managed sites. The Board of CIVICA NV will verify that the project fits within the budget of the school and that it is built to have an excellent educational environment. The Board will have Academica work with the development group to make sure that all deadlines and permits are met so schools on are target to open on time.

Academica Nevada staff will also work with Administration to procure all furniture, fixtures, equipment, technology, etc. The school's education service provider, Academica Nevada, has worked with organizations in both Northern and Southern Nevada such as Somerset Academy of Las Vegas, Pinecrest Academy of Nevada, Mater Academy of Northern Nevada, SLAM Academy, and Doral Academy of Nevada to open new sites.

(2) If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.

This question is not applicable to Academica Nevada, because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five performing, organizationally sound, and financially prudent charter school systems across 22 campuses in Nevada.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

This question is not applicable to CIVICA NV because it does not have plans to open new schools.

(4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 23. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

Please see [Attachment 23](#).

(6) Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

Academica Nevada does not employ school staff. All school employees, including teachers, administrators, and support staff, will be directly hired by the principal and/or administration team. The Board will be responsible for hiring the principal.

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Please see [Attachment 24Q](#).

(8) Provide, as Attachment 20B, the following organization charts (including both network management and schools within the network): a) Year 1 network as a whole; b) Year 3 network as a whole; c) Year 6 network as a whole. The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the EMO's role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Please see [Attachment 20](#).

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 that will provide equal access to interested students and families, including how the school will comply with the requirements of [R 131](#). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

CIVICA NV will use wide-ranging student recruitment and marketing efforts to ensure that all potentially interested students and families have equal access to apply and enroll at the school. The recruiting and marketing initiatives will target the entire community, specifically targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure. Specific recruitment and marketing activities will consist of but are not limited to:

Community Outreach: CIVICA NV has already begun marketing the proposed school via multiple methods to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g. single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: parent informational meeting, attendance at community events, a ‘door to door’ approach, a school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media, and building relationships with community groups. The School will continue to post flyers in local public facilities such as the post office, community centers, libraries and other locations of public access, and will also use banner advertisement on the proposed location and hold tables at local malls, community events, and religious organizations to reach all demographic populations. The goal is to reach parents by using various means of information delivery. Direct mailers will be sent to households within a two-mile radius of the school site that will inform families when the school will be accepting applications for enrollment, how to apply, and the process for enrollment. See [Parent and Community Involvement](#) in Meeting the Need for more specific information.

Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to CIVICA NV regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). Promotional materials and announcements will be made available in multiple languages other than English (as needed) in order to accommodate English Second Language (ESL) families.

The school will have a website following the similar layout of the school information built with language translation options, enrollment and opening timelines, curriculum examples, as well as location and registration procedures. Digital and social media advertising are used in order to reach out to a broad audience through ads, which direct parents to click on the school’s website.

In addition, the CIVICA NV committee to form will build relationships with community groups and organizations. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to successful recruitment of students. It is expected that many of the organizations committed to partnering with the school will also help with public awareness and student recruitment.

The school will promote and host informational meetings near the school’s proposed location, which would be accessible to all interested in attending. These events would be promoted in the same manner as mentioned earlier. During the informational meetings, the school will highlight its program and how it will serve all students. CIVICA NV will work to ensure at least one (1) informational meeting per month targeting interested families and students until enrollment targets are met.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the school. Local elected officials and community leaders will be invited to visit the school. They will also be given updates on the program’s growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

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

The school will implement an open admissions policy wherein the school will be open to any student who is eligible for attendance in public schools in the state, unless the number of applicants exceeds the capacity of the school's facility. In such a case, all applicants shall have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Admission will be determined in the following manner:

1. Students continuing enrollment at CIVICA NV will be automatically granted enrollment the following year with placement determined on promotion, retention, and/or acceleration policies. Students will be requested to complete an Intent to Continue Enrollment form prior to January 10 of each year.
2. Siblings of currently enrolled students will be automatically enrolled into available openings at the appropriate grade level.
3. Additionally, up to twenty percent (20%) of students may be enrolled based on the following preferences:
 - Children of CIVICA NV founding families
 - Children of Board members, teachers, and staff of CIVICA NV
 - After above enrollment slots are filled as described in the order listed, all remaining applicants will have an equal chance of being admitted through a random lottery selection.

CIVICA NV plans to begin operations in the 2021-2022 school year. Open enrollment shall commence on January 1, 2021, beginning at 12:01 a.m. and continue through February 28, 2021, until 11:59 p.m., and will occur during a similar time frame in subsequent years in compliance with NRS 388A.453.

A lottery will be held after the Open Enrollment period if the school receives more applications than there are seats available. If the limit is not reached during the Open Enrollment period, the enrollment window will remain open until the limit is reached. Once student enrollment is capped, names will be placed on a first-come-first-served waiting list, and students will be offered enrollment as seats become available. Families will be notified via email or phone of their child's acceptance into the Academy through the computerized lottery program.

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The enrollment target for the first year is 570 students. The governing body and the school's principal will be responsible for monitoring progress. The target re-enrollment rate is 95%. Academica was consulted to determine a re-enrollment rate of a successful school that is realistic. The minimum, planned and maximum targets outlined in the tables below were determined by consulting with Academica who has extensive experience and knowledge about how many students are needed to maintain a healthy school budget.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

CIVICA NV is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws that prohibit discrimination.

In addition to having in-house education meetings to discuss the rules, CIVICA NV will use applicable state-sponsored education summits for professional development. Daily and weekly monitoring of enrollment calls and meetings will take place to ensure compliance.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

CIVICA NV will assess the community need and the marketing tactics that reached the most families and will make adjustments to ongoing recruitment and marketing efforts. Through consultation with Academica, CIVICA NV understands that word of mouth and social media (Facebook) is the most successful way to inform families about the school. In addition, postcards will be sent to residents within a two-mile radius of the school when enrollment is increasing by 10%. The school will welcome school tours during the school year to show families what the school is like in action and will also host parent information meetings in the evening. The school will take advantage of any charter school fairs hosted by the Charter School Association of Nevada. The principal will be responsible in ensuring enrollment targets are met. CIVICA NV will use its waiting list to fill any vacancies that may occur by grade level.

(3) Complete the following tables for the proposed school to open in 2021-22. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2021.

Please see [Attachment 24R](#) for Minimum, Planned, and Maximum Enrollment Summary Tables.

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The Committee to Form expects to see a high demand for this new school. The proposed school facility will be located in North Las Vegas. The Committee to Form chose this location because it believes this is an area of our city that is in high need. The need is evidenced by the quality of schools in this area. 2018-19 SBAC results found that only 27% of our overall targeted community achieved proficiency on the Mathematics portion of the assessment, while only approximately 37% achieved proficiency on the Reading portion. On the Nevada Science CRT assessment, only 14% of students achieved proficiency.

In order to compensate for the known organizational and academic challenges which accompany serving a larger student body and multiple grade levels in a start-up environment, the Committee to Form expects to enter into a contract with Academica Nevada, an educational management company to provide “back office” support so that the school leader can focus on the mission of the school and

student outcomes. The Committee is confident in Academica Nevada's ability to assist and guide them in opening a successful school, with the challenges of a larger student body and multiple grade levels, because they have managed the implementation of several successful charter school models, including 22 charter school campuses in the Las Vegas area.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

Please see [Attachment 10](#).

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

Training with the proposed CIVICA NV leader has already begun. A different topic of focus is given each month so that by the time the school opens, the proposed principal is confident in the instructional methods of the replication school, Mater and COHEA. In addition, Mr. Herrera has already visited the COHEA Florida campus. The main components of the training will be how to integrate and implement Mater and COHEA's instructional program, in a manner that is meaningful to the community and responsive to the needs of the students it will serve. Additionally, the training will also address other issues involved in opening up a new campus, including but not limited to student recruitment and enrollment, teacher recruitment, and other logistical aspects of school operation. The training will intensify and be extended to all the teachers during July and August before school starts.

(3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

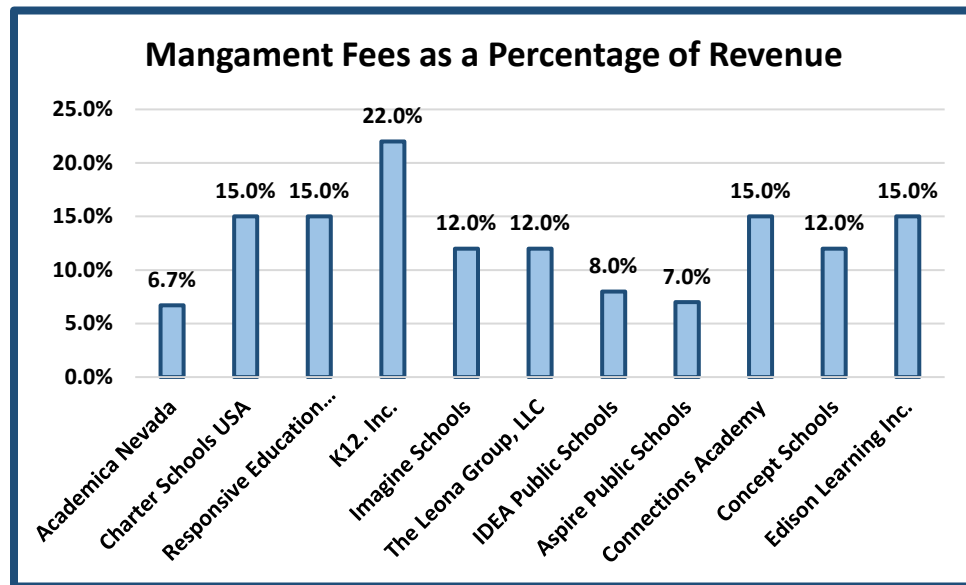
The school principal will be working to help with the development of the proposed campus, but it will not be full time or nearly full time due to having no upfront funds until the school is able to receive PPR funding. Mr. Herrera will be working during his personal time to recruit staff, recruit students, and identify curriculum/ furniture/ fixtures/ equipment. However, Academica Nevada representatives will be supporting the school principal in the startup period of the school, which will help ensure the school is successful during the planning phase prior to opening.

SCHOOL MANAGEMENT CONTRACTS

(1) How and why was the EMO selected?

There are many benefits of working with an EMO, such as Academica including that the school staff and administration can focus on implementing the school's mission and vision and concentrate on student achievement. Contracting with an EMO will ensure that the business operations are maintained and that the governing board is supported. Academica has a long-standing relationship with the CMO the school will be affiliating with. The COHEA Academy in Florida has maintained a business services contract with Academica since its inception in 2008, and Mater Academy in Nevada has worked with Academica since it started in 2014. The CTF is confident in the track-record of Academica in successfully helping to open and support quality charter school in Nevada, including Mater Academy in its initial replication from the original Mater Academy in Florida.

Academica Nevada has experience in successfully helping to open and support quality charter schools in the Las Vegas Valley, which currently totals 22 separate campuses. Moreover, we feel Academica Nevada's fee is reasonable. Other management companies charge between 7-22% of revenue, as can be seen in the chart below. The rates were compiled by analyzing the contracts after numerous public record requests to the sponsoring agencies. Academica Nevada charges a flat annual fee per student enrolled (\$450), rather than a percentage like most other management organizations. This is an attractive fee structure because the fee won't increase if the legislature increases the amount allocated per pupil by the state. This annual fee ends up being around 6.7%.



(2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

The governing board of CIVICA NV will be separate from Academica Nevada. The role of Academica Nevada is to serve at the will of the Board and as directed by the Board. Academica Nevada will be expected to carry out the defined responsibilities found in their contract in a manner that is consistent and assists the board to meet its vision and mission. Academica's services will include, but are not limited to, the following:

- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Assist with school programs (i.e. National School Lunch Program);
- Assist with systems development;
- Assist with procurement of furniture, curriculum, and technology;
- Monitor and assure Compliance with all state reports;
- Assist the Board in identifying and retaining an employee leasing company;
- Assist with student and teacher recruitment (advertising, job fairs);
- Provide human resources related services such as dispute resolution and contract preparation and review; and,

- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between CIVICA NV and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by CIVICA NV to benefit or subsidize schools located outside of Nevada; or,
- Permit the school's lease and management contract to be conditioned upon one another.

The Governing Board and the school administration will annually evaluate Academica Nevada to determine continuation and renewal of services based on their performance. The Service Evaluation includes a rubric for each department/service within the Academica organization (Attachment 23(a)).

As can be seen in Sections 19 and 20 of the EMO contract [Attachment 23](#), during the term of the management contract, the Board has the power to terminate the agreement "for cause" if at any time Academica Nevada fails to immediately remedy any breach of the terms of the agreement. Furthermore, CIVICA NV has the option of terminating the contract without cause at the end of the Charter Contract.

(3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

Committee member David Salmon has a sister-in-law that is an employee of Academica Nevada.

(4) Please provide the following in Attachment 23: A) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract; B) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session); c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization. D) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

Please see [Attachment 23](#).

(5) Provide, as Attachment 22, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary

information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Please see [Attachment 22](#).

(6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 18.

Please see [Attachment 18](#).

(7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 18.

Please see [Attachment 18](#).

(8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 17.

Please see [Attachment 17](#).

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable. 1) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship. 2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university. 3) Discuss the scope of the services and resources that will be provided by the college or university. 4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university. 5) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits. 6) Identify any employees of the college or university who will serve on the governing body of the charter school. 7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

CIVICA NV is not seeking Dual-Credit Partnerships at this time since it will be opening with grades K-7. However, several institutions of higher education, including the University of Nevada Las Vegas, is assisting CIVICA NV in developing CIVICA NV's career academies. Additionally, the CTF has discussed dual enrollment, career technical education certifications, and program alignment with the College of Southern Nevada in concept, and both entities have already been valuable partners in developing

CIVICA NV's program. At this time, the partnerships are in their beginning stages and the details have not been solidified. The high school program will not be starting until the 2023-24 school year, and the governing board will submit the Dual Credit Partnerships to SPCSA for approval prior to that school year.

SERVICES

(1) Provide a description of how the school leadership team will support 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.

(a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

CIVICA NV will not provide daily transportation for the students to and from school. The School has a forum where parents/guardians of students interested in creating carpooling groups can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. Should a Special Education student who is enrolling have an IEP that has transportation as an accommodation, CIVICA NV will honor their IEP by working to partner with CCSD as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, the school will accommodate transportation needs by contracting with a charter bus company or by other viable means.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

CIVICA NV anticipates that it will participate in the National School Lunch Program. In doing so, the school will follow all guidelines set forth by the Nevada Department of Agriculture. CIVICA NV will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

(c) Facilities maintenance (including janitorial and landscape maintenance)

CIVICA NV has a multi-leveled plan for maintaining the facility:

- On-Site, CIVICA NV will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- CIVICA NV will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.
- CIVICA NV's EMO, Academica Nevada, will assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

(d) School health and nursing services

CIVICA NV will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA and/or nursing staff as follows:

Kindergarten: Vision (near, far, stereo butterfly, color) and hearing

4th Grade: Vision (far) and hearing

7th Grade: Vision (far), hearing, and scoliosis

10th Grade: Vision (far) and hearing

Pursuant to NRS 392.420(5)(9), the school will notify parents or guardian of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, FASA and/or nursing staff will also report these findings to the Chief Medical Officer, in the format prescribed by the Chief Medical Officer.

(e) Purchasing processes

The purchasing agent will be appointed by the governing body (traditionally the School Principal). He will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase, with the exception of a petty cash purchase, will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$25,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers. Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, 388A.420)

(f) Safety and security (include any plans for onsite security personnel)

CIVICA NV will employ a Campus Monitor as onsite security who works in conjunction with the Principal to implement the Emergency Management Plan. The school's administration and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan. A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. CIVICA NV will also create a system whereby all non-school personnel must check in with the front office when arriving on campus.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

CIVICA NV plans to contract with a third party educational technology support company. This service will include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. The contract with the company will ensure that data will be protected and that proper mechanisms are in place to limit access to student and staff data.

Internet will be provided through a secure and reliable Internet Service Provider protected by an enterprise router. Local area networking will be provided by managed switches and wireless access points throughout the building. Each teacher and office staff member will be provided with a computer to utilize. In addition, at least one computer lab and one laptop cart will be available for student use. CIVICA NV will develop an Acceptable Use Policy for all students and staff that will cover acceptable use of school devices and how to best protect the device and information stored on the device.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

The school plans to hire office staff to fulfill all registrar duties to work in conjunction with Academica Nevada. Academica staff is well versed in managing student information systems using the statewide Infinite Campus system. Academica will provide registrar trainings including one specifically on Infinite Campus. Additionally, the school's registrar and Academica staff will attend any training hosted by the SPCSA.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

The governing board will delegate authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 385A.800-8.30, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. If the charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

In accordance to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, CIVICA NV will comply with NRS 388.291 to ensure that any and all school service providers provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security. Strict compliance with this statute will be enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the Principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

(5) In addition to the narrative above, provide as Attachment 12, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan

may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Please see [Attachment 12](#).

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including: (a) The desired location of the school facility;

As a public charter school, CIVICA NV is open to all residents in the state of Nevada. However, the school's identified community will primarily focus on serving families in the city of North Las Vegas. Specifically, CIVICA NV intends to construct a facility near the North Las Vegas City Hall, adjacent to the already existing Maya Cinemas (located at 2195 Las Vegas Blvd. N, North Las Vegas, NV 89030). Please see **Image 4-1**, below:

Image 4-1: Proposed Site Location



The image above details a 3-mile radius of CIVICA NV's proposed site and includes ZIP codes 89030, 89032, 89101, 89106, 89110, and 89115.

(b) The number of general education classrooms required each year;

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
25	35	43	55	65	71

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

CIVICA NV will require necessary classroom space to accommodate Special Education pullouts and for the anticipated amount of ELL students. As the ELL student population increases, the necessary classroom space required will be taken into account when identifying/securing a school facility.

(d) Space requirements for administrative functions, food services and physical education

The board is seeking a facility that will accommodate a front office with room for administrative offices, a resource room/teacher's lounge (for printers, laminating machines, etc.), a Multi-purpose room (cafeteria, gym), a computer lab, and space for a library.

Additional criteria for an acceptable location will:

- include open area and playground space.
- meet requirements for parking spaces.
- have adequate space for traffic flow for drop-off and pick-up.
- meet all necessary building codes to received Certificate of Occupancy.

(2) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

CIVICA NV will work with Academica Nevada to identify and secure a facility for the new proposed campus. CIVICA NV will have their own independent broker give an opinion on the value of sites. The Board, before making a final decision, will have its legal counsel and the SPCSA review the lease to ensure that the terms and conditions within the lease are appropriate for a public school.

(3) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including: (a) Total project cost; (b) Financing and financing assumptions; (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

Not applicable, as CIVICA NV has already entered into a Proof of Commitment. Please see *Question 4* below.

(4) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

CIVICA Nevada has not entered into a facility agreement for the occupancy of their proposed site. CIVICA will submit such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 386.3265.

As previously discussed in sections "Meeting the Need" and "Academic Plan" CIVICA has selected the region of North Las Vegas as a proposed location for the school in order to provide students and families an additional option for a quality education.

Please see [Attachment 13](#).

(5) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

CIVICA NV will work with Academica Nevada to identify and secure a facility for 2021. Academica Nevada managed schools have leased facilities from professional organizations such as Turner-Agassi Charter School Facility Fund, Boyer Company, among other charter school facility funds. The building owner will engage a general contractor and architect to build such facility. Nevada General Construction and Ethos 3 Architecture are examples of a General Contractor firm and Architecture firm that have built and designed over 15+ charter schools in Nevada that such property owner might engage.

(6) Explain the organization's plan to maintain the independent facility.

To maintain the integrity of the facility the school anticipates contracting with a third party to clean the facility nightly. The school will have a campus monitor/custodian who will be responsible for cleaning as well as any other situational needs of the school. CIVICA NV will also have a maintenance line item on the budget which will provide for various maintenance provisions that the school will be responsible to address.

(7) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as an attachment to the final application.

Carlos Alvarez and Mayor Lee of North Las Vegas have communicated several times in regards to CIVICA NV. In doing so Mayor Lee has expressed, on more than one occasion, his hopes and plans for economically revitalizing the North Las Vegas area. Critical to these plans is the implementation of a quality educational choice, which will be available to all families residing in the City of North Las Vegas.

Additionally, conversations have taken place regarding the property of the school's proposed location, next to Maya Cinemas. The property being considered for CIVICA NV has already received a special permit for a K-12 site, that will hold approximately 2,000 students. For further information, please see [Attachment 24G](#).

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

CIVICA NV treats the safety and security of its students, staff, and visitors with the highest priority. To ensure best-case outcomes for regular practices and emergencies, the school principal of the new campus will create, with approval from the CIVICA NV Board of Directors, an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the CIVICA NV community, but the school principal and school administrators will have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students will receive regularly scheduled

trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills, to name a few.

Depending on the physical layout of each new facility and the advice and counsel of local authorities, CIVICA NV's Emergency Management Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crisis situations.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and AED emergency procedures. These procedures will be practiced monthly where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

(2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Please see [Attachment 14](#).

6. Financial Plan

(3) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

Please refer to [Attachment 24X](#).

(4) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for CIVICA NV includes the per-pupil revenue assumption of \$7,288 for the first fiscal year of operation (2021-2022), with an estimated 1.30% increase each subsequent year thereafter. Assumption of \$7,288 was based on the 2020-2021 per-pupil state and local revenue amount of \$7,288.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends.

Academica Nevada will provide CIVICA NV with a start-up loan, up to \$60,000, for any pre-operational expenses needed prior to opening. Refer to [Attachment 21](#) for a more detailed overview of all pre-operational budgeted expenditures.

Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow CIVICA NV to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. CIVICA NV budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. Refer to [Attachment 15](#) (Budget Narrative) for a more detailed overview of all anticipated funding sources.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Refer to [Attachment 15 \(Budget Narrative\)](#) for a more detailed overview of all anticipated expenditures.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

CIVICA NV has presented a fiscally conservative budget for their first 6 years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes ESP Fees, student supplies, IT fees, etc. Refer to [Attachment 15](#) (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

CIVICA NV will look to apply for any grants deemed beneficial to the school in order to further support the planning and implementation of the charter. CIVICA NV will pursue, but may not be limited, the following:

- Career and Technical Education (CTE) grants: based on high needs, high-wage, and high-demand local workforce needs determined by the governor, includes teacher pipeline, health science, and technology. Funding is available for grades 6-12 and can include all materials, equipment, and 3 years of teachers.
- 21st Century Community Learning Center grants: competitive funds are available for schools designed as Title I for before and after school programs.
- Nevada Consolidated Grants/College and Career Readiness STEM, Advanced Placement (AP), Dual Credit, and Work Based Learning (WBL): competitive funding available for grades 6-12 to fund AP, WBL, Dual Credit and STEM initiatives.
- Title I, II, III, S467(ZOOM): non-competitive funding for schools designed as Title I (over 40% FRL), and English Language Learners. Funding is based on the numbers of students and fund a variety of supplemental programs such as technology, web-based programs, family engagement, curriculum materials, instructional assistants, supplemental administrators, before and after school programs, etc.
- AB309 Block grants: based on number of students funded at roughly \$27 per student for many different initiatives such as, teacher preparative, technology, teacher mentoring, etc.
- School Safety Account: competitive grant fund for social workers and school safety initiatives.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

CIVICA NV did not rely on philanthropic revenue for their operations in their budget. Refer to [Attachment 21 \(Budget\)](#) for a more detailed overview of all the budgeted revenue and expenses.

(g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:

- *How the projected number of students in each applicable subgroup was determined*
- *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
- *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

Not applicable.

(5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.

Refer to [Attachment 16 \(Financial Plan Workbook\)](#).

(6) Submit, as Attachment 21, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

Refer to [Attachment 21 \(Budget\)](#).

(7) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

As mentioned above, the CIVICA NV Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational service provider retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer, and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the ESP. All claims for payment from charter school funds will be processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body. The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

(8) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as Attachment 17.

Provided upon request.

(9) Complete the audit data worksheet in Attachment 18. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 17.

Refer to [Attachment 18](#).

If your proposed school plans to apply for, or already has applied for, a Charter School Program grant, please ensure it is incorporated into the proposed budget. Additionally, please provide a brief summary of how the funds would be used, if awarded. In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

Attachments



6630 Surrey Street Las Vegas, NV 89119 P: 702.431.6260 info@theacefoundationnv.org

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of CIVICA Public charter school to be opened in Fall 2021 in North Las Vegas. I believe that CIVICA will be an incredible asset and of great benefit to our children, families, and local community of North Las Vegas

CIVICA's mission and vision speaks to the fact that CIVICA will focus on career and college readiness. Many families in this area would benefit from their kids being able to work right out of high school and the dual enrollment option will save these lower income families a lot of money and make college more possible for their children.

In alignment with our mission, the ACE Foundation of Las Vegas will partner with CIVICA to enhance educational opportunities for our students and families by providing financial and community-based resources to supplement programs and additional initiatives at the school.

I am happy to support an excellent school of choice, such as CIVICA, and know it will be of tremendous benefit for our community.

Sincerely,

Brooke Reeves
Executive Director
The ACE Foundation



7311 West Lake Mead Blvd, Suite # 100 & 150. Las Vegas, NV 89128
Tel: 702-330-4377 Ext #103

11/14/2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica of North Vegas Charter School. I believe that Civica of North Vegas will be an incredible asset and of great benefit to our children, families, and local community.

Civica of North Vegas will fill a need in our community for K-12 education focused on civics and career exploration. There is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Civica's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners. Civica will be a great addition to the existing tuition-free, public charter schools. Civica will bring a proven educational approach to North Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include scholarships for students in the local community as well as sponsorships for school departments. I support Civica of North Vegas and would be very happy to support an excellent school of choice in our community.

Sincerely,



Elizabeth Baltodano
All Uniform Wear

October 4, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. My wife and I are North Las Vegas residents and we are aware of the need for better schools here in the area. We are also passionate about strengthening our community through schooling and programs that bring values to local families. We know that having good schools in this area will help strengthen the community, improve graduation rate, help kids contribute to society right out of high school by having the tools and skills to get jobs they would not have otherwise been able to get.

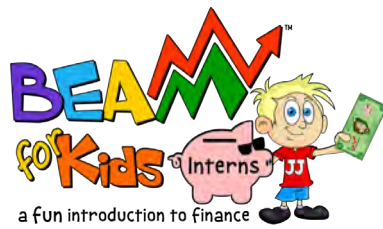
From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I was especially intrigued to learn of the high school career pathways that will be offered to the students to support them in getting jobs right out of high school. I also understand they will be partnering with universities to allow students to work on college credits while in high school. This is a great option for these students who wish to attend college after high school and would certainly help their families from the financial burden that this post-secondary education would cause.

I support Civica opening in the City of North Las Vegas in the Fall of 2021 and I look forward to seeing the benefits the school brings to the community.

Sincerely,

A handwritten signature in cursive script that reads "Arthur & Joyce Malnum".

Retired educators in Idaho and Nevada



To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I the founder and owner of BEAM for Kids, an afterschool program that works with schools here in Vegas to provide kids a fun introduction to money and finance.

Civica will fill a need in the North Las Vegas community for students grades K through 12 and provide a better education for kids in this area. The schools in this area are over-crowded and you can tell there is a need for schools that strive to involve parents and the community. Civica will provide each student will an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Civica will be a great addition to the existing tuition-free, public charter schools in Clark County. The school will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community.

BEAM for Kids 'potential areas for partnership may include providing introductory lessons for money and finance to it's elementary school students.

I support Civica and would be very happy to support an excellent school of choice in our community.

Sincerely,

Deb Galsky
Chief Education Officer
BEAM for Kids, LLC



August 16, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. Children's Orchard is my business here in the valley. We work with families and provide them affordable clothing, books and toys through consignment processing. In my line of work I see many students and families here and Vegas, so we see the need here strong schools that add educational enrichment to our local students.

From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. Civica will provide families in need an educational opportunity they would not otherwise have.

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,

Marivel Sosa
Owner
Children's Orchard



James R. McCoy, Associate Vice President
Academic Affairs
Charleston Campus – WCE310
6375 W. Charleston Blvd.
Las Vegas, NV 89146-1139
Office: 702-651-7423

August 7, 2019

Nevada State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Nevada State Public Charter School Authority,

As the Associate Vice President of Academic Affairs at the College of Southern Nevada, I am writing this letter in support of CIVICA Nevada Charter School.

The College of Southern Nevada is committed to providing members of our community with the tools that they need to succeed in their individual futures. As a quality charter school focused on preparing all students from all walks of life for success at the college and career level, we would love to partner with CIVICA Nevada in improving educational outcomes in the Las Vegas area.

On behalf of the College of Southern Nevada, I highly support CIVICA Nevada, and believe that the implementation of this school will provide an example for increasing academic achievement in school districts throughout our country.

Respectfully,

James R. McCoy
Associate Vice President
Academic Affairs
College of Southern Nevada



August 22, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. Creative Kids Learning Center is a business here in the valley that focuses on Preschool and Pre-Kindergarten education for children starting at 18 months. We also provide before and after school care and summer camp for school aged children, so we see the need here for a school like that add educational enrichment to our students ages K-12.

As the Director of this Learning Center, Julie Mathews, from the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I have personal experience with Somerset Academy, Sky Pointe, Losee and Aliante campuses with my own children. We have been attending Somerset Academy since 2012 and my oldest son graduated from Somerset in 2018. I have seen how charted schools help children and families get the education that they desire. I also have a niece that attends another Academica school here in Las Vegas, Doral Academy and is having great success there.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there.

Creative Kids Learning Center potential areas for partnership may include: Possible transportation for families to and from school, advertisement here at the preschool for potential enrollment opportunity, and community resources and outreach.

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,
Julie Mathews
Director
Creative Kids Learning Center



Charter School Association of Nevada

January 12, 2019

To Whom It May Concern:

As Executive Director of the Charter School Association of Nevada, I'm writing to support the charter application of **CIVICA NV**, as an eventual K-12 public charter school located in North Las Vegas.


The fact is, "career-focused" schools are exactly what then Silver State needs. Too many Nevada students are not prepared to attend and complete a four-year degree program in college. But, there is good news for those Nevada high school students who attend Career-Technical Education (CTE) programs. CTE high programs in Nevada have a 95%+ graduation rate, and 80-85% of those graduates go to some level of post secondary education. The good news for those "career-focused" grads is--jobs ARE waiting for them in Nevada's growing and ever-diversifying economy.

Seeing that CIVICA's plan is to have students as they reach upper grade levels enter the school's CTE "Exploration Pathways" program wherein, they will learn innovative "hands on" experiences with the support of staff, parents, and community-based organizations and businesses; I believe that is in fact—a pathway to success in the New Nevada.

Having served on the Nevada State Board of Education, I'm especially pleased to see that CIVICA's strategic planning incorporates elements of Governor Sandoval's "Office of Workforce Innovations for a New Nevada" (OWINN).

I'm also pleased to see that the proposed school will be located in North Las Vegas, in an area, demographically, where new Nevada charters schools need to be. The fact that school planners are targeting a diverse racial/ethnic student population, including 72% Hispanic Latino, 17% Black African-American, 5% White and 2% Asian with approximately 95% off the students likely qualifying for Free and reduced Lunch services, is also encouraging.

The fact CIVICA NV is a replication of a successful model in Florida, and is affiliated with a proven Charter Management Organization (CMO), Academica, Nevada, gives me the assurance that the school will enjoy they support it needs to

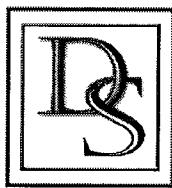


offer Southern Nevada students the kind of educational environmental they deserve.

For the above reasons, I would encourage the State Public Charter School Authority (SPCSA) to look favorably upon CIVICA's application assuming they have met all the criteria we expect from public charter school applicants in providing "high-quality" seats for students enrolling in the future at CIVICA.

Yours truly,

Pat Hickey
Executive Director
Charter School Association of Nevada
(775) 762-8006



David Salmon & Associates, Inc.

7495 W. Azure Dr., Suite 224
Las Vegas, NV 89130
Phone (702) 382-9696
Fax (702) 382-9697
dsalmon@dsalmonlaw.com

August 23, 2019

Nevada State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, NV 89706

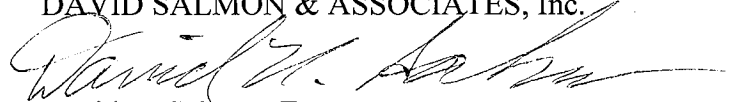
Re: Letter of Support for Application of CIVICA Nevada

Dear Charter School Authority,

I am an attorney and alternate judge at North Las Vegas Municipal Court. This letter is to express my support for the charter application of CIVICA Nevada. Twice a week I work at the North Las Vegas Municipal Court which is located near the proposed site of the CIVICA campus. I know this area very well and know the population, businesses, governmental bodies, and other demographics of the area. I have researched CIVICA's sister school, COHEA Florida, and believe this school will serve the particular needs of North Las Vegas well. We need more development and employment in this area of North Las Vegas, and I believe CIVICA can provide the educational basis needed to help achieve this goal.

My support for the school is such that I am on the organizing committee of the school and will make myself available to sit on the Board of Directors if asked. I encourage the Charter School Authority to grant the necessary charter to CIVICA so that this school may move forward. Please do not hesitate to contact me if you have any questions regarding the foregoing.

DAVID SALMON & ASSOCIATES, Inc.



David N. Salmon, Esq.

Dns/srs
cc CIVICA Nevada



DISCOVERY CHURCH

October 8, 2019

To Whom It May Concern:

I am writing to express my support for the approval of CIVICA in North Las Vegas. Discovery Church is located about 3.5 miles from the projected school site. As a church, we are passionate about our local families. We know that church and community support to these families is crucial for these families to stay healthy and thrive. We also believe that a strong education is a large part of that success. We know that having good schools in this area will help strengthen the community, improve graduation rate, help kids contribute to society right out of high school by having the tools and skills to get jobs they would not have otherwise been able to get. Having a church congregation made up of families from this North Las Vegas population, we see the need here for a school like CIVICA that can add educational enrichment to our students ages K-12 in the community.

From the information I have received, I believe that CIVICA will be an incredible asset and of great benefit to our children, families, and local community. I have personal experience with many local schools and believe this school will be an asset to the children of our community.

Potential areas for partnership between Discovery Church and CIVICA may include:
Good News Club afterschool program
Back to School Partnerships

I support CIVICA and I look forward to partnering with CIVICA and seeing the benefits the school brings to the community.

Sincerely,

Rev. Dean Sanner
Pastor
Discovery Church of the Assemblies of God



Garden Farms Foundation
4020 Nobar Cir. North Las Vegas, NV 89031
www.GardenFarms.net
Vanessa Portillo, Executive Director
Vanessa@gardenfarms.net

A 509 (a) (2) Organization with a tax-exempt 501 (c) (3) status

July 24, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community.

Civica will fill a need for improved education for students grades K - 9 in this area by providing each student with an Individualized Learning Plan tailored to their needs, and encourage each child to reach their fullest potential and become lifelong learners.

Currently, the schools in this area are overcrowded and unable to serve the individual learning needs of their students. The addition of a new school will help alleviate this concern, all the while providing a space for involvement from parents and the community.

Civica will be a great addition to the existing tuition-free, public charter schools in Clark County. The school will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community. Potential areas for partnership include:

Incorporating a school garden program with an outdoor classroom. Through this garden program, children will engage in hands-on learning in a garden setting, learning about food cultivation, life cycles and science. In addition, we will provide chef demonstrations and nutrition classes to the students, teaching them the importance of a healthy diet, and provide a STEAM-based curriculum for teachers to use as a supplement to their indoor curriculum.

I strongly support the implementation of the Civica school into our community.

Sincerely,

Vanessa Portillo
Executive Director, Garden Farms Foundation



To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. As a business leader in the area who works with large volumes of kids in programs and afterschool programs, I see the need here for a school like this and I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there.

Gravady's potential areas for partnership may include:

- Fundraisers
- We can offer VIP FREEE JUMP tickets as a reward to different programs the school offers

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,

Blake Morgan
General Manager
Gravady Las Vegas



August 17, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas.

I am the founder and owner of Grit Performance Training. Among many other programs, I work with student athletes and have 4 kids of my own, so I understand firsthand the importance of a quality education for our kids here in Vegas.

After learning about the area that Civica would be in, I was even more excited for the students there. There is a need there for a school like that add educational enrichment to those kids.

From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there.

Grit Performance Training's potential areas for partnership may include:

Helping with sports performance training for students, nutritional education for students, Physical Education consulting and Field Trips to GRIT training facility.

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,

Korey Goodwin
Owner/Founder
GRIT LLC.

GRIT, LLC

Located inside the Longevity Sports Center 5975 S Topaz St, Las Vegas, NV 89120
(714)749-0094 - www.GritLV.com - koreygoodwin@GritLV.com



To Whom It May Concern:

As the Managing Partner of Intellatek, I am writing on behalf of our organization in support of the newly proposed CIVICA charter school. We are happy to support this new school and their commitment to improving quality educational options for our city and raising academic achievement of students in the Las Vegas Valley. We strongly support this school and their focus on a career-oriented curriculum, which focuses on preparing students for success at the college level as well as career.

As an organization, which has provided educational technology and support for over 20 years to charter schools, we recognized that we shared similar values with CIVICA. Namely, our commitment to provide quality and proven solutions to the education sector. As a dedicated team of technicians, we represent extensive knowledge of past and present technologies that continue to be used throughout the education sector and currently service more than 23 charter schools in the Las Vegas Valley, with additional sites outside of the state.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We would expect our role in CIVICA to include:

- Forming a genuine partnership to increase student achievement in our community by providing quality education technology tools and resources. Representatives from our team would be designated to work on this effort throughout installation, consultation, and maintenance.

We look forward to working with both CIVICA as well as the Nevada State Public Charter School Authority in bringing this school to Las Vegas and in continuing to improve academic achievement for students in our community.

Sincerely ,

A handwritten signature in black ink, appearing to read 'JJ Christian'. The signature is fluid and stylized, with a large loop at the end.

JJ Christian
Managing Partner
Intellatek
1378 Paseo Verde Parkway, Suite 200
Henderson, Nevada 89012

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. I own my own photography business here in the valley and I work with kids and families often here in Las Vegas.

I see the need for a school like Civica that can add educational enrichment to our students, especially in the area of North Las Vegas due to the needs there.

From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there.

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,

Jennifer Shepherd
Owner/Lead Photographer

JennLynn Photography 

jenn@jennlynn.com | www.jennlynn.com

KEITH F. PICKARD

SENATOR
District No. 20



COMMITTEES:

Member

Education
Judiciary

Legislative Operations and Elections

State of Nevada
Senate
Eightieth Session

DISTRICT OFFICE:

10120 South Eastern Avenue, Suite 140
Henderson, Nevada 89052-3953
(702) 910-4300 Office
(702) 910-4303 Fax
E-mail: keith@pickard4nevada.com

LEGISLATIVE BUILDING:

401 S. Carson Street
Carson City, Nevada 89701-4747
Office: (775) 684-1481 or
(775) 684-1400
Fax No.: (775) 684-6522
Email: Keith.Pickard@sen.state.nv.us
www.leg.state.nv.us

November 8, 2019

Ms. Rebecca Feiden
Executive Director
Nevada State Public Charter School Authority
1749 N Stewart St # 40
Carson City NV 89706

Dear Ms. Feiden,

As you know, I am a strong supporter of charter schools as a means of providing an “all-of-the-above” approach to educating Nevada’s school children. You will recall I was a high-school teacher myself and have spent a good deal of my legislative time on efforts to improve education in Nevada.

Over the past several years I’ve witnessed an increasing consensus that we should be making every effort to find educational programs that meet the specific needs of our students rather than the traditional “one-size-fits-all” approach that has put us behind so many other states. As a part of that effort, I’ve been visiting and learning about many of the existing public charter schools in and around southern Nevada, and there are two seeking approval for which I am in full support. For the sake of brevity here, I want to address them separately.

The school I want to discuss here is the Civica charter school proposed in North Las Vegas. From the information I have received, it appears Civica will be an important addition and of great benefit to our children, families, and local community. I was especially intrigued to learn of the high school career pathways that will be offered to the students to support them in obtaining meaningful employment right out of high school. You may recall me speaking of my own efforts many years ago to introduce what we then called “competency-based education,” which was simply finding local industry to help us establish the knowledge and skills that we should teach in order to assure the students graduated with relevant, real-world skills that would truly prepare them for immediate placement.

I also understand the Civica school will be partnering with UNLV, CSN, NSC, and other institutions to allow students to work on college credits while in high school. This is a great option for students who wish to attend college after high school and would certainly help their families by avoiding the financial burden that post-secondary education would bring.

I share with you a passion for education; for expanding our workforce with highly-skilled, highly educated employees and entrepreneurs. It is these sorts of programs that attract the high-value employers to our state we need. And not only will schools like Civica's increase the state's ability to attract the best employers, it will help our community by increasing graduation rates by properly educating the children that attend there.

So, I wish to express my support for Civica's North Las Vegas campus and look forward to seeing the benefits and blessings the school will bring starting in the Fall of 2021.

As always, I'm open to any questions you may have. Please feel free to let me know how I can help.

A handwritten signature in blue ink, consisting of a stylized 'K' followed by a horizontal line.

Senator Keith Pickard, Esq.
Nevada Senate District 20

August 15, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. Kinderland Cafe is a business here in the valley that focuses on fun programs and play for kids. We work with large volumes of kids in programs and afterschool programs so we see the need here strong schools that add educational enrichment to our local students. From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. Civica will provide families in need an educational opportunity they would not otherwise have. I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely



Samuel Memun

Owner

Kinderland Café LTD



Kinderland Café | 9330 W Sahara Ave. Suite 110 | Las Vegas NV 89117 | (702) 48 K-LAND

August 18, 2019

RE: Civica in North Las Vegas

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas.

Kumon is the world's oldest and largest learning program. It stresses mastery of essential math, reading and writing skills starting at the preschool level and advancing to college level work. It is a sequential curriculum that allows for students to progress at their own pace. In addition, students learn to work independently, and they develop good study habits by doing year-round daily homework practice. The Reading Program covers everything about language - Phonics, Reading, Writing, Vocabulary, Grammar, Spelling, Comprehension and Test-taking skills. The Math Program covers everything from Counting to Calculus.

As a business owner in the area who deals with education through our tutoring services, I see the need here and I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community.

Civica will fill a need in our community for students grades K through 9 and provide a better education for kids in this area. The schools in this area are over-crowded and you can tell there is a need for schools that strive to involve parents and the community. Civica will provide each student with an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Potential areas for partnership include:

- Fundraising assistance by Kumon Centers for Civica programs
- Free, no-obligation placement testing that Kumon provides to potential Kumon parents
- Kumon could distribute information about Civica through the 11 Kumon Centers in the Las Vegas area

I support Civica and would be very happy to support an excellent school of choice in our community.

Sincerely,



Roberta M Darrow
Director



To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. As a business owner in the area who deals with education through our tutoring services, I see the need here and I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community.

Civica will fill a need in our community for students grades K through 9 and provide a better education for kids in this area. The schools in this area are over-crowded and you can tell there is a need for schools that strive to involve parents and the community. Civica will provide each student with an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Potential areas for partnership include:

Mathnasium of North Las Vegas would love to host a Math Night, back to school event or any other events at Civica. we can collaborate with other educators also working with our students as we plan and implement our program. Together, we can be more effective in helping our students achieve success.

I support Civica and would be very happy to support an excellent school of choice in our community.

Sincerely,

Rucha Palherkar
Center Director

Mathnasium of North Las Vegas

Near In-N-Out and Home Depot on 5th and Deer Springs
[680 E Deer Springs Way #100, North Las Vegas, NV 89086](#)

Phone: (702) 780-1555, (702) 608-5550

northlasvegas@mathnasium.com

Web: www.mathnasium.com/northlasvegas

"We Make Math Make Sense"

2-12TH GRADE • ENRICHMENT • TEST PREP • HOMEWORK HELP



October 17, 2019

Re: Letter of Support for Civica Academica, North Las Vegas, Nevada

To Whom It May Concern:

I am writing to express my support for the Civica High School in North Las Vegas. As a civil rights advocate, founder and chairman of a charter school that was created to support academic achievement for underserved youth, I believe in the mission and vision of Civica to be a leader in providing quality education for the students of North Las Vegas.

Civica will fill a great need in North Las Vegas to support and alleviate schools with K-12 grades that are currently overcrowded. Civica's education model has proven strong at many other campuses and I believe it will provide North Las Vegas families in need an educational opportunity they would not otherwise have. I feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there with demographics and community needs similar to those of North Las Vegas.

Their commitment to community, families and education is a reason why I personally invited them to be our neighbor in North Las Vegas and as a result, we will have many opportunities for partnership and support. Maya Cinemas has already begun to support outreach to families to learn about Civica's mission and its programs by conducting outreach inside our theater lobby.

As previously stated, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I support Civica and I look forward to partnering and seeing the benefits the school brings to the local community in North Las Vegas.

Sincerely,

Moctesuma Esparza
CEO

November 19, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. Nevada Healthcare, INC. is a FQHC healthcare provider located throughout the state that focuses on providing healthcare to the underserved, homeless, Medicaid, Medicare and commercial population. We have several pediatric clinics in Las Vegas and North Las Vegas so we see the need here for a charter school that will add educational enrichment to our students ages K-12.

From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I have personal experience with many local schools and our organization has telehealth in many of the schools throughout the state, therefore we support this school and the technology that it can bring to students interested in a healthcare.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there.

NVHC potential areas for partnership may include:

Education opportunities

Internships

Education on various healthcare jobs/roles

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,
J.C. Flowers
Vice-President
Nevada Health Centers

NORTHERN NEVADA REGION ADMINISTRATIVE OFFICE

3325 Research Way, Carson City, NV 89706 | Phone 775.887.1590 | Fax 775.887.7047

SOUTHERN NEVADA REGION ADMINISTRATIVE OFFICE

1799 Mount Mariah Drive, Las Vegas, NV 89106 | Phone 702.307.5414 | Fax 702.307.5421

Mayor
John J. Lee

City Manager
Ryann Juden

Council Members
Isaac E. Barron
Pamela A. Goynes-Brown
Scott Black
Richard J. Cherchio



Your Community of Choice

Department of the Mayor and City Council

2250 Las Vegas Boulevard, North · Suite 910 · North Las Vegas, Nevada 89030
Telephone: (702) 633-1007 · Fax: (702) 649-1302 ·
www.cityofnorthlasvegas.com

August 12, 2019

To Whom It Concerns:

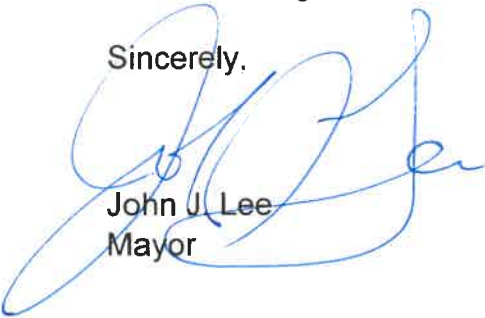
I am writing today to express my support for the approval of CIVICA Nevada. I believe this school will be an asset to the children, families and local community of North Las Vegas.

Our fast-growing city has a high demand for skilled workers, and CIVICA Nevada offers a unique K-12 program focused on Career and Technical Education (CTE).

The addition of a new charter school in North Las Vegas will provide increased educational options for families, and I anticipate that CIVICA Nevada will serve a diverse population reflective of our community. I look forward to school staff encouraging and engaging students to pursue productive careers that are fulfilling and beneficial to the community.

I support the efforts of CIVICA Nevada and look forward to welcoming the innovative school to North Las Vegas.

Sincerely,


John J. Lee
Mayor



6630 SURREY ST.

| LAS VEGAS, NV 89119

| (702) 478 – 5300

October 17, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. Civica will be a great K-12 option and addition to this overcrowded area. Civica provides a unique approach coupled with a proven educational model.

School Support Staff (SSS) provides substitute teachers to charter schools in Las Vegas, Henderson, and Reno Nevada. We provide a database of over two hundred licensed and qualified substitutes serving over twenty charter schools in the Las Vegas valley. With any new school, Civica will need a support system that provides a high fill-rate (our goal is 95%) for their teachers and students.

It is with great pleasure that I recommend and support the addition of Civica to North Las Vegas. Students, parents, and the community will receive a great addition to the area.

Sincerely,

A handwritten signature in black ink that reads 'James J. Kenyon'. The signature is written in a cursive, flowing style.

James Kenyon Ed. D.
Director
School Support Staff



3528 S Maryland Pkwy, Las Vegas, NV 89169

August 22, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas.

As a business focused on children's learning and development in the area who works with large volumes of children through field trips and other educational campaigns, I see the need for a school like Civica. When it opens, Civica will be a valuable asset and of great benefit to our children, families, and local community.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there.

SeaQuest Las Vegas offers field trips, which would be a great area for a partnership, in addition, through our SeaQuest Cares initiative we would be able to provide annual passport packages, birthday parties, and other items to support fundraising efforts.

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,

David Nearhouse
SeaQuest Las Vegas, GM

Smarty Pants Preschool



August 16, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. As an educator myself who works with young children, I understand the importance of education and healthy community and opportunities like these for families. I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there. How exciting it would be to bring that to the students here of North Las Vegas.

I support Civica and I look forward to partnering and seeing the benefits the school brings to the community.

Sincerely,

Mandi Brown
Educator
Smarty Pants School



December 23, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. Smith's Grocery is located across the street from the proposed school location for Civica, so we are very familiar with the families and community needs in the area. We see daily and first-hand the need for better education and healthier opportunities for families in need.

Civica will fill a great need for our K-12 grades in this area with currently overcrowded schools. The education model has proven strong at many other campuses and I believe it will provide families in need an educational opportunity they would not otherwise have. I feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there with similar demographics and needs to those of North Las Vegas.

Being so close to the school, we will have many opportunities for partnership and support. A few of these may include marketing the school, promoting school events, partnering on school events and providing incentives to families to get involved in the school.

As previously stated, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I support Civica and I look forward to partnering and seeing the benefits the school brings to the local community.

Sincerely,

Name: Jacob Lapsys

Title: STORE MANAGER Smith's #306

Business Name: Smith's Food AND Drug Company



Special Education Support Staff, LLC

October 28, 2019

To Whom it May Concern:

I am writing to express my support for the approval of CIVICA of North Las Vegas. As the Director of SPED, I work with and support many public charter schools in Southern Nevada. I work with many families throughout the state and I understand the special needs and requests of many families here in Southern Nevada. I have seen first-hand the success that these public charter schools can have on the children in these areas. I have received information about COHEA in Miami, FL that CIVICA will be modelled after and it is exciting to think of something like that being brought to the City of North Las Vegas.

I whole-heartedly believe that CIVICA will be a great asset to the community at large. I know this will bring a level of education to these children that they would not otherwise have access to. I know that they plan to market to ensure they have a diverse student population and help families that need it most. I know with their academic standards, rigorous curriculum, plans for community and parent involvement and their standards for hiring staff and teachers that this would be an outstanding school to add to the community.

As previously stated, I believe that CIVICA will be an incredible asset and of great benefit to our children, families, and local community. I look forward to partnering and seeing the benefits the school brings to the local community and families in need.

Sincerely,



Nancy Fitzgerald
Director of SPED
Special Education Support Staff



TechBrainiacs

Computer Science for Young Minds

Brainiac Enterprises LLC
9523 Milkweed Canyon Ave.
Las Vegas, NV 89166

8/29/2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas.

Brainiac Enterprises is a business here in the valley that focuses on providing after-school and out-of-school enrichment programs. We see firsthand the need here for a school like Civica that can add educational enrichment to students ages K-12.

From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. The success achieved at their model school in Florida is astounding and I have faith that Civica can do similar things for our children here.

Civica will provide families in need an educational opportunity they would not otherwise have. I also feel confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students there.

techbrainiacs.com

702.233.5845

info@techbrainiacs.com

Brainiac Enterprises has identified several possible areas for partnership including:

- the establishment of Brainiacs after-school enrichment programs
- cross-promotion of educational offerings
- career day and other speaking engagements

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,

Jeremy Bruner

Founder

Brainiac Enterprises

techbrainiacs.com

702.233.5845

info@techbrainiacs.com



October 4, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. I am a resident of North Las Vegas and am aware of the need for better schools here in the area. From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I was especially intrigued to learn of the high school career pathways that will be offered to the students to support them in getting jobs right out of high school. I also understand they will be partnering with universities to allow students to work on college credits while in high school. This is a great option for these students who wish to attend college after high school and would certainly help their families from the financial burden that this post-secondary education would cause.

I am also passionate about strengthening our community through schooling and programs that bring value to local families. We know that having good schools in this area will help strengthen the community, improve graduation rate, help kids contribute to society right out of high school by having the tools and skills to get jobs they would not have otherwise been able to get. I support Civica opening in the City of North Las Vegas in the Fall of 2021 and I look forward to seeing the benefits the school brings to the community.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Whittle".

Steve Whittle
Project Manager
Technicoat Management Inc.



August 22, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica in North Las Vegas. Tutoring Club is a business in the valley that focuses on providing tutoring services to K-12 students, and we see the need for a school like Civica that can add educational enrichment to students ages K-12.

From the information I have received, I believe that Civica will be an incredible asset and of great benefit to our children, families, and local community. I have personal experience with many local schools and find the North Las Vegas area to be underserved in educational needs for their students.

Civica will provide families in need an educational opportunity they would not otherwise have. I am confident in partnering with them after learning about the COHEA school in Miami, FL that has brought so much success to the students in their respective community.

Tutoring Club's potential areas for partnership may include:
Onsite After School Tutoring Service

I support Civica and I look forward to partnering with Civica and seeing the benefits the school brings to the community.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel Pinkney", written over a light blue horizontal line.

Daniel Pinkney
President
Tutoring Club



August 19, 2019

Dear Nevada SPCSA,

I write on behalf of the University of Nevada, Las Vegas' (UNLV) Department of Teaching and Learning, in support of CIVICA Nevada's commitment to a systemic approach to raising academic achievement of students in the Las Vegas Valley. We strongly support this school and their focus on providing a rigorous, career-oriented curriculum that will prepare students for success at the college and career level.

As a Professor of Career and Technical Education at UNLV's Department of Teaching and Learning, I know that a partnership with CIVICA Nevada aligns to our mission of "establishing collaborative partnerships with schools to support the preparation of educators for diverse communities."

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We would expect our role in CIVICA Nevada to include, but not be limited to, the following:

- Increasing exposure to college for students at early grade levels. This will be accomplished by bringing both students and faculty from the university to the school campus and discussing the basics of a 4-year degree, the college application process, etc.
- Additionally, we feel it important to also meet and share this type of information with parents at school events, assemblies, or other activities.
- Bringing students of CIVICA Nevada to the university for a tour of the campus.
- Assisting in the development of the school's career pathways.

We look forward to working with both the school and yourselves in improving academic achievement and achieving a quality education in our community.

Sincerely,

Howard R.D. Gordon

Dr. Howard R.D. Gordon
Professor, Career & Technical Education
Department of Teaching and Learning, UNLV
Email: howard.gordon@unlv.edu Phone: 702-895-2729



August 17, 2019

To Whom It May Concern:

I am writing to express my support for the approval of Civica Charter School in North Las Vegas. The Las Vegas Valley has experienced explosive growth in the last 30-40 years and our City struggles to keep up with the demands placed on our public systems. Education is among the most stressed. The City's strong network of charter schools has offered a much-needed alternative and provided relief to the city's overcrowded public schools.

There is still a tremendous need for additional quality educational institutions across the Valley in order to raise our National rankings for education and give our kids the best possible start. Civica would be a welcome asset to our community. It will fill a need for students grades K through 12 and provide a public education alternative for kids in North Las Vegas. Aside from the issue of overcrowding in this area, there is a clear need for schools willing to reach out to parents and families and involve them in the educational journeys of their children. Civica's approach to education is inclusive and offers each student an Individualized Learning Plan customized to meet their needs and encourages each child to reach their potential and become lifelong learners.

Civica will be a great addition to the existing tuition-free, public charter schools in Clark County. The school will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our city. I support Civica and would be very happy to see this excellent school of choice in our Las Vegas community.

Sincerely,

Meghan McLean
President
Valor Marketing

Valor Marketing
3065 S. Jones Blvd., Suite 100
Las Vegas, NV 89146

P. 702-677-2704
E. meghan@valormktg.com
www.valormktg.com



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

To Whom It May Concern:

As the Executive Director of the SkyView YMCA in North Las Vegas, I am writing this letter of support for CIVICA Nevada.

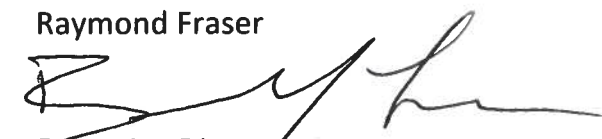
The goals of CIVICA Nevada provide for a systemic approach to raising academic achievement of students in North Las Vegas. The recent history of CIVICA Nevada partner schools demonstrates the commitment of school personnel to developing Career and Technical Education based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

Youth Development is a key focus area of the YMCA, and a foundational piece of that is access to quality education. CIVICA Nevada is providing families and youth of North Las Vegas the opportunity to receive a strong educational experience, setting them up for a clear path to their desired field of choice. This will continue to create a stronger, more engaged community here in North Las Vegas.

As the Executive Director of the SkyView YMCA, we strongly support the development of CIVICA Nevada and its innovative model of K-12 Career and Technical Education.

Respectfully,

Raymond Fraser



Executive Director
SkyView YMCA

Heinrich YMCA
4141 Meadows Lane
Las Vegas, NV 89107
(702) 877-9622
(702) 877-0856 Fax

Centennial Hills YMCA
6601 N. Buffalo Drive
Las Vegas, NV 89131
(702) 478-9622
(702) 476-6727 Fax

Durango Hills YMCA
3521 N. Durango Drive
Las Vegas, NV 89129
(702) 240-9622
(702) 395-1115 Fax

SkyView YMCA
3050 E. Centennial Parkway
North Las Vegas, NV 89081
(702) 522-7500
(702) 998-9435 Fax

Learn more about the YMCA of Southern Nevada at lasvegasyymca.org.



CIVICA

NEVADA

CAREER & COLLEGIATE ACADEMY

CIVICA Nevada Non-Binding Interest Form

*CIVICA Nevada No vinculante
Formulario de interés*

I am interested in receiving information and updates regarding CIVICA Nevada public charter school for the 2021-2022 school year.

(Estoy interesado en recibir información y actualizaciones sobre CIVICA Nevada escuela pública charter para el año escolar 2021-2022.)

First Name / Primer nombre:

Last Name / Apellido:

Street Address / Dirección:

City / Ciudad:

State / Estado:

Zip Code / Código postal:

Home Phone / Teléfono casa:

Cell Phone / Teléfono celular:

Email Address / Email:

Please check grade(s) your student(s) will be attending for 2021-2022 school year:

Marque las calificaciones a las que asistirá su(s) estudiante(s) durante el año escolar 2021-2022:

K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Current School(s) / Escuela(s) que asisten:

How did you hear about us? / ¿Cómo supiste de nosotros?:

- ☐ Property sign/signo de propiedad ☐ Movie Theater/cine ☐ Open House/casa abierta ☐ Print Media/medios de comunicación impresos
☐ Radio(NPR)/radio(NPR) ☐ Radio(Other)/radio(otra) ☐ Social Media/social media (Facebook, Instagram, etc.)
☐ Television/televisión ☐ Word of Mouth (Family, Friend, Neighbor)/boca a boca (familia, amigo, vecino)
☐ Yard Sign/letrero de patio ☐ Other/otra _____

☐ I agree that CIVICA Nevada collects and stores my name, email and form information:
(Acepto que CIVICA Nevada recopila y almacena mi nombre, correo electrónico y la información del formulario):

Signature (Full Name) / Firma (nombre completo):

Date / fecha

Your privacy is important to us. CIVICA Nevada will not share, sell or disclose your personal information to third parties. It will only be used to transmit information pertaining to our organization. (Su privacidad es importante para nosotros. CIVICA Nevada no compartirá, venderá ni divulgará su información personal a terceros. Solo se utilizará para transmitir información relacionada con nuestra organización).

NOTE: Completing this form does not guarantee acceptance into the school. You will be informed of Open Enrollment dates upon approval of CIVICA Nevada by the Nevada State Charter Authority. All students are required to go through lottery selection and enrollment procedures to attend CIVICA Nevada charter school. CIVICA Nevada is a tuition free public charter school. We are committed to providing an equal opportunity education for all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all federal, state and local laws.

NOTA: Completar este formulario no garantiza la aceptación en la escuela. Se le informará de las fechas de inscripción abierta una vez que CIVICA Nevada lo apruebe la Autoridad de la Carta del Estado de Nevada. Se requiere que todos los estudiantes pasen por la selección de lotería y los procedimientos de inscripción para asistir a la escuela charter CIVICA Nevada. CIVICA Nevada es una escuela charter pública gratuita. Estamos comprometidos a proporcionar una educación de igualdad de oportunidades para todos los solicitantes sin distinción de raza, religión, color, sexo, identidad de género, orientación sexual, origen nacional, estado de ciudadanía, edad, discapacidad o cualquier otro estado protegido de acuerdo con todos los estados federales y estatales, y leyes locales.

CIVICA NV 10/04/2019

Guardian First Name	Guardian Last Name	Address	City	State	Zip Code	Email	Home Phone	Work Phone	Mobile Phone	Grades	Current School	How About Us	Comments	Data Collection	Signature	Date
			North Las Vegas	NV	89000					1.0	Las Vegas	Las Vegas				8/24/2019 1:17:40 PM
			North Las Vegas	NV	89006					8	X	Facebook				8/24/2019 1:30:30 PM
			North Las Vegas	NV	89005					6	North Las Vegas	North Las Vegas				8/24/2019 1:30:30 PM
			Las Vegas	NV	89115					2	Fontaine Academy	Facebook				8/24/2019 1:36:05 PM
			Las Vegas	NV	89002					2	North Las Vegas	Facebook				8/24/2019 1:37:40 PM
			Las Vegas	NV	89002					3,4,7,9	Parkview ES, Sweeney MS, Sweeney HS	Parent Meeting				8/24/2019 1:39:41 PM
			North Las Vegas	NV	89002					5,7	Fontaine Academy	Parent meeting				8/24/2019 1:42:48 PM
			Las Vegas	NV	89148					0	Somerset Academy	Academic/Current View Principal				8/27/2019 1:35:38 AM
			NORTH LAS VEGAS	NV	89002-0395					9	Somerset	Print Media (journals, malle, newspaper, etc.)				10/10/2019 3:56:57 PM
			North Las Vegas	NV	89002					0	ACELERO	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:12:27 PM
			North Las Vegas	NV	89002					5,10,12	Legacy Bridge	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:16:42 PM
			North Las Vegas	NV	89002					1,2	Home Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:16:52 PM
			North Las Vegas	NV	89002					0	Discovery Prep @ The Impact Center	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:22:04 PM
			North Las Vegas	NV	89002					0	NA	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:25:20 PM
			Las Vegas	NV	89002					3,7,8,10	Print Elementary, Somerset Academy	Other				10/10/2019 10:26:31 PM
			North Las Vegas	NV	89002					0	Charles Kirk Chapman	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:27:21 PM
			North Las Vegas	NV	89002					3,5	Discovery Prep	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:30:04 PM
			North Las Vegas	NV	89002					3	Print Elementary	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 10:32:49 PM
			Las Vegas	NV	89110					1,6	Richard J. Randle E.S.	Word of Mouth (Family, Friend, Neighbor)				10/11/2019 6:46:43 PM
			Las Vegas	NV	89108					0	San Francisco de Sales	Word of Mouth (Family, Friend, Neighbor)				10/11/2019 6:50:20 PM
			Las Vegas	NV	89110					2,3,6	Melton Calton Elementary	Word of Mouth (Family, Friend, Neighbor)				10/11/2019 10:22:37 PM
			North Las Vegas	NV	89002					0	Melton Calton Elementary	Word of Mouth (Family, Friend, Neighbor)				10/11/2019 7:11:12 PM
			North Las Vegas	NV	89002					4	Codine Stone & Linda	Word of Mouth (Family, Friend, Neighbor)				10/13/2019 8:28:25 PM
			Las Vegas	NV	89002					3	Print E.S.	Word of Mouth (Family, Friend, Neighbor)				10/13/2019 8:32:50 PM
			North Las Vegas	NV	89002					0	Chaparral HS	Word of Mouth (Family, Friend, Neighbor)				10/13/2019 8:32:57 PM
			North Las Vegas	NV	89002					2	Print	Word of Mouth (Family, Friend, Neighbor)				10/13/2019 8:35:41 PM
			North Las Vegas	NV	89002					0,1	Print	Word of Mouth (Family, Friend, Neighbor)				10/13/2019 8:38:28 PM
			Las Vegas	NV	89002					0	Print	Word of Mouth (Family, Friend, Neighbor)				10/13/2019 8:41:20 PM
			Las Vegas	NV	89002					7	Print Elementary	Word of Mouth (Family, Friend, Neighbor)				10/13/2019 8:47:33 PM
			Fontaine	NV	89002					6,8	Print	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:10:58 AM
			Las Vegas	NV	89123					2	David Canales	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:16:52 AM
			Fontaine	NV	89003					1	Our Lady LV	Other				10/10/2019 8:21:11 AM
			Las Vegas	NV	89131					2,5,8,11	Blackhawk	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:26:40 AM
			Las Vegas	NV	89179					6,10	Fontaine Academy of Science	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:28:50 AM
			North Las Vegas	NV	89003					0,1	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:31:21 AM
			Las Vegas	NV	89176					3,8	Fontaine Elementary	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:36:22 AM
			Las Vegas	NV	89148					7	Fontaine	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:36:22 AM
			Las Vegas	NV	89130					5,6,8,11	Olney	Dislike by the school/Property				10/10/2019 8:42:07 AM
			Las Vegas	NV	89123					0,1,2,4,6,7,8,10,11	Fontaine Academy, Somerset Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:51:11 AM
			North Las Vegas	NV	89003					2,10	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:54:19 AM
			Las Vegas	NV	89143					7,9	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:55:05 AM
			Las Vegas	NV	89108					6,10	Melton JPS	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 8:57:54 AM
			Las Vegas	NV	89108					0	Our Elementary	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:01:12 AM
			Las Vegas	NV	89108					6,7	Our Elementary	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:04:56 AM
			North Las Vegas	NV	89003					0	Las Vegas	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:08:32 AM
			Las Vegas	NV	89122					6	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:10:38 AM
			Las Vegas	NV	89115					6	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:11:51 AM
			Las Vegas	NV	89128					0	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:13:42 AM
			Las Vegas	NV	89148					0,2	Tenaka	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:16:17 AM
			North Las Vegas	NV	89148					2,4,6	Thompson ES	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:18:46 AM
			Las Vegas	NV	89148					0	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:20:17 AM
			Las Vegas	NV	89102					0	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:22:52 AM
			Las Vegas	NV	89142					2,8	David Canales ES	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:24:50 AM
			North Las Vegas	NV	89004					4,7	Print Elementary	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:26:17 AM
			Las Vegas	NV	89115					6,8	Canales	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:28:17 AM
			Fontaine	NV	89004					5,7	Apple Roberts	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:30:15 AM
			Las Vegas	NV	89176					1,2,4	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:31:46 AM
			Las Vegas	NV	89176					2,4,7	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:33:54 AM
			North Las Vegas	NV	89003					1	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:34:46 AM
			North Las Vegas	NV	89003					4,6	Kyle Carl ES	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:36:25 AM
			Las Vegas	NV	89140					0	Melton Stone	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:37:41 AM
			Las Vegas	NV	89121					5	St. Mary School	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:38:16 AM
			N LAS VEGAS	NV	89002					0	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:40:16 AM
			N LAS VEGAS	NV	89002					0	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 9:41:16 AM
			Las Vegas	NV	89104					7	Melton Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:00:05 PM
			Las Vegas	NV	89120					4,7,9	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:03:10 PM
			North Las Vegas	NV	89003					4,7	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:06:37 PM
			Las Vegas	NV	89115					6,8,11,12	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:08:21 PM
			North Las Vegas	NV	89003					12	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:07:37 PM
			Las Vegas	NV	89002					11,12	Canary Springs HS	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:10:29 PM
			North Las Vegas	NV	89003					2,10	Oliver Chapman HS	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:11:06 PM
			North Las Vegas	NV	89003					1,6	Fay Harrison	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:13:59 PM
			Las Vegas	NV	89002					6,8,12	Tenaka	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:16:27 PM
			North Las Vegas	NV	89002					4,5	Print	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:35:29 PM
			North Las Vegas	NV	89002					4,9	Somerset NCV	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:35:59 PM
			North Las Vegas	NV	89002					1,5	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:37:46 PM
			North Las Vegas	NV	89003					4,5,6,9	John Tarter, Clifford Friday	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:47:43 PM
			North Las Vegas	NV	89003					4	Tom Williams	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:48:27 PM
			Las Vegas	NV	89121					4	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:48:49 PM
			North Las Vegas	NV	89003					1,5	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:48:49 PM
			Las Vegas	NV	89115					0	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:50:18 PM
			North Las Vegas	NV	89003					1,2,4,6,7,10,11	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 1:50:18 PM
			Las Vegas	NV	89003					1	Melton Calton	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:11:05 PM
			Las Vegas	NV	89108					2	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:13:22 PM
			North Las Vegas	NV	89003					0	Somerset North Las Vegas	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:14:52 PM
			Las Vegas	NV	89115					2	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:15:09 PM
			North Las Vegas	NV	89003					0	Las Vegas	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:17:07 PM
			Las Vegas	NV	89115					11	Melton High School	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:18:15 PM
			N LAS VEGAS	NV	89104					2	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:18:16 PM
			North Las Vegas	NV	89003					0,11	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:26:47 PM
			Las Vegas	NV	89003					1,1,2,4,8	Oliver Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:21:06 PM
			North Las Vegas	NV	89003					0,1	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:25:12 PM
			North Las Vegas	NV	89115					2	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:28:49 PM
			Las Vegas	NV	89108					1	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:33:34 PM
			North Las Vegas	NV	89003					11	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:36:34 PM
			North Las Vegas	NV	89003					0,7	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:37:54 PM
			Las Vegas	NV	89108					2,3	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:38:26 PM
			Las Vegas	NV	89110					0	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:40:37 PM
			Las Vegas	NV	89003					0,2,3	Fontaine Academy	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:42:17 PM
			Las Vegas	NV	89115					1,2,5,6,7	Clyde Cox	Word of Mouth (Family, Friend, Neighbor)				10/10/2019 5:46:26 PM
			Las Vegas	NV	89115											

	North Las Vegas	NV	8/10/20		6,10	Word of Mouth (Family, Friend, Neighborm)		10/20/2019 8:46:36 PM
	North Las Vegas	NV	8/11/15		0	Word of Mouth (Family, Friend, Neighborm)		10/20/2019 8:47:52 PM
	Las Vegas	NV	8/10/20		0,4,8,10,11	El Dorado, Kaler	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 8:49:24 PM
	North Las Vegas	NV	8/10/20		6	Neighborm	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 8:51:49 PM
	Las Vegas	NV	8/11/15		0,7	Sandy Miller	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 8:53:09 PM
	North Las Vegas	NV	8/10/20		0,11	Oldberry	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 8:54:47 PM
	Las Vegas	NV	8/10/18		7,10	Rainbow Academy	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 8:56:13 PM
	North Las Vegas	NV	8/10/20		4	Madreaz	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 8:58:17 PM
	Las Vegas	NV	8/11/15		0,8		Word of Mouth (Family, Friend, Neighborm)	10/20/2019 8:59:46 PM
	Las Vegas	NV	8/11/15		5,9		Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:01:58 PM
	North Las Vegas	NV	8/10/20		2,4,7	Bridge MS, Lin	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:03:48 PM
	North Las Vegas	NV	8/10/20		1,2	Jay Jeffers Elementary School	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:05:04 PM
	North Las Vegas	NV	8/10/20		0,2		Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:06:36 PM
	North Las Vegas	NV	8/10/20		0	Neighborm	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:07:51 PM
	North Las Vegas	NV	8/10/20		1	Connections Academy/Jaim Tahan	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:09:51 PM
	Las Vegas	NV	8/10/18		1	Other: Trunk or Treat	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:11:21 PM
	Las Vegas	NV	8/10/20		0	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:13:49 PM
	Las Vegas	NV	8/10/20		1,3,5,8,9,10,12	Quinn McCall ES, Jim Bridger MS, Carson Schom HS	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:16:08 PM
	North Las Vegas	NV	8/10/20		2		Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:17:32 PM
	North Las Vegas	NV	8/10/20		2,4	Rea Bell Elementary	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:19:12 PM
	Las Vegas	NV	8/10/20		0,3	J. Jeffers Elem	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:20:20 PM
	Las Vegas	NV	8/10/20		0,1,2,3,4,5,6,7,8,10,11,12	Frederick	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 9:22:24 PM
	Las Vegas	NV	8/11/15		0,10	Camel M. Johnston Middle School	Other: Trunk or Treat	10/20/2019 10:46:45 AM
	Las Vegas	NV	8/11/17		0,8	Other: N/A	Other: N/A	10/20/2019 10:50:46 AM
	Las Vegas	NV	8/10/21		0,9	Other: N/A	Other: N/A	10/20/2019 10:56:46 AM
	Las Vegas	NV	8/10/24		0,8,9	Chen Middle/Legacy High School	Other: N/A	10/20/2019 11:00:01 AM
	North Las Vegas	NV	8/10/18		0,8,7,8,9,10	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 12:01:17 PM
	Las Vegas	NV	8/10/21		3,6,7	Frederick Classical Academy	Other: Trunk or Treat	10/20/2019 12:04:22 PM
	North Las Vegas	NV	8/10/18		5,8	Other: N/A	Other: N/A	10/20/2019 12:21:00 PM
	North Las Vegas	NV	8/10/21		0	Other: Prerequisite	Other: Prerequisite	10/20/2019 12:31:38 PM
	North Las Vegas	NV	8/10/21		1,9	N/A	Other: N/A	10/20/2019 1:37:38 PM
	North Las Vegas	NV	8/10/21		0	Other: N/A	Other: N/A	10/20/2019 1:38:51 PM
	South Las Vegas	NV	8/10/20		3	N/A	Other: N/A	10/20/2019 1:24:11 PM
	Las Vegas	NV	8/10/18		3,8	Neighborm	Other: N/A	10/20/2019 2:28:52 PM
	Las Vegas	NV	8/10/20		7,9	Major Academy/Kenny Galm	Other: N/A	10/20/2019 9:45:23 AM
	Las Vegas	NV	8/10/21		0,2,9	Other: N/A	Other: N/A	10/20/2019 9:46:24 AM
	North Las Vegas	NV	8/10/21		0	N/A	Other: N/A	10/20/2019 10:15:34 AM
	North Las Vegas	NV	8/10/21		0,2,3,8	Connections Academy/Jaim Tahan	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 10:15:51 AM
	North Las Vegas	NV	8/10/22		5	Other: Trunk or Treat	Neighborm	10/20/2019 1:04:54 PM
	Las Vegas	NE	8/10/28		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 1:08:52 PM
	North Las Vegas	NV	8/10/24		0	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:11:53 PM
	North Las Vegas	NV	8/10/21		0	Yard Signs	Harvest Fest	10/20/2019 1:13:18 PM
	North Las Vegas	NV	8/10/21		1	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:14:08 PM
	Las Vegas	NV	8/10/21		5,7	Ruby Duncan	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:18:20 PM
	North Las Vegas	NV	8/10/21		1,9	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:18:26 PM
	North Las Vegas	NV	8/10/21		0	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:19:48 PM
	North Las Vegas	NV	8/10/21		0	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:21:06 PM
	North Las Vegas	NV	8/10/21		3,9	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:22:52 PM
	Las Vegas	NV	8/10/17		5	Nea Warren	Other: Trunk or Treat	10/20/2019 1:22:57 PM
	North Las Vegas	NV	8/10/21		2,5	Legacy Traditional	Other: YMCA	10/20/2019 1:25:17 PM
	North Las Vegas	NV	8/10/21		4	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:26:29 PM
	North Las Vegas	NV	8/10/21		0	Neighborm	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:28:09 PM
	North Las Vegas	NV	8/10/21		1	N/A	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:29:26 PM
	North Las Vegas	NV	8/10/21		1	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:31:42 PM
	Las Vegas	NV	8/10/28		1	Proffy	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:34:23 PM
	North Las Vegas	NV	8/10/24		0	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:35:52 PM
	North Las Vegas	NV	8/10/21		0	Legacy Traditional	Other:	10/20/2019 1:38:28 PM
	Las Vegas	NV	8/10/18		0	Word of Mouth (Family, Friend, Neighborm)	Other: N/A	10/20/2019 1:58:49 PM
	North Las Vegas	NV	8/10/21		0,5	Tahan Elementary	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:41:14 PM
	North Las Vegas	NV	8/10/20		10	Camel M. Johnston Middle School	Done by the school/Property	10/20/2019 1:43:09 PM
	North Las Vegas	NV	8/10/21		6	Done by the school/Property	Done by the school/Property	10/20/2019 1:44:19 PM
	Las Vegas	NV	8/11/21		1	Other: YMCA	Other: YMCA	10/20/2019 1:53:35 PM
	North Las Vegas	NV	8/10/21		0,10	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 1:55:27 PM
	Las Vegas	NV	8/10/20		0	Other:	Other:	10/20/2019 1:58:09 PM
	Las Vegas	NV	8/10/21		1,7	Other:	Other:	10/20/2019 2:01:14 PM
	North Las Vegas	NV	8/10/21		0	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 2:03:10 PM
	North Las Vegas	NV	8/10/21		2,4	Watson	Other: YMCA	10/20/2019 2:04:34 PM
	North Las Vegas	NV	8/10/20		3	Ruby Duncan	Other: YMCA	10/20/2019 2:05:02 PM
	Neighborm	NV	8/10/14		1,7	Major Academy	Other:	10/20/2019 2:08:22 PM
	North Las Vegas	NV	8/10/20		3,9	Other:	Other:	10/20/2019 2:08:38 PM
	North Las Vegas	NV	8/10/21		0,9	Somerset Academy	Other:	10/20/2019 2:11:09 PM
	Las Vegas	NV	8/10/21		0	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 2:12:28 PM
	North Las Vegas	NV	8/10/21		1	Other:	Other:	10/20/2019 2:13:39 PM
	North Las Vegas	NV	8/10/21		3,8	Other:	Other:	10/20/2019 2:15:51 PM
	North Las Vegas	NV	8/10/21		5,10	Oran and Lee Antares	Other: Trunk or Treat	10/20/2019 2:16:33 PM
	North Las Vegas	NV	8/10/21		0	Other:	Other:	10/20/2019 2:17:54 PM
	Las Vegas	NV	8/10/21		7	Johnson	Other:	10/20/2019 2:18:46 PM
	Las Vegas	NV	8/10/15		1,3,4,5,9,10	Mark Kelly ES and Bridger MS	Other: Trunk or Treat	10/20/2019 2:22:13 PM
	Las Vegas	NV	8/10/21		5,10	Friday, Legacy	Other: YMCA	10/20/2019 2:23:49 PM
	North Las Vegas	NV	8/10/21		1,7	Proffy	Other: YMCA	10/20/2019 2:25:45 PM
	Las Vegas	NV	8/10/21		7,9	Frederick Classical Academy	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 2:26:53 PM
	North Las Vegas	NV	8/10/21		4	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:25:54 PM
	Las Vegas	NV	8/10/22		0	Hayden Elementary	Other: Trunk or Treat	10/20/2019 2:34:43 PM
	North Las Vegas	NV	8/10/20		1,2	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:35:07 PM
	Las Vegas	NV	8/10/19		4	Jack Dalry Elementary School	Other: Trunk or Treat	10/20/2019 3:07:55 PM
	North Las Vegas	NV	8/10/20		1,4,5	Other: Fall Festival	Other: Fall Festival	10/20/2019 3:08:12 PM
	Las Vegas	NV	8/10/20		0	Other:	Other:	10/20/2019 3:09:47 PM
	Las Vegas	NV	8/10/21		0,8	Hickey ES and Bailey MS	Other:	10/20/2019 3:11:17 PM
	North Las Vegas	NV	8/10/20		4	Wells	Other: Trunk or Treat	10/20/2019 3:11:50 PM
	Las Vegas	NV	8/10/20		10	Homestead	Other:	10/20/2019 3:13:01 PM
	North Las Vegas	NV	8/10/21		0,3,5	Las Antares	Other: YMCA	10/20/2019 3:15:47 PM
	North Las Vegas	NV	8/10/21		0	Somerset NCI and Hyde Park	Open House	10/20/2019 3:18:58 PM
	Las Vegas	NV	8/10/21		0	Other: N/A	Other: N/A	10/20/2019 3:20:40 PM
	Las Vegas	NV	8/10/21		0,4	Trunk Elementary	Other: Fall Festival	10/20/2019 3:21:21 PM
	Las Vegas	NV	8/10/21		0,2,4	Done by the school/Property	Done by the school/Property	10/20/2019 3:22:19 PM
	Las Vegas	NV	8/10/21		2,6	Lyons	Other: Trunk or Treat	10/20/2019 3:24:01 PM
	North Las Vegas	NV	8/10/20		5,9	Somerset	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 3:48:05 PM
	Las Vegas	NV	8/10/20		0	Other: Harvest Fair Carnival	Other: Harvest Fair Carnival	10/20/2019 4:04:34 PM
	Las Vegas	NV	8/10/18		5,9,9	Elaine Wynn Elementary School	Other: Harvest Fair Carnival	10/20/2019 4:04:34 PM
	Las Vegas	NV	8/10/18		3	Moskai Junior High/Doris Reed	Other: Trunk or Treat	10/20/2019 12:31:18 PM
	North Las Vegas	KS	8/10/21		0,1	EVJ Griffin	Other: Trunk or Treat	10/20/2019 12:45:11 PM
	North Las Vegas	NV	8/10/20		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 1:46:02 PM
	Las Vegas	NV	8/10/20		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 1:57:18 PM
	Las Vegas	NV	8/10/21		1	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 1:57:46 PM
	Las Vegas	NV	8/10/21		0,1	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 1:58:18 PM
	Las Vegas	NV	8/10/20		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:02:17 PM
	Las Vegas	NV	8/10/21		4	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:08:50 PM
	North Las Vegas	NV	8/10/21		0,2	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:01:14 PM
	North Las Vegas	NV	8/10/20		0,2	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:02:11 PM
	North Las Vegas	NV	8/10/21		0,6,7	Elizabeth Wilhem Elementary, Andrew Moore	Other: Trunk or Treat	10/20/2019 2:03:17 PM
	North Las Vegas	NV	8/10/21		9	Frederick Classical Academy	Other: Trunk or Treat	10/20/2019 2:04:17 PM
	North Las Vegas	NV	8/10/21		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:05:03 PM
	North Las Vegas	NV	8/10/20		4	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:06:01 PM
	North Las Vegas	NV	8/10/21		1,2	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:08:27 PM
	North Las Vegas	NV	8/10/21		0,3	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:10:14 PM
	North Las Vegas	NV	8/10/20		2,5	Legacy	Other: Trunk or Treat	10/20/2019 2:10:44 PM
	Las Vegas	NV	8/10/20		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:11:23 PM
	Las Vegas	NV	8/10/17		0,3,5,7	Beard ES	Other: Trunk or Treat	10/20/2019 2:11:59 PM
	Las Vegas	NV	8/10/19		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:12:30 PM
	Las Vegas	NV	8/10/20		1,4	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:13:39 PM
	Las Vegas	NV	8/10/20		3,8,9	Lozano Elementary	Other: Trunk or Treat	10/20/2019 2:17:18 PM
	North Las Vegas	NV	8/10/20		7	Major Academy	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 2:19:17 PM
	Las Vegas	NV	8/10/20		4,7,9	Other: Library	Other: Library	10/20/2019 2:18:31 PM
	Las Vegas	NV	8/10/21		4,7	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:18:46 PM
	North Las Vegas	NV	8/10/20		0,6,8,11,12	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:21:11 PM
	Las Vegas	NV	8/10/20		1,4,5	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:21:11 PM
	North Las Vegas	NV	8/10/20		12	Word of Mouth (Family, Friend, Neighborm)	Word of Mouth (Family, Friend, Neighborm)	10/20/2019 2:22:24 PM
	North Las Vegas	NV	8/10/20		0,7,12	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:22:24 PM
	Las Vegas	NV	8/10/20		0,7,8,9	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:23:29 PM
	Las Vegas	NV	8/10/22		11,12	Canyon Springs HS	Done by the school/Property	10/20/2019 2:23:58 PM
	Las Vegas	NV	8/10/21		2,5	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:24:34 PM
	None	NV	8/10/21		0	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:24:44 PM
	North Las Vegas	NV	8/10/20		2,10	Gilbert Academy / Cheyenne HS	Other: Library	10/20/2019 2:28:01 PM
	Neighborm	NV	8/10/16		2,5,7	Other: Trunk or Treat	Other: Trunk or Treat	10/20/2019 2:28:41 PM
	North Las Vegas	NV	8/10/20		1,8	Pay Harrison Elementary	Word of Mouth (Family, Friend, Neighborm)	10/20

	South Las Vegas	NV	88084	0			0	10/31/2019 9:42:14 AM
	Las Vegas	NV	88032	1.8		Olbert	1.8	10/31/2019 9:42:38 AM
	South Las Vegas	NV	88032	9			9	10/31/2019 9:45:06 AM
	Las Vegas	NV	88115	2.4			2.4	10/31/2019 9:45:22 AM
	Las Vegas	NV	88123	0.1			0.1	10/31/2019 10:14:18 AM
	Las Vegas	NV	88106	1.7			1.7	10/31/2019 10:18:22 AM
	South Las Vegas	NV	88032	0			0	10/31/2019 10:20:07 AM
	South Las Vegas	NV	88032			Word of Mouth (Family, Friend, Neighbor)		10/31/2019 10:25:10 AM
	South Las Vegas	NV	88032	17.8			17.8	10/31/2019 10:34:18 AM
	Las Vegas	NV	88032	14.35.11		Word of Mouth (Family, Friend, Neighbor)		10/31/2019 10:35:25 AM
	Las Vegas	NV	88108	1.3			1.3	10/31/2019 10:39:45 AM
	Las Vegas	NV	88101	0.1,4,5,6			0.1,4,5,6	10/31/2019 10:39:57 AM
	Las Vegas	NV	88107	10.1,1			10.1,1	10/31/2019 10:31:43 AM
	Las Vegas	NV	88031	7.9			7.9	10/31/2019 10:35:51 AM
	Las Vegas	NV	88140	1.6			1.6	10/31/2019 10:40:00 AM
	Las Vegas	NV	88108	9			9	10/31/2019 10:39:02 AM
	Las Vegas	NV	88037	1.9			1.9	10/31/2019 11:20:44 AM
	Las Vegas	NV	88123	0			0	10/31/2019 10:37:37 AM
	Las Vegas	NV	88106	1			1	10/31/2019 10:39:23 AM
	Las Vegas	NV	88032	0.6			0.6	10/31/2019 10:39:14 AM
	Las Vegas	NV	88115	0		Other: trunk-or-treat	0	10/31/2019 10:40:31 AM
	South Las Vegas	NV	88030	0		Other: trunk-or-treat	0	10/31/2019 10:43:35 AM
	Las Vegas	NV	88031	1,4,5,8		Other: trunk-or-treat	1,4,5,8	10/31/2019 10:40:41 AM
	Las Vegas	NV	88142	15.8		Other: trunk-or-treat	15.8	10/31/2019 10:52:07 AM
	Las Vegas	NV	88032	0		Other: trunk-or-treat	0	10/31/2019 10:51:42 AM
	Las Vegas	NV	88108	0		Other: trunk-or-treat	0	10/31/2019 10:50:51 AM
	South Las Vegas	NV	88032	3		Other: trunk-or-treat	3	10/31/2019 10:58:46 AM
	R. Las Vegas	NV	88031	3	Richard Priest	Other: trunk-or-treat	3	10/31/2019 11:00:06 AM
	South Las Vegas	NV	88030	0	J. Mackay Magnet	Other: trunk-or-treat	0	10/31/2019 11:01:36 AM
	Las Vegas	NV	88115	1.2,4		Other: trunk-or-treat	1.2,4	10/31/2019 12:11:18 PM
	Las Vegas	NV	88104	2.5			2.5	10/31/2019 12:24:38 PM
	Las Vegas	NV	88030	2.3			2.3	10/31/2019 12:25:39 PM
	Las Vegas	NV	88108	4			4	10/31/2019 12:26:37 PM
	South Las Vegas	NV	88031	0	Quest	Other: Craig Ranch Park	0	10/31/2019 12:27:02 PM
	South Las Vegas	NV	88030	9			9	10/31/2019 12:38:04 PM
	Las Vegas	NV	88140	3	Rancho		3	10/31/2019 12:30:21 PM
	South Las Vegas	NV	88030	1	Silvery		1	10/31/2019 12:32:02 PM
	South Las Vegas	NV	88112	0			0	10/31/2019 12:33:23 PM
	South Las Vegas	NV	88030	1.8	Jenkins Elementary		1.8	10/31/2019 12:35:16 PM
	Las Vegas	NV	88108	0	Lincoln Elementary		0	10/31/2019 12:38:40 PM
	Las Vegas	NV	88115	13.4			13.4	10/31/2019 12:39:42 PM
	South Las Vegas	NV	88032	3.8	Frederick Classical Academy		3.8	10/31/2019 12:39:42 PM
	Las Vegas	NV	88115	4.2	Legacy North		4.2	10/31/2019 1:41:38 PM
	South Las Vegas	NV	88031	8	GO Academy of Excellence		8	10/31/2019 1:42:01 PM
	South Las Vegas	NV	88031	0	Frederick Classical Academy		0	10/31/2019 1:44:23 PM
	Las Vegas	NV	88108	4.8			4.8	10/31/2019 1:46:22 PM
	Las Vegas	NV	88130	0.6	Hayden		0.6	10/31/2019 1:47:41 PM
	South Las Vegas	NV	88030	0.1,6,7,8			0.1,6,7,8	10/31/2019 1:50:50 PM
	Las Vegas	NV	88123	0			0	10/31/2019 1:52:07 PM
	Las Vegas	NV	88106	0.2			0.2	10/31/2019 1:54:40 PM
	South Las Vegas	NV	88032	5.6,7			5.6,7	10/31/2019 1:57:10 PM
	Las Vegas	NV	88123	5.7	Odyssey Charter School		5.7	10/31/2019 1:58:19 PM
	South Las Vegas	NV	88034	5.6			5.6	10/31/2019 1:58:45 PM
	South Las Vegas	NV	88032	14.35			14.35	10/31/2019 2:00:10 PM
	South Las Vegas	NV	88030	1.2	Melody Middle School	Other: Trunk or Treat	1.2	10/31/2019 2:04:40 PM
	South Las Vegas	NV	88030	0		Other: Trunk or Treat	0	10/31/2019 2:05:14 PM
	Frederick	NV	88030	0		Other: Trunk or Treat	0	10/31/2019 2:08:38 PM
	Las Vegas	NV	88115	0.1,2	Oran U. Grogan	Other: Trunk or Treat	0.1,2	10/31/2019 2:10:24 PM
	Las Vegas	NV	88108	0	Madison Creative Academy	Armstrong	0	10/31/2019 2:10:24 PM
	Las Vegas	NV	88115	2.7	Butler	Other: Trunk or Treat	2.7	10/31/2019 2:10:24 PM
	South Las Vegas	NV	88130	0.2,3			0.2,3	10/31/2019 2:38:12 PM
	South Las Vegas	NV	88030	0.4			0.4	11/1/2019 1:00:30 AM
	Frederick	NV	88014	2.3	Lorne J. Kesterson	Other: Halloween Spooky Fair	2.3	11/1/2019 10:04:11 AM
	South Las Vegas	NV	88032	1			1	11/1/2019 10:05:25 AM
	Las Vegas	NV	88115	11	Permian High School (Dixie), TX		11	11/1/2019 11:04:41 AM
	South Las Vegas	NV	88031	4.6	GO Academy		4.6	11/1/2019 11:07:46 AM
	South Las Vegas	NV	88031	13.5	Legacy Traditional		13.5	11/1/2019 11:09:01 AM
	Las Vegas	NV	88115	1.2			1.2	11/1/2019 11:20:15 AM
	Las Vegas	NV	88108	0			0	11/1/2019 11:24:51 AM
	South Las Vegas	NV	88032	0.6,7	Toller		0.6,7	11/1/2019 11:30:46 AM
	Las Vegas	NV	88130	0.3,8	Charles Perkins	Other: Fall Festival	0.3,8	11/1/2019 11:30:46 AM
	Las Vegas	NV	88142	1.4	Imagine at Mt. View		1.4	11/1/2019 11:30:46 AM
	South Las Vegas	NV	88030	0			0	11/1/2019 11:30:46 AM
	Las Vegas	NV	88101	0.1		Word of Mouth (Family, Friend, Neighbor)	0.1	11/1/2019 11:30:46 AM
	Las Vegas	NV	88101	2	Lunt ES	Word of Mouth (Family, Friend, Neighbor)	2	11/1/2019 11:30:46 AM
	Las Vegas	NV	88101	4	Carbena ES	Word of Mouth (Family, Friend, Neighbor)	4	11/1/2019 7:38:19 AM
	Las Vegas	NV	88101	7.11	Hale Newton ES and Rancho HS	Word of Mouth (Family, Friend, Neighbor)	7.11	11/1/2019 7:41:29 AM
	Las Vegas	NV	88101	10	Ray W. Martin MS	Word of Mouth (Family, Friend, Neighbor)	10	11/1/2019 7:43:03 AM
	Las Vegas	NV	88101	3	Robert Lunt ES	Word of Mouth (Family, Friend, Neighbor)	3	11/1/2019 7:44:04 AM
	Las Vegas	NV	88101	14.5	Lunt ES	Word of Mouth (Family, Friend, Neighbor)	14.5	11/1/2019 7:46:31 AM
	NORTH LAS VEGAS	NV	88081	5	Joseph a Christ	Other: Advertising at park	5	11/1/2019 8:02:26 AM
	NORTH LAS VEGAS	NV	88081	6	Joseph a Christ	Other: Advertising at park	6	11/1/2019 8:02:26 AM
	Las Vegas	NV	88030	3		Word of Mouth (Family, Friend, Neighbor)	3	11/1/2019 11:10:09 PM
	Las Vegas	NV	88030	5		Word of Mouth (Family, Friend, Neighbor)	5	11/1/2019 11:12:49 PM
	South Las Vegas	NV	88030	2	Calkin Elementary	Word of Mouth (Family, Friend, Neighbor)	2	11/1/2019 11:14:28 PM
	South Las Vegas	NV	88030	0.1	Anders	Word of Mouth (Family, Friend, Neighbor)	0.1	11/1/2019 11:14:28 PM
	Las Vegas	NV	88030	0.8	McCall	Word of Mouth (Family, Friend, Neighbor)	0.8	11/1/2019 11:22:07 PM
	Las Vegas	NV	88030	2		Word of Mouth (Family, Friend, Neighbor)	2	11/1/2019 11:29:45 PM
	Las Vegas	NV	88030	0.6		Word of Mouth (Family, Friend, Neighbor)	0.6	11/1/2019 11:31:03 PM
	Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 11:35:16 PM
	Las Vegas	NV	88106	0.1,2		Word of Mouth (Family, Friend, Neighbor)	0.1,2	11/1/2019 11:36:06 PM
	Las Vegas	NV	88030	1		Word of Mouth (Family, Friend, Neighbor)	1	11/1/2019 11:38:12 PM
	South Las Vegas	NV	88030	11	Rancho High School	Word of Mouth (Family, Friend, Neighbor)	11	11/1/2019 11:41:48 PM
	South Las Vegas	NV	88030	0.1,2	Badger Rancho	Word of Mouth (Family, Friend, Neighbor)	0.1,2	11/1/2019 11:41:48 PM
	South Las Vegas	NV	88030	11	Rancho	Word of Mouth (Family, Friend, Neighbor)	11	11/1/2019 11:43:09 PM
	Las Vegas	NV	88030	0.1,3	Metrol Elementary	Word of Mouth (Family, Friend, Neighbor)	0.1,3	11/1/2019 11:43:09 PM
	Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 11:43:09 PM
	South Las Vegas	NV	88030	2	Metrol Elementary	Word of Mouth (Family, Friend, Neighbor)	2	11/1/2019 11:50:09 PM
	South Las Vegas	NV	88030	8		Word of Mouth (Family, Friend, Neighbor)	8	11/1/2019 11:51:18 PM
	South Las Vegas	NV	88030	7.9,10,11		Word of Mouth (Family, Friend, Neighbor)	7.9,10,11	11/1/2019 11:55:38 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 11:55:38 PM
	Las Vegas	NV	88030	1.3		Word of Mouth (Family, Friend, Neighbor)	1.3	11/1/2019 11:58:19 PM
	South Las Vegas	NV	88030	0.8		Word of Mouth (Family, Friend, Neighbor)	0.8	11/1/2019 11:58:19 PM
	Las Vegas	NV	88030	0.1,2,3,4,5,6,7,8,9,10,11,12	Metrol Elementary		0.1,2,3,4,5,6,7,8,9,10,11,12	11/1/2019 12:00:41 AM
	Las Vegas	NV	88030	9	Bridge Middle School	Word of Mouth (Family, Friend, Neighbor)	9	11/1/2019 12:04:51 AM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 12:06:41 AM
	South Las Vegas	NV	88030	3		Word of Mouth (Family, Friend, Neighbor)	3	11/1/2019 12:06:43 AM
	South Las Vegas	NV	88030	4.9		Word of Mouth (Family, Friend, Neighbor)	4.9	11/1/2019 12:07:25 AM
	Las Vegas	NV	88030	4			4	11/1/2019 12:07:25 AM
	Las Vegas	NV	88113	3			3	11/1/2019 12:07:25 AM
	Frederick	NV	88015	2		Word of Mouth (Family, Friend, Neighbor)	2	11/1/2019 12:07:25 AM
	Las Vegas	NV	88110	4.8		Open House	4.8	11/1/2019 12:14:34 PM
	Las Vegas	NV	88115	0.6,7		Open Library	0.6,7	11/1/2019 12:14:34 PM
	South Las Vegas	NV	88110	0	Manual Carter Elementary		0	11/1/2019 12:14:34 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:25:59 PM
	South Las Vegas	NV	88030	3		Word of Mouth (Family, Friend, Neighbor)	3	11/1/2019 9:25:59 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:25:59 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:25:59 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:25:59 PM
	South Las Vegas	NV	88030	0.4,6,8,9,10	McCall	Word of Mouth (Family, Friend, Neighbor)	0.4,6,8,9,10	11/1/2019 9:26:07 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:27:43 PM
	Las Vegas	NV	88030	3,7,10		Word of Mouth (Family, Friend, Neighbor)	3,7,10	11/1/2019 9:27:43 PM
	South Las Vegas	NV	88030	12.5	McCall	Word of Mouth (Family, Friend, Neighbor)	12.5	11/1/2019 9:29:49 PM
	Las Vegas	NV	88115	0.3		Word of Mouth (Family, Friend, Neighbor)	0.3	11/1/2019 9:30:11 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:32:44 PM
	South Las Vegas	NV	88030	2.4	McCall	Word of Mouth (Family, Friend, Neighbor)	2.4	11/1/2019 9:35:53 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:37:06 PM
	South Las Vegas	NV	88030	2.3		Word of Mouth (Family, Friend, Neighbor)	2.3	11/1/2019 9:37:06 PM
	South Las Vegas	NV	88030	1	Metrol Elementary School	Word of Mouth (Family, Friend, Neighbor)	1	11/1/2019 9:38:49 PM
	South Las Vegas	NV	88030	0		Word of Mouth (Family, Friend, Neighbor)	0	11/1/2019 9:40:24 PM
	South Las Vegas	NV	88030	4.8	Jan Bridger, Metrol	Word of Mouth (Family, Friend, Neighbor)	4.8	11/1/2019 9:42:22 PM
	South Las Vegas	NV	88030	23.6	Metrol Elementary School	Word of Mouth (Family, Friend, Neighbor)	23.6	11/1/2019 9:44:36 PM
	South Las Vegas	NV	88030	4.11		Word of Mouth (Family, Friend, Neighbor)	4.11	11/1/2019 9:44:36 PM
	South Las Vegas	NV	88030	0.8	Metrol Elm, Bridger	Word of Mouth (Family, Friend, Neighbor)	0.8	11/1/2019 9:45:44 PM
	South Las Vegas	NV	88030	0.1,2,3,4,5,6,7,8,9,10,11,12		Word of Mouth (Family, Friend, Neighbor)	0.1,2,3,4,5,6,7,8,9,10,11,12	11/1/2019 9:46:02 PM
	South Las Vegas	NV	88030	4		Word of Mouth (Family, Friend, Neighbor)	4	11/1/2019 9:49:37 PM
	South Las Vegas	NV	88030	1,3,4,5		Word of Mouth (Family, Friend, Neighbor)	1,3,4,5	11/1/2019 9:50:56 PM
	Las Vegas	NV	88123	10	Shoreline HS	Shoreline Middle School	10	11/1/2019 9:51:27 PM
	Las Vegas	NV	88101	6		Word of Mouth (Family, Friend, Neighbor)	6	11/1/2019 10:07:02 PM
	Las Vegas	NV	88101	7		Word of Mouth (Family, Friend, Neighbor)	7	11/1/2019 10:11:52 PM
	South Las Vegas	NV	88030	7		Word of Mouth (Family, Friend, Neighbor)	7	11/1/2019 10:33:01 PM
	South Las Vegas	NV	88030	7	</			

	Las Vegas	NV	88101	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:13:57 PM
	Las Vegas	NV	88115	6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:14:43 PM
	North Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:18:19 PM
	North Las Vegas	NV	88105	7	Neighborn (Family, Friend, Neighborn), In	11/25/2019 11:18:55 PM
	North Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:19:48 PM
	North Las Vegas	NV	88103	3	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:21:03 PM
	North Las Vegas	NV	88103	0.12	Awaken / Canyon Springs Other Smiths	11/25/2019 11:22:48 PM
	North Las Vegas	NV	88103	6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:24:04 PM
	North Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:31:54 PM
	Henderson	NV	88112	4	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:32:07 PM
	Las Vegas	NV	88111	0.10	Other Smiths	11/25/2019 11:34:21 PM
	North Las Vegas	NV	88103	2	Other Smiths N. Las Vegas	11/25/2019 11:35:54 PM
	North Las Vegas	NV	88101	2.4.5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:37:10 PM
	North Las Vegas	NV	88105	2.15	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:38:25 PM
	North Las Vegas	NV	88103	0.2.7.9	Levin ES, Bridger MS, Canyon Meadows HS	11/25/2019 11:41:39 PM
	Las Vegas	NV	88101	11	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:43:08 PM
	North Las Vegas	NV	88103	0.8	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:43:08 PM
	Las Vegas	NV	88108	7	Other Smiths	11/25/2019 11:47:21 PM
	Las Vegas	NV	88108	6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:47:21 PM
	Las Vegas	NV	88108	8	Other stone	11/25/2019 11:48:31 PM
	North Las Vegas	NV	88103	4	Other stone	11/25/2019 11:48:31 PM
	North Las Vegas	NV	88103	1	Other Smiths	11/25/2019 11:51:27 PM
	North Las Vegas	NV	88103	0.5	Other Smiths	11/25/2019 11:52:54 PM
	Las Vegas	NV	88103	10	Rancho High School	11/25/2019 11:54:25 PM
	Las Vegas	NV	88104	3	Other Smiths	11/25/2019 11:55:07 PM
	Las Vegas	CA	92044	9	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 11:57:20 PM
	Las Vegas	NV	88115	5	Other Smiths	11/25/2019 11:58:10 PM
	North Las Vegas	NV	88103	2.10.11	Other Smiths	11/25/2019 12:00:17 PM
	North Las Vegas	NV	88103	7.50	Moore Theater	11/25/2019 12:03:35 AM
	Las Vegas	NV	88115	0.8	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:03:35 AM
	Las Vegas	NV	88103	7.8,8.10.11.12	Other Grocery Store	11/25/2019 12:04:53 AM
	Las Vegas	NV	88101	6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:05:27 AM
	Las Vegas	NV	88101	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:07:28 AM
	North Las Vegas	NV	88103	4.7	Other Smiths	11/25/2019 12:09:05 AM
	Las Vegas	NV	88103	7	Other Smiths	11/25/2019 12:10:27 AM
	North Las Vegas	NV	88103	7.8	Other Smiths	11/25/2019 12:11:32 AM
	North Las Vegas	NV	88103	5.6.7	Other Smiths	11/25/2019 12:12:46 AM
	North Las Vegas	NV	88103	5.6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:17:26 AM
	North Las Vegas	NV	88103	7	Other Smiths	11/25/2019 12:18:44 AM
	Las Vegas	NV	88121	0.5	Other stone	11/25/2019 12:20:08 AM
	Las Vegas	NV	88115	0.1	Other Smiths	11/25/2019 12:21:40 AM
	Las Vegas	NV	88110	3	Other Smiths	11/25/2019 12:23:52 AM
	Las Vegas	NV	88115	5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:26:35 AM
	Las Vegas	NV	88103	2	Other Smiths	11/25/2019 12:28:04 AM
	Las Vegas	NV	88115	4.7	Other Smiths	11/25/2019 12:28:28 AM
	North Las Vegas	NV	88103	0.7	Other Smiths	11/25/2019 12:30:45 AM
	Las Vegas	NV	88103	5.6.7	Other Smiths	11/25/2019 12:30:17 AM
	Las Vegas	NV	88103	0	Other Smiths	11/25/2019 12:33:49 AM
	Las Vegas	NV	88121	6	Other Smiths	11/25/2019 12:36:28 AM
	Las Vegas	NV	88103	7	Other Smiths	11/25/2019 12:37:39 AM
	Las Vegas	NV	88108	4.3	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:38:12 AM
	North Las Vegas	NV	88103	0.5	Other Smiths	11/25/2019 12:40:09 AM
	North Las Vegas	NV	88103	0.5.12	Other Smiths	11/25/2019 12:42:26 AM
	North Las Vegas	NV	88103	5	Other Smiths	11/25/2019 12:43:34 AM
	Las Vegas	NV	88104	11	ECTA	11/25/2019 12:44:59 AM
	North Las Vegas	NV	88103	11	Rancho High School	11/25/2019 12:45:14 AM
	Las Vegas	NV	88103	3.9	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:47:31 AM
	Las Vegas	NV	88115	15.8	Las Vegas	11/25/2019 12:48:07 AM
	Las Vegas	NV	88115	1	Other Smiths	11/25/2019 12:50:53 AM
	North Las Vegas	NV	88103	1	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 12:58:27 PM
	North Las Vegas	NV	88103	0.8	Tom Williams & JD Smith	11/25/2019 12:59:14 PM
	North Las Vegas	NV	88103	3.7	Metview	11/25/2019 1:00:36 PM
	North Las Vegas	NV	88108	0.1	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:00:36 PM
	North Las Vegas	NV	88103	12	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:00:36 PM
	North Las Vegas	NV	88103	9	Moore Theater	11/25/2019 1:04:26 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:04:26 PM
	Las Vegas	NV	88108	1	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:04:53 PM
	North Las Vegas	NV	88103	10	Lawrence	11/25/2019 1:04:53 PM
	North Las Vegas	NV	88103	5	Coal Academy of Science	11/25/2019 1:04:53 PM
	North Las Vegas	NV	88103	2	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:04:53 PM
	North Las Vegas	NV	88103	4.5.9	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:05:09 PM
	North Las Vegas	NV	88103	1	Metview & Bridger	11/25/2019 1:05:14 PM
	North Las Vegas	NV	88103	1	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:05:14 PM
	North Las Vegas	NV	88103	8	Jim Bridger	11/25/2019 1:05:27 PM
	North Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:05:52 PM
	North Las Vegas	NV	88103	5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:07:23 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:07:23 PM
	Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:08:28 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:10:14 PM
	Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:12:10 PM
	North Las Vegas	NV	88103	3	Metview Elem.	11/25/2019 1:13:54 PM
	Las Vegas	NV	88103	4.12	Carbarns Elementary, Acropolis	11/25/2019 1:15:21 PM
	Las Vegas	NV	88105	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:16:49 PM
	North Las Vegas	NV	88103	1	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:18:46 PM
	North Las Vegas	NV	88103	0.4,4.7.9	Reynolds Martinez & Orlinsky	11/25/2019 1:20:12 PM
	North Las Vegas	NV	88103	2	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	3	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.4	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	2	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	8	Bridger MS	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	4.5	Metview ES	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	4.5	Metview ES	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	4.5	Metview, Guy Elem.	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	4.5	Reynolds Martinez, Bridger	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.1.1.2	Rancho HS	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	0.7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	3	Metview ES	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	1	NA	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	9.3.11	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	1.2.4	Metview Elementary School	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	1	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	19	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.1.4.5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.4.7	Agnes Cumes	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	2.3	Reynolds Martinez	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	0.3.6.8	Quinn McCall	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.4	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	7	Nothing	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.2.3.5	Mountain View Elem	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	7	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	1.6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	1	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	6	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.10.11.12	Jim Bridger Middle School	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	2	Metview	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	0.2	Old of State	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	11	Desert Pines High School	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	1.3	McCall Elementary	11/25/2019 1:20:58 PM
	Las Vegas	NV	88121	1.8	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	2.5.6.12	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	2.4,10.11,12	Rancho High School, Center Elementary	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	Las Vegas	NV	88103	5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	4	Metview Elementary	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	12	East Career Technical Academy	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	12	Metview	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	3	Metview Elementary School	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	3.7	Metview Elementary School	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	5	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	11	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	0.1.8	Word of Mouth (Family, Friend, Neighborn)	11/25/2019 1:20:58 PM
	North Las Vegas	NV	88103	1.3.8	Calvin, Gageon	11/25/2019 1:20:58 PM

	North Las Vegas	NV	88030	7.10	Word of Mouth (Family, Friend, Neighborhood)	11/25/2019 11:54:56 PM
	North Las Vegas	NV	88030	2.4,5	Bridger	11/25/2019 11:22:21 PM
	North Las Vegas	NV	88030	9	Word of Mouth (Family, Friend, Neighborhood)	11/25/2019 11:24:24 PM
	North Las Vegas	NV	88030	8	Word of Mouth (Family, Friend, Neighborhood)	11/25/2019 11:24:41 PM
	North Las Vegas	NV	88030	1	Metrolink Elementary School	11/25/2019 11:26:34 PM
	Las Vegas	NV	88030	6,7,9	Friday	11/25/2019 11:26:59 PM
	Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	11/25/2019 11:28:11 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	11/25/2019 11:28:39 PM
	North Las Vegas	NV	88030	2	Metrolink Elementary School	11/25/2019 11:30:31 PM
	North Las Vegas	NV	88030	3,4	Metrolink Elementary School	11/25/2019 11:32:47 PM
	North Las Vegas	NV	88030	5.10	Jim Bridger Middle School, Metrolink Elementary	11/25/2019 11:36:19 PM
	North Las Vegas	NV	88030	2.4,5,10,11	Come by the school/Property Sign	11/25/2019 11:36:32 PM
	North Las Vegas	NV	88030	3,7	Metrolink Elementary School	11/25/2019 11:38:43 PM
	North Las Vegas	NV	88030	2	Neighborhood (Family, Friend, Neighborhood)	11/25/2019 11:40:41 PM
	North Las Vegas	NV	88030	1,3,11	Rancho High School, Metrolink Elementary School	11/25/2019 11:43:29 PM
	North Las Vegas	NV	88030	5	Word of Mouth (Family, Friend, Neighborhood)	11/25/2019 11:45:49 PM
	North Las Vegas	NV	88031	6,2,7	Las Arroyos	10/29/2019 5:17:38 AM
	Las Vegas	NV	88107	3,7,10	Social Media Facebook, Search Engine, etc.	10/28/2019 12:21:00 PM
	Las Vegas	NV	88115	12,3,4	Social Media Facebook, Search Engine, etc.	10/28/2019 12:24:48 PM
	North Las Vegas	NV	88031	0	Somerset North Las Vegas	10/28/2019 12:28:51 PM
	Las Vegas	NV	88102	0	Las Vegas	10/28/2019 12:30:20 PM
	Las Vegas	NV	88030	11	Valley High School	10/28/2019 12:36:55 PM
	North Las Vegas	NV	88031	2,4,5	Frederick Christian	10/28/2019 12:38:28 PM
	North Las Vegas	NV	88030	29	Social Media Facebook, Search Engine, etc.	10/28/2019 12:45:28 PM
	Las Vegas	NV	88108	1,3,5	Social Media Facebook, Search Engine, etc.	10/28/2019 12:58:54 PM
	North Las Vegas	NV	88030	4	Nevada Connection Academy	10/27/2019 10:58:19 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 10:57:41 PM
	North Las Vegas	NV	88030	0,7,12	McCall / Canyon HS	10/27/2019 10:58:53 PM
	North Las Vegas	NV	88030	3,8	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:03:09 PM
	North Las Vegas	NV	88030	7	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:04:56 PM
	North Las Vegas	NV	88030	3	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:06:39 PM
	North Las Vegas	NV	88030	4,7	McCall ES	10/27/2019 11:08:11 PM
	North Las Vegas	NV	88030	7	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:09:59 PM
	North Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:10:22 PM
	North Las Vegas	NV	88030	5	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:10:41 PM
	North Las Vegas	NV	88030	8	Jim Bridger	10/27/2019 11:17:41 PM
	North Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:18:11 PM
	North Las Vegas	NV	88030	3,5,11	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:21:10 PM
	North Las Vegas	NV	88108	1	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:22:45 PM
	North Las Vegas	NV	88030	2	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:24:00 PM
	North Las Vegas	NV	88030	0,3,4,5,6	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:25:11 PM
	North Las Vegas	NV	88030	0,11	Canyon Springs HS / Bridger MS	10/27/2019 11:26:49 PM
	North Las Vegas	NV	88030	0	Neighborhood (Family, Friend, Neighborhood)	10/27/2019 11:28:09 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:28:27 PM
	North Las Vegas	NV	88030	0,1,3	Corbett McCall	10/27/2019 11:31:07 PM
	North Las Vegas	NV	88030	3	McCall	10/27/2019 11:32:19 PM
	North Las Vegas	NV	88030	1,3,5,12	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:33:24 PM
	North Las Vegas	NV	88030	1	McCall / Jim Bridger	10/27/2019 11:35:24 PM
	North Las Vegas	NV	88030	1,3,5,8	Word of Mouth (Family, Friend, Neighborhood)	10/27/2019 11:37:10 PM
	North Las Vegas	NV	88084	2	John Deady Elementary	10/27/2019 8:56:53 PM
	North Las Vegas	NV	88081	2	Other: Display at Neighborhood Plan Center	10/21/2019 9:58:21 PM
	North Las Vegas	NV	88030	1,2,5	Other: Recreation Center	10/21/2019 9:58:28 PM
	Las Vegas	NV	88110	2,4,5,8,12	Other: Recreation Center Event	10/21/2019 9:59:18 PM
	Las Vegas	NV	88106	1,8	Clear House	10/21/2019 9:59:38 PM
	North Las Vegas	NV	88030	0,7	Other: Recreation Center Event	10/21/2019 9:59:51 PM
	Las Vegas	NV	88110	5,6	Other: Recreation Center Event	10/21/2019 9:10:41 PM
	Las Vegas	NV	88104	7,9	Other: Recreation Center Event	10/21/2019 9:14:51 PM
	Las Vegas	NV	88106	4,7	Word of Mouth (Family, Friend, Neighborhood)	10/21/2019 9:15:53 PM
	Las Vegas	NV	88108	3,8	Other: Recreation Center Event	10/21/2019 9:18:50 PM
	Las Vegas	NV	88104	2,4	Other: Recreation Center Event	10/21/2019 9:20:27 PM
	North Las Vegas	NV	88030	1,10	Other: Recreation Center Event	10/21/2019 9:21:39 PM
	Las Vegas	NV	88102	0	Word of Mouth (Family, Friend, Neighborhood)	10/21/2019 9:23:29 PM
	Las Vegas	NV	88121	0	Other: Recreation Center Event	10/21/2019 9:24:43 PM
	North Las Vegas	NV	88030	0	Other: Recreation Center Event	10/21/2019 9:26:42 PM
	Las Vegas	NV	88101	5	Valley Stream	10/21/2019 9:28:50 PM
	Las Vegas	NV	88018	2,4,5	Word of Mouth (Family, Friend, Neighborhood)	10/21/2019 9:29:58 PM
	Las Vegas	NV	88030	2,4,5,6,7,9	CP Squares, JD Smith	10/21/2019 9:31:27 PM
	North Las Vegas	NV	88030	5	Word of Mouth (Family, Friend, Neighborhood)	10/21/2019 9:32:40 PM
	North Las Vegas	NV	88081	0,2,8	Word of Mouth (Family, Friend, Neighborhood)	10/21/2019 9:34:10 PM
	El Paso Juvco	NV	88030	2,4	Quarantini	10/20/2019 4:31:48 PM
	North Las Vegas	NV	88030	3	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:17:49 PM
	North Las Vegas	NV	88030	1,3	Elizabeth Whittem ES	10/20/2019 10:20:05 PM
	North Las Vegas	NV	88030	2,4	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:24:29 PM
	North Las Vegas	NV	88030	2	Elizabeth Whittem Elementary	10/20/2019 10:26:29 PM
	North Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:28:45 PM
	North Las Vegas	NV	88030	2,4	Quarantini McCall Elementary School - Delta Academy	10/20/2019 10:28:58 PM
	North Las Vegas	NV	88032	2	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:31:11 PM
	Las Vegas	NV	88030	0,12	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:31:24 PM
	North Las Vegas	NV	88030	5	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:32:19 PM
	North Las Vegas	NV	88030	3,6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:33:53 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:37:28 PM
	Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:38:57 PM
	North Las Vegas	NV	88030	9	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:41:29 PM
	North Las Vegas	NV	88030	10	Neighborhood (Family, Friend, Neighborhood)	10/20/2019 10:43:46 PM
	North Las Vegas	NV	88030	7	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:44:13 PM
	North Las Vegas	NV	88030	0,7	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:45:48 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:47:22 PM
	North Las Vegas	NV	88030	1	Raynolds Martinez, Bridger	10/20/2019 10:48:19 PM
	North Las Vegas	NV	88030	5,11	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:51:19 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:52:13 PM
	North Las Vegas	NV	88030	6,9	Homebased Outside District	10/20/2019 10:53:43 PM
	North Las Vegas	NV	88030	4	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:55:46 PM
	Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:57:07 PM
	North Las Vegas	NV	88030	6	Neighborhood (Family, Friend, Neighborhood)	10/20/2019 10:58:04 PM
	North Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 10:59:36 PM
	North Las Vegas	NV	88030	2,4	Olney	10/20/2019 11:01:43 PM
	Las Vegas	NV	88030	7	McCall	10/20/2019 11:03:14 PM
	North Las Vegas	NV	88030	1,1,2,3,4,5	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:05:20 PM
	Las Vegas	NV	88030	10	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:12:09 PM
	North Las Vegas	NV	88030	0,10	Bridger - Canyon	10/20/2019 11:13:47 PM
	North Las Vegas	NV	88030	7	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:14:45 PM
	North Las Vegas	NV	88030	1,4	Quarantini McCall	10/20/2019 11:16:33 PM
	North Las Vegas	NV	88030	9	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:17:32 PM
	North Las Vegas	NV	88030	4,6,7	Overland / O'Connell	10/20/2019 11:18:51 PM
	North Las Vegas	NV	88030	0,8,10	Yak Ridge	10/20/2019 11:21:14 PM
	Las Vegas	NV	88030	2	McCall	10/20/2019 11:22:52 PM
	Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:24:15 PM
	Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:25:18 PM
	North Las Vegas	NV	88030	1,3,5	C.P. Squares, McCall	10/20/2019 11:26:49 PM
	North Las Vegas	NV	88030	0	Neighborhood (Family, Friend, Neighborhood)	10/20/2019 11:28:23 PM
	North Las Vegas	NV	88030	0,3,5,7,11	Jim Bridger MS, Veterans Tribute, PTA, Veterans IRC, Metrolink	10/20/2019 11:31:19 PM
	Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:32:22 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:35:41 PM
	North Las Vegas	NV	88030	1	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:37:51 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:38:49 PM
	North Las Vegas	NV	88030	1	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:41:17 PM
	North Las Vegas	NV	88030	0,1,2	McCall	10/20/2019 11:42:42 PM
	Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:43:58 PM
	North Las Vegas	NV	88030	7	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:47:31 PM
	North Las Vegas	NV	88030	0	Neighborhood (Family, Friend, Neighborhood)	10/20/2019 11:48:26 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:50:34 PM
	Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:52:15 PM
	North Las Vegas	NV	88030	1,5	McCall	10/20/2019 11:53:39 PM
	North Las Vegas	NV	88030	7	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 11:54:41 PM
	Las Vegas	NV	88030	1,7,11	McCall, Cannon	10/20/2019 11:56:01 PM
	North Las Vegas	NV	88030	1,5	McCall ES	10/20/2019 11:57:17 PM
	Las Vegas	NV	88030	4,5	Metrolink elementary school	10/20/2019 4:15:15 PM
	North Las Vegas	NV	88030	2,4,5,12	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 3:20:57 PM
	Las Vegas	NV	88030	0,3,8	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 3:37:07 PM
	North Las Vegas	NV	88030	6	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 3:37:55 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 3:38:44 PM
	North Las Vegas	NV	88030	0	Word of Mouth (Family, Friend, Neighborhood)	10/20/2019 3:39:58 PM
	Las Vegas	NV	88030	7	Rancho, Metrolink	10/20/2019 3:41:34 PM
	North Las Vegas	NV	88030			

South Las Vegas	NV	89030	6.11		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 5:54:57 PM
South Las Vegas	NV	89030	11		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 5:56:17 PM
South Las Vegas	NV	89030	3.4.5.8	Medtrast	Word of Mouth (Family, Friend, Neighbor)	1/5/2020 5:58:05 PM
Las Vegas	NV	89115	6.8		Neighborhood (Family, Friend, Neighbor)	1/5/2020 5:59:57 PM
South Las Vegas	NV	89030	6	Medtrast ES	Neighborhood (Family, Friend, Neighbor)	1/5/2020 6:01:33 PM
South Las Vegas	NV	89030	6		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:03:27 PM
South Las Vegas	NV	89030	6		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:05:49 PM
South Las Vegas	NV	89030	3.9	McCall / Bridger	Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:06:58 PM
South Las Vegas	NV	89030	10		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:07:48 PM
South Las Vegas	NV	89030	1		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:09:31 PM
South Las Vegas	NV	89030	0		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:10:42 PM
South Las Vegas	NV	89030	3.4.5.10	Tom Williams	Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:12:13 PM
South Las Vegas	NV	89030	6		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:13:19 PM
South Las Vegas	NV	89030	6		Neighborhood (Family, Friend, Neighbor)	1/5/2020 6:14:17 PM
South Las Vegas	NV	89030	3.6		Neighborhood (Family, Friend, Neighbor)	1/5/2020 6:15:34 PM
South Las Vegas	NV	89030	0	Medtrast Elementary	Other: Close to Door	1/5/2020 6:17:08 PM
South Las Vegas	NV	89030	12		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:18:13 PM
South Las Vegas	NV	89030	6.11	Brigante / Rancho	Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:19:59 PM
South Las Vegas	NV	89030	0		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:21:25 PM
Las Vegas	NV	89115	1.2	La J. East Elementary School	Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:23:52 PM
South Las Vegas	NV	89030	3		Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:24:13 PM
South Las Vegas	NV	89030	1		Neighborhood (Family, Friend, Neighbor)	1/5/2020 6:25:05 PM
South Las Vegas	NV	89030	2	Medtrast Elementary	Word of Mouth (Family, Friend, Neighbor)	1/5/2020 6:26:32 PM
South Las Vegas	NV	89030	2	Tom Williams elementary	Other: Recreation center	1/7/2020 6:34:51 AM
N Las Vegas	NV	89031	5	Coy Elementary	Other: Tunk on road	1/5/2020 6:34:04 PM
South Las Vegas	NV	89031	6	6 W CHSFB elementary school	Other: Neighborhood	1/5/2020 6:46:01 PM
South Las Vegas	NV	89032	4.11	Barak Elementary and Cheyenne	Local Public School	1/5/2020 6:58:17 PM
Las Vegas	NV	89030	6.10	Jim Bridger Middle school	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:02:38 PM
South Las Vegas	NV	89030	1.2	Mater Bonavice Academy	Neighborhood (Family, Friend, Neighbor)	1/12/2020 4:02:08 PM
South Las Vegas	NV	89030	6		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:03:38 PM
South Las Vegas	NV	89030	1		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:04:33 PM
South Las Vegas	NV	89030	5.7.8.10	KJ Carson / Roy Martin	Neighborhood (Family, Friend, Neighbor)	1/12/2020 4:06:58 PM
South Las Vegas	NV	89030	0.2.6		Other: Jose Herrera	1/12/2020 4:09:02 PM
South Las Vegas	NV	89030	3.4.6	Democracy Prep Academy	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:10:30 PM
South Las Vegas	NV	89030	6		Neighborhood (Family, Friend, Neighbor)	1/12/2020 4:11:28 PM
South Las Vegas	NV	89030	0		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:12:14 PM
South Las Vegas	NV	89030	10	Jim Bridger MS	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:13:32 PM
South Las Vegas	NV	89030	1.9		Neighborhood (Family, Friend, Neighbor)	1/12/2020 4:14:30 PM
South Las Vegas	NV	89030	3.10	Medtrast ES, Bridger MS	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:15:53 PM
South Las Vegas	NV	89030	9		Neighborhood (Family, Friend, Neighbor)	1/12/2020 4:17:42 PM
South Las Vegas	NV	89030	4.5	Medtrast Elementary	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:18:41 PM
South Las Vegas	NV	89030	3.4.9	Medtrast and Bridger	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:20:11 PM
South Las Vegas	NV	89031	0.2.9		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:21:30 PM
South Las Vegas	NV	89030	4.7.9	Medtrast, Bridger	Neighborhood (Family, Friend, Neighbor)	1/12/2020 4:23:12 PM
South Las Vegas	NV	89030	3		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:24:38 PM
Las Vegas	NV	89108	0	Home Schooling	Other: Home	1/12/2020 4:25:48 PM
South Las Vegas	NV	89030	4	Medtrast	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:26:35 PM
South Las Vegas	NV	89030	6		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:28:28 PM
South Las Vegas	NV	89030	12		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:29:08 PM
South Las Vegas	NV	89030	12.6	Medtrast Elementary	Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:30:12 PM
South Las Vegas	NV	89030	10		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:30:13 PM
South Las Vegas	NV	89030	2		Neighborhood (Family, Friend, Neighbor)	1/12/2020 4:30:15 PM
South Las Vegas	NV	89030	4		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:30:50 PM
South Las Vegas	NV	89030	0		Word of Mouth (Family, Friend, Neighbor)	1/12/2020 4:31:11 PM



POSITION TITLE: Principal

CONTRACT YEAR: Twelve (12) Months

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE REQUIRED: A total of five (5) years of school experience is required, including a minimum of two (2) years of experience as a Principal/Assistant Principal. Must hold a NDE-issued Administrator of a School License or be eligible to receive the same within 1 year.

REPORTS TO: Governing Board.

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Principal Shall:

- Pursue the vision and execute the mission of the school.
- As Head of School, he/she will provide leadership and direction to all instructional and non-instructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff that such action with respect to the Director of Finance and Operations positions shall be subject to review and/or approval by the Board of Trustees.
- Administer CIVICA Nevada scheduling, enrollment, and curriculum.
- Assist and plan the execution of Career Exploration Programs (CTE Pathways) and ensure equitable services to all students.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.
- Market the school to surrounding communities for future students.
- Perform other duties as assigned by the Governing Board.



POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve (12) Months

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University.

REQUIRED: A minimum of five (5) years of combined school-based work experience.

REPORTS TO: Principal.

POSITION GOAL: To directly support the Principal in the day-to-day management of all aspects of the operating CIVICA Nevada.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Assist with the planning and expansion of the school's CTE program
- Assist with acquisition of grant funding to support the school's focus
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal



POSITION TITLE: EL Coordinator

CONTRACT YEAR: Ten (10) Months

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. The EL Coordinator must be highly qualified in compliance with all applicable State and Federal laws.

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. TESL Endorsement.

REPORTS TO: Principal.

POSITION GOAL: To assist and support the Principal and teachers in supporting EL students. Ensure measurable improvement in and availability of instructional practices, research, and assessment systems that contribute to the instructional achievement of the EL population.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The EL Coordinator shall:

- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards. Collaborate with other district departments to increase knowledge of effective EL practices in all content area instruction and intervention by meeting in small groups, one-on-one consultation, and professional development
- Develop and facilitate ongoing, differentiated professional development for general education teachers, administrators, and special service providers regarding best practices in English language development, scaffolded instruction, district initiatives, and assessment (WIDA Screener/ACCESS).
- Provide leadership in the development of EL programming and scaffolded content instruction through data analysis of EL performance and knowledge of current EL research. Support schools with identification, placement, and annual progress monitoring of ELs. Provide support to the assessment department with annual assessments including placement and annual language proficiency assessments.
- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for EL students.
- Research and coordinate the selection of EL instructional materials. Oversee the process for adopting instructional materials. Assist in data collection and analysis to monitor EL programming and student academic success during and after receiving EL services.
- Collaborate with Special Populations departments to ensure equitable programming and continued academic progress for ELs with specialized learning needs.
- Maintain and develop professional skills and knowledge of EL issues and techniques by attending state meetings, EL conferences, researching, networking, reading, and through continuing education.
- Perform other duties as assigned.



POSITION TITLE: Lead Teacher/Instructional Coach

CONTRACT YEAR: Ten (10) Months

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience.

REPORTS TO: Principal.

POSITION GOAL: To assist and support the Principal and teachers with the implementation and support of the adopted Nevada curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher Leader shall:

- Attend all curriculum related meetings and in-service events.
- Assist grade levels in the development of units
- Develop storage and checkout systems for grade-level instructional materials, coordinate with grade level chairs to maintain grade-level instructional materials
- Maintain a list of materials needed to be ordered (new teacher materials, replacement of materials, additional instructional resources for future units of study to be developed "wish lists")
- Coordinate staff development speakers
- Deliver and coordinate with outside resources to develop in-house professional development
- Coordinate school visits by parents, central office administrators, and community members
- Provide assistance and training for new teachers to sustain implementation
- Perform other duties as assigned by the Principal
- Provide assistance and training for new teachers to sustain implementation
- **Note:** A Lead Teacher facilitates completion of these tasks, but usually acts in collaboration with the Principal and colleagues.



POSITION TITLE: Special Education Teacher

CONTRACT YEAR: Ten (10) Months

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years of teaching experience in Special Education.

REPORTS TO: Principal.

POSITION GOAL: To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;
- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations

- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Has knowledge of research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and
- Perform other duties as assigned by the Principal.



POSITION TITLE: Counselor

CONTRACT YEAR: Ten (10) Months

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Services License, School Counselor License is preferred.

REQUIRED: A minimum of two (2) years working in a school environment.

REPORTS TO: Principal.

POSITION GOAL: To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Counselor shall:

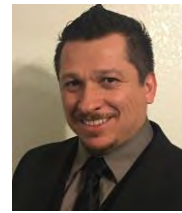
- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families. 'Provide social and emotional counseling for all students.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.
- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.
- Perform other duties as assigned by the Principal.

Jose L. Herrera

3539 North Campbell Avenue ~ Las Vegas, NV 89129 ~

email: jose.herrera@somersetnv.org

Cell (702)815-6566 Work (702)830-2826



Foreign Languages Spoken

Fluent Spanish

Objective

To provide, as a principal, the transformational leadership necessary to ensure high quality educational experiences and services are accessible for all students in a safe and enriching environment.

Summary of Qualifications

- Persistent, reliable, and team-oriented with excellent people and organizational skills
- Twenty-one years as an educator with the Clark County School District and Somerset Academy of Las Vegas Public Charter with extensive experience in educational leadership, differentiated instruction, professional development and training, curriculum design, committee chairmanships, RTI case management, staff mentoring, parent support groups, literacy training, math training, and special education.

Positions Held

2018-Present

Assistant Principal

Somerset Academy of Las Vegas Stephanie Campus
Henderson, NV

- Set and enforce rigorous Nevada Academic Content Standards for student achievement that are in line with the vision of Somerset Academy of Las Vegas.
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by the Nevada Department of Education.
- Maintain active involvement in the school improvement planning process by providing resources for decision-making and priority setting.
- Lead teachers and Instructional Coaches in developing a healthy school culture aligned with the vision, mission and values of the school.
- Create a culture of excellence, teamwork and collaboration amongst the staff, teachers, students and families.
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.

- Oversee all programs, services, and activities to ensure that program objectives are met.
- Ensure compliance with all local, state and federal funding sources.
- Ensure the safety and security of all students, staff, visitors, and public and property.
- Ensure use of effective, research-based teaching methodologies and practices.
- Implement data-driven instructional practices and lead discussions about student performance.
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning.
- Foster culture of professionalism among teachers and staff.
- Ensure learning environment and classroom instruction maximizes student learning.
- Recruit, select, and hire school staff, including teachers and school-based support staff.
- Serve as liaison between teachers, parents, and the community.
- WiDa and SBAC Testing Coordinator
- Supervise Athletics and Special Education Departments

Positions Held

2016-2018

Special Education Teacher

Clifford Lawrence Junior High School (544); Performance Zone 12

Clark County School District, Las Vegas, NV

- As a Special Education Case Manager, researched, designed, and supervised the effective implementation of each student's Individualized Educational Plan (IEP.)
- Ensured the opportunity for all students to learn in a supportive environment by leading Staff Development efforts focusing on diverse learners, multicultural awareness, and cooperative learning strategies.
- Maintained accurate and complete records, while adhering to special education laws and district policies.
- Facilitated and supervised the complete implementation of individualized goals and benchmarks as stated in each student's IEP.
- Ensure that students with disabilities are receiving a free and appropriate education in the least restrictive environment.
- Created a special education inclusion data tracking template to be utilized by all department team members in order to maximize instruction.
- Effectively communicate with parents in regards to providing them with the necessary knowledge and skills to support their child's IEP.

Positions Held

2014-2016

Learning Strategist

Mountain View Elementary School (217); Performance Zone 14

Clark County School District, Las Vegas, NV

- Served in numerous quasi-administrative roles including: Safety Committee Chairperson, Testing Coordinator, RTI Chairperson, Teacher Mentor
- Coordinated and facilitated ELL Tutoring Programs as ELL Success Advocate and Site Monitor, and supervised the program's successful implementation by ensuring the lesson plans prepared allowed opportunities for student discourse while following the Components of an Effective Lesson model.
- As testing coordinator, ensured assessment regulations and guidelines were followed at all times while scheduling and coordinating school-wide Evaluate, WIDA, and SBAC assessments.
- As Data Coordinator, organized and utilized data to drive instruction by creating flexible differentiated groups for all assigned grade levels Influential in the school decision-making process; provided guidance and leadership to grade level peers while ensuring administrative directives were followed accordingly.
- Coordinated and facilitated trainings including Infinite Campus, Evaluate, CORE Reading, Curriculum Engine, and provided ongoing assistance to teachers on staff.
- As RTI chairperson, researched, designed, coordinated, and supervised the effective implementation of the district's Response to Intervention model while providing ongoing training and guidance to all staff members.
- Organized, scheduled, and facilitated special events with parents, staff, administration, and community partners; while helping bridge the communication gap by providing additional services as an interpreter.
- As Chairperson of the Safety Committee, developed, supervised, and monitored an effective school-wide disciplinary program.
- As the school's PLC Band Leader, effectively planned, scheduled, and facilitated weekly grade level PLC's while providing instructional support and assistance with data analysis.
- WiDa and eValuate Testing Coordinator

1998-2014

Classroom Teacher

Howard Hollingsworth Elementary (338); Performance Zone 8

Clark County School District, Las Vegas, NV

Arturo Cambeiro Elementary School; Performance Zone 5

Clark County School District, Las Vegas, NV

- As Chairman of the School Generated Funds Committee, managed the committee's budget and ensured Robert's Rules of Order were observed during meetings.
- Influential decision-maker in the hiring process including interviewing, selecting, and hiring licensed personnel as highly valued Interview Team Panel Member.

- Researched and presented the School Performance Plan and created a tutorial to facilitate its complete implementation.
- Researched and created a School Profile identifying the school's strengths and weaknesses which was utilized as a guide in restructuring the School's Improvement Plan.
- Monitored and organized parental involvement opportunities; prepared letters, called parents; provided leadership to school improvement efforts by bridging the communication gap between parents and staff
- As Safety Committee Chairperson, fostered an environment that focuses on quality results while motivating, developing, and supporting a diverse staff that encourages continuous improvement.
- Orchestrated and directed a school-wide Red Carpet Awards Ceremony, which incorporated valued members of the community and increased overall parent involvement.
- Created and implemented school-wide Math Competitions, which led to an increase in Math Computation Proficiency while providing additional opportunities for parent involvement.

Education

- 2019, Administrative Endorsement, State of Nevada
- 2010-2011, Master of Education, Educational Leadership, University of Nevada, Las Vegas
- 1992-1998, Bachelor of Science, Elementary Education, University of Nevada, Las Vegas

Career Development

- Doral Leadership Preparatory Academy October 1, 2018
- K-12 CCSD Administrative Leadership Academy April 29, 2018
- K-5 Student-Centered Math PLC/Lesson Study Aug-May 2015
- K-5 New RTI Chairpersons Training Oct-Jan 2015
- Restructuring and Turnaround Camp May 18, 2011

References

- Ruby Norland, Principal, Somerset Academy of Las Vegas Stephanie Campus, ruby.norland@somersetnv.org
(702)830-3359
- John Barlow, Director of School Academic Supports, Academica Nevada, John.Barlow@academicanv.com
(702)308-2425
- Renae Notaro, Assistant Principal, Somerset Academy Stephanie Campus, Renae.notaro@somersetnv.org
(702)830-3627

Student Achievement Data

Jose Herrera, Proposed Principal

Somerset Academy of Las Vegas, Stephanie Campus

Year	Grade Span	STAR Rating	ELA Proficiency	Math Proficiency
2018	Elementary	4 Star	64.4%	61.1%
	Middle	5 Star	61.6%	50.6%
2019	Elementary	5 Star	63.7%	57%
	Middle	5 Star	66.2%	46.5%



CIVICA Nevada will use the competencies below for selecting the Principal as well as the evaluation categories in our evaluation aligned to the Florida Consortium of Public Charter Schools adopted through COHEA.

Principal Competencies:

The Principal will execute the mission to provide a rigorous and personalized education in a highly interactive learning environment.

The Principal will perform administrative duties and assist in the supervision and management of instructional staff.

The Principal will manage school operations, including but not limited to; supervision of instructional staff and support staff, working with parents, students and teachers on issues that may arise, as well as serve as a liaison between teachers and administration.

The following administrative evaluation categories were developed pursuant to the mission and model of CIVICA NV and are adapted to achieve the goals of the Administrative Evaluation System. The administrative evaluation categories are:

Domain 1: Student Achievement

Standard 1: Student Learning Results

Standard 2: Student Learning as a Priority

Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation

Standard 4: Development

Standard 5: Learning Environment

Domain 3: Organizational Leadership

Standard 6: Decision Making

Standard 7: Leadership Development

Standard 8: School Management

Standard 9: Communication

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behavior



FLORIDA CONSORTIUM *of*
PUBLIC CHARTER SCHOOLS

Florida's Charter Support Organization Since 1999

Evaluation System for Classroom Teachers and Other Instructional Personnel

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On behalf of the Florida Consortium of Public Charter Schools (FCPCS) Board of Directors, I would like to extend our gratitude for your support and for using the FCPCS Evaluation System for Teachers and Other Instructional Personnel. FCPCS would like to acknowledge Impact Learning Strategies, LLC, for its professional expertise and significant role in developing this comprehensive system for improving professional practices for charter schools. We are also indebted to FCPCS Preferred Consultants and the FCPCS Executive Committee for their contributions and guidance. Above all, we are grateful to charter schools across our nation for their commitment and dedication to providing a quality education for all of our students.

Best regards,

Robert Haag, President/CEO
Florida Consortium of Public Charter Schools

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Introduction

Per s.1012.34, F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s.1012.01(2)(a), who is newly hired by the school board (or charter school governing board), must be observed and evaluated at least twice in the first year of teaching in the school district or charter school. All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place, in accordance with s. 1012.34(3)4(b). All individuals with evaluation responsibilities must understand the proper use of the evaluation criteria and procedures. The evaluation must be based upon sound educational principles and contemporary research in effective educational practices, per s. 1012.34(3)(a), F.S. The evaluation systems for instructional personnel must be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing school level and improvement plans. The evaluation system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and performance evaluation results must be used in identifying professional development.

Evaluation systems for instructional personnel must differentiate among four levels of performance as follows: (1) Highly Effective; (2) Effective; (3) Needs Improvement or, for instructional personnel in the first three years of employment who need improvement, Developing; or (4) Unsatisfactory. The school district [governing board] must develop criteria for differentiating among the performance levels. The district [governing board] must review selected “cut points” to determine if they are resulting in the differentiation and the alignment expected from a research-based system. The performance rating must provide realistic feedback that promotes actual professional growth and improves learning environments. The evaluation system must have the capacity to be used as a growth model, not just an accountability system. Evaluation results must be used to determine appropriate professional development for instructional personnel.

Pursuant to s. 1012.34(7)(a), the Commissioner of Education shall approve a formula to measure individual student learning growth on the statewide, standardized assessments in English language arts and mathematics administered under s. 1008.22. The commissioner may select additional formulas to measure student performance as appropriate for the remainder of the statewide, standardized assessments included under s. 1008.22 and continue to select formulas as new assessments are implemented in the state system. Each school district [governing board] may, but is not required to, measure student learning growth using the formulas approved by the Commissioner of Education.

Evaluation System Requirements

In accordance with s. 1012.34, F.S., the evaluation systems for both instructional personnel and school-based administrators must be designed to do the following:

- Support effective instruction and student learning growth; results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for the continuous quality improvement of the professional skills of the instructional personnel and the school-based administrators; results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input on employee performance evaluations when appropriate.

- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance: (1) Highly Effective, (2) Effective; (3) Needs Improvement or, for instructional personnel in the first three years of teaching who need improvement, Developing; or (4) Unsatisfactory.
- Provide training and monitoring programs based upon guidelines provided by the FLDOE to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and process.

Personnel evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. Pursuant to Section 1012.34, Florida Statutes, an evaluation for instructional personnel is based on three criteria:

1. Performance of Students
2. Instructional Practice
3. Professional and Job Responsibilities

Per Florida Statute 1012.34, at least one-third (1/3) of an instructional employee's evaluation must be based upon data and indicators of **student performance** as determined by each school district [charter school governing board]. This portion of the evaluation must include growth or achievement data of the teacher's students. For instructional personnel, at least one-third (1/3) of the performance evaluation must be based on **instructional practice**. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based on each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support. The remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the district school board [charter school governing board]; peer reviews; objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement; and other valid and reliable measures of instructional practice.

The *FCPCS Evaluation System for Classroom Teachers and Other Instructional Personnel* combines the Instructional Practice Score and the Professional and Job Responsibilities (within the evaluation tool) to generate two-thirds (2/3) of the instructional employee's evaluation. The other one-third (1/3) of the evaluation is based on student growth.

FCPCS Instructional and Administrative Evaluation Advisory Committee

The FCPCS Instructional and Administrative Evaluation Advisory Committee will be assembled to review the evaluation systems for instructional personnel and administrators. Members of the FCPCS Instructional and Administrative Evaluation Advisory Committee who will participate in the administrative evaluation review will be selected from the following groups:

- Core Content Classroom Teachers K-12
- Non-Core-Content Classroom Teachers K-12
- Non-Classroom Teachers K-12
- ESE Classroom Teachers K-12
- Special Area/Elective Teachers K-12

- Charter School Administrators K-12
- Members of the FCPCS Board of Directors

The Evaluation Advisory Committee will disseminate a survey to all charter school instructional personnel evaluated by the FCPCS evaluation systems. Survey questions will be designed to gather data regarding the evaluation processes and instruments. Additional elements will be examined by the committee to determine the effectiveness and fidelity of implementation of the FCPCS evaluations.

The FCPCS Evaluation Advisory Committee will meet a minimum of two times annually and make recommendations to the FCPCS Board for system changes by July 1 of each year. Certain adjustments in system processes that pertain to student performance measures applicable to the evaluation of instructional personnel may need to be made each year of implementation due to factors related to student achievement data. To ensure effective implementation of the evaluation for instructional personnel, FCPCS will develop a process to monitor the overall evaluation system and the effective and appropriate use by the evaluator. FCPCS will provide ongoing training through webinars on the implementation of the evaluation system.

The Florida Educator Accomplished Practices

The Florida Educator Accomplished Practices (FEAPs) are Florida's core standards for effective educators and provide valuable guidance to Florida's public school educators on what educators are expected to know and be able to do. The FEAPs were established in 1998 through State Board of Education Rule 6A-5.065 and updated in December of 2010, by the FEAPs Advisory Work Group, including public input and feedback, to reflect contemporary research on educational practice. The FEAPs are based upon three foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. There are six Educator Accomplished Practices which are clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. The FEAPs serve as the state's standards for effective instructional practice and form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. Pursuant to Florida Statute 1012.34, evaluation criteria used when annually observing classroom teachers must include indicators based upon each of the FEAPs. The Florida Educator Accomplished Practices are listed below. Indicators marked with an asterisk (*) are aligned with *high effect size* strategies. (*Effect size* is a statistical estimation of the influence a strategy or practice has on student learning. In research terms, those strategies often identified as *high effect size* are those with higher probabilities of improving student learning).

1. Instructional Design and Lesson Planning

- *Aligns instruction with state-adopted standards at the appropriate level of rigor;
- *Sequences lessons and concepts to ensure coherence and required prior knowledge;
- *Designs instruction for students to achieve mastery;
- *Selects appropriate formative assessments to monitor learning;
- *Uses diagnostic student data to plan lessons; and
- *Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment

- *Organizes, allocates, and manages the resources of time, space and attention;
- Manages individual and class behaviors through a well-planned management system;

- c. Conveys high expectations to all students;
- d. respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. *Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation

- a. *Delivers engaging and challenging lessons;
- b. *Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of subject matter;
- c. *Identifies gaps in students' subject matter knowledge;
- d. *Modifies instruction to respond to preconceptions and misconceptions;
- e. *Relates and integrates the subject matter with other disciplines and life experiences;
- f. *Employs higher-order questioning techniques;
- g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. *Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. *Supports, encourages, and provides immediate and specific feedback to students to promote student achievement; and
- j. *Utilizes student feedback to monitor instructional needs and to adjust instruction.

4. Assessment

- a. *Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. *Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. *Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. *Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. *Shares the importance and outcomes of student assessment data with the student and the students' parent/caregiver(s); and
- f. *Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement

- a. *Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and

- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct

- a. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to Rules 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

The Florida Consortium of Public Charter Schools Evaluation System for Classroom Teachers and Other Instructional Personnel

The Florida Consortium of Public Charter Schools (FCPCS) has developed a comprehensive evaluation system to monitor and assess the instructional practice and job performance of instructional personnel that meets the statutory requirements set forth by 1012.34, Florida Statutes. This portion of the annual evaluation will be based primarily on observations of performance and will be conducted by the school administrator or the individual responsible for supervising the instructional employee.

The instructional practice criterion includes the following:

1. For classroom teachers: Indicators, organized by Domains, based on the Florida Educator Accomplished Practices (FEAPs), which reflect contemporary research on educational practice (Rule 6A-5.065, F.A.C.).
2. For non-classroom instructional personnel: Indicators, organized by Domains, based on the Florida Educator Accomplished Practices (FEAPs); the national standards, if any exist, for that category of personnel; and the job duties related to student support for the position.
3. How Indicators and/or Domains are prioritized to present evidence that the evaluation system is designed to support effective instruction and student learning growth.
4. Procedures for conducting observations and collecting data and other evidence of instructional practice for all instructional personnel, including newly hired employees.
5. Processes for providing feedback to the individual being evaluated and how results will be used for individual professional development.
6. A rubric for distinguishing among proficiency levels in the instructional practice indicators.
7. The scoring and weighting system that will apply to Instructional Practice criterion and the performance standards associated with this criterion.

The FCPCS evaluation tools are aligned to the six Florida Educator Accomplished Practices (FEAPs). The instruments consist of domains and indicators. When administering the evaluation, the evaluator assigns a rating of 1-4 for each indicator. Some domains are more heavily weighted to ensure a greater focus on areas that address instructional practices. The evaluation tool provides explicit instructions for the evaluator on calculating the instructional practice score, or the *Annual Performance Rating*, for the instructional employee. The *Annual Performance Rating* must be combined with the student growth score in order to generate the *Summative Evaluation Rating* for the classroom teacher or other instructional employee.

FCPCS Evaluation Tools for Assessing Instructional Practices

FCPCS has developed evaluation tools to assess the **instructional practice** (job performance) of classroom teachers and other instructional personnel for the year. All evaluation systems shall be posted on the charter school's website within 30 days of approval. The FCPCS Evaluation tools available are listed below.

❖ FCPCS Evaluation Tools for Classroom Teachers:

1. *Classroom Teacher Evaluation System*
2. *Classroom Teacher Evaluation Rubric*
3. *Classroom Walkthrough Tool*
4. *Individual Professional Growth Plan*
5. *Summative Evaluation Rating Form*

❖ FCPCS Evaluation Tools for Student Services Personnel:

1. *Student Services Personnel Evaluation*
2. *Student Services Personnel Evaluation Rubric*
3. *Individual Professional Growth Plan*
4. *Summative Evaluation Rating Form*

❖ FCPCS Evaluation Tools for Curriculum Support Personnel and Media Specialists:

1. *Curriculum Support Personnel and Media Specialist Evaluation*
2. *Charter School Curriculum Support Personnel and Media Specialist Evaluation Rubric*
3. *Individual Professional Growth Plan*
4. *Summative Evaluation Rating Form*

Description of FCPCS Evaluation Tools

Classroom Teacher Evaluation Components

The **FCPCS Classroom Teacher Evaluation** is a performance evaluation system for classroom teachers that is aligned to the six Florida Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator will record a proficiency rating (a rating of 1-4) for each indicator which indicates how well an employee performs on each individual indicator on the evaluation system. The evaluation tool is comprised of **six domains and 35 indicators**. Domains B, C, and D are more heavily weighted to ensure a greater focus on areas that address instructional practices. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, an overall instructional practice score will be calculated which is referred to as the *Annual Performance Rating*. A rating scale will be used to determine the overall performance rating of the employee (Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory). The *Annual Performance Rating* is **not** the final evaluation rating for the employee. The *Annual Performance Rating* **must be combined** with the *Student Growth Score* to determine the *Summative Evaluation Rating* for the employee.

The maximum number of points that may be earned on the *FCPCS Classroom Teacher Evaluation* tool is 212. The rating scale indicating cut scores is shown below:

Classroom Teacher Evaluation

180-212 = Highly Effective 127-179 = Effective 76-126 = Needs Improvement/Developing 75 and below = Unsatisfactory

Student Services Personnel Evaluation Components

The ***FCPCS Student Services Personnel Evaluation*** is a performance evaluation system for student services personnel (e.g., school counselors, school social workers, school psychologists, school nurses, and ESE school coordinators/specialists). The evaluation instrument is based on Florida's Student Services Personnel Evaluation Model (SSPEM) and aligned to the Florida Educators Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator will record a proficiency rating (a rating of 1-4) for each indicator which indicates how well an employee performs on each individual indicator on the evaluation system. The evaluation system is comprised of **six (6) domains and 30 indicators**. Domains A, B and C are more heavily weighted to ensure a greater focus on areas that address instructional practices. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, an overall practice score will be calculated which is referred to as the *Annual Performance Rating*. A rating scale will be used to determine the overall performance rating of the employee (Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory). The *Annual Performance Rating* **must be combined** with the *Student Growth Score* to determine the *Summative Evaluation Rating* for the employee.

The maximum number of points that may be earned on the *FCPCS Student Services Personnel Evaluation* tool is 180. The rating scale indicating cut scores is shown below:

Student Services Personnel Evaluation

153-180 = Highly Effective 108-152 = Effective 65-107 = Needs Improvement/Developing 64 and below = Unsatisfactory

Curriculum Support Personnel and Media Specialist Evaluation Components

The ***FCPCS Curriculum Support Personnel and Media Specialist Evaluation*** is a performance evaluation system for non-classroom instructional personnel (e.g., curriculum support personnel, instructional coaches, program coordinators, and media specialists). The evaluation instrument is based on the Florida Educators Accomplished Practices (FEAPs), State Board of Education Rule 6A-5.065, the Student Services Personnel Evaluation Model (SSPEM), and various Professional Job Descriptions for reading/literacy coaches and library/media specialists within school districts in Florida. When administering the evaluation, the evaluator will record a proficiency rating (a rating of 1-4) for each indicator which indicates how well an employee performs on each individual indicator on the evaluation system. The evaluation system is comprised of **six domains and 29 indicators for curriculum support personnel, and 5 domains and 23 indicators for media specialists**. (Domain C on the evaluation tool does not apply to media specialists). Domains A, B and C are more heavily weighted to ensure a greater focus on areas that address instructional practices. Each indicator will have a proficiency rating and each domain will have a total performance rating. At the completion of the evaluation, an overall practice score will be calculated which is referred to as the *Annual Performance Rating*. A rating scale will be used to determine the overall performance rating of the employee (Highly Effective; Effective; Needs Improvement/Developing; or Unsatisfactory). The *Annual Performance Rating* **must be combined** with the *Student Growth Score* to determine the *Summative Evaluation Rating* for the employee.

The maximum number of points that may be earned on the *FCPCS Curriculum Support Services Personnel Evaluation* tool is 176, and the maximum number of points that may be earned on the *FCPCS Media Specialists Evaluation* tool is 128. The rating scales indicating cut scores are shown below:

Curriculum Support Personnel Evaluation

150-176 = Highly Effective
106-149 = Effective
63-105 = Needs Improvement/Developing
62 and below = Unsatisfactory

Media Specialist Evaluation

109-128 = Highly Effective
77-108 = Effective
46-76 = Needs Improvement/Developing
45 and below = Unsatisfactory

Summative Evaluation Ratings

The **instructional practice** score and **student growth** score must be combined to generate an overall rating referred to the *Summative Evaluation Rating*. In order to pair the instructional employee's instructional practice score with his/her student growth score, the evaluator must transform each score into a common metric—a score of 25 to 100—using the appropriate conversion chart (located in the Appendices section). The instructional practice score (which consists of a combination of instructional practice and professional/job responsibilities) will be determined by the results of the evaluation conducted by the evaluator using the appropriate evaluation form. This score (referred to as the *Annual Performance Rating*) will be calculated according to the evaluation system's weighting criteria. The instructional practice converted score will be combined with the student growth converted score to calculate the *Summative Evaluation Rating* (ensuring that the instructional practice score accounts for 2/3 of the overall score and the student growth score accounts for 1/3 of the overall score). The evaluator will record the employee's *Annual Performance Rating* (i.e., the instructional practice score) and student growth score on the **Summative Evaluation Rating Form**. The Summative Evaluation Rating Scale (located on the Summative Evaluation Rating Form) will be used by the evaluator to determine the final evaluation rating (or *Summative Evaluation Rating*) for the employee—Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

Instructions for Combining the Instructional Practice Score and Student Growth Score

As stated above, in order to calculate the *Summative Evaluation Rating* for teachers and other instructional personnel, the evaluator must combine the instructional practice score and the student growth score. The steps for completing this process are as follows:

1. Determine the overall **instructional practice** converted score using the **Conversion Chart**, as appropriate for the employee's position, located in the Appendices section of this handbook. The conversion chart will show all possible evaluation scores and the point conversion for each score. The converted score will be a number from 25 to 100.
2. Determine the **student growth score** using the following methods:
 - a. **Value-Added Model (VAM) Scores** – The school may use the VAM score for the instructional employee provided by the FLDOE that states the percentage of students meeting expected growth. Please note that charter schools are not statutorily required to use VAM scores to determine teachers' student growth scores. The charter school may opt to use the VAM score to determine teachers' student growth scores. In that case, schools will use the report for the teacher—ELA or Math—that provides the percentage of students assigned to

- the teacher who met expected growth. The title of the report is **Pct_Meet_Expectations**. The score will be reported as a percentage which will be used by the evaluator to calculate the *Summative Evaluation Rating* (SER) for the teacher (using the **FCPCS SER Calculator** located in Appendices section of this handbook). The school may opt to use VAM scores for some teachers (e.g., ELA and/or Math) and school-selected or school-developed assessment data for other teachers (e.g., Science, Social Studies, Electives).
- b. **School-Selected or School-Developed Student Assessment Data** – The school may use school-selected or school-developed (governing board-approved) student performance measures to determine student growth scores for teachers. The school will determine the method for generating a final student growth score for the instructional employee. The final score for each teacher must be based on a 100-point scale. Schools will have to utilize data reports generated by the assessment program(s) they have selected to use to determine a student growth score for each teacher. Many research-based commercial programs provide reports for teachers regarding the “expected growth for each individual student for the year” based on the baseline assessment. The program will generate an end-of-year report for the teacher identifying the students who met the expected growth. This report the evaluator to determine the percentage of students assigned to the teacher who met the goal. This percentage would be used to calculate the *Summative Evaluation Rating* (SER) for the teacher (using the **FCPCS SER Calculator** located in Appendices section of this handbook). If the school chooses to create their own assessments to measure student growth for teachers, they will need to create a pre-test and a post-test and determine the expected growth. Then, the school will need to determine the percentage of students assigned to the teacher who made the expected growth in order to generate a percentage to enter into the SER Calculator.
3. **The Annual Performance Rating** (instructional practice score generated from the formal evaluation) accounts for two-thirds (2/3) of the *Summative Evaluation Rating*. The student growth score (VAM score or student performance growth score determined by student growth measures selected or developed by the school) accounts for one-third (1/3) of the *Summative Evaluation Rating*. In order to calculate this portion of the annual performance rating, the steps below must be followed:
 - a. The evaluator will use the **Summative Evaluation Rating (Ser) Calculator** (located in the Appendices section of this handbook) to calculate the *Summative Evaluation Rating*. The evaluator will simply insert the converted score for instructional practice (25-100) and the student growth score (0-100) in the appropriate cells to determine the combined score and the annual performance rating (Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory). The calculator is designed to combine the two scores while ensuring that the instructional practice score is worth two-thirds of the total score, and the student growth score is worth one-third of the total rating. Additionally, the calculator will determine the annual performance rating (among the four performance levels) according to the Annual Performance Rating Scale (shown below).

Summative Evaluation Rating Scale

85-100 = Highly Effective
60 - 84 = Effective
36 - 59 = Needs Improvement/Developing
35 and below = Unsatisfactory

- b. The evaluator will transfer the scores to the Summative Evaluation Rating Form and write any evaluator's comments. Then, the evaluator will meet with the teacher to review the *Summative Evaluation Rating*, provide feedback regarding strengths and areas for improvement, and to obtain signatures.

Example of Calculation Using the Summative Evaluation Rating Calculator

Ms. Smart, a fourth-grade reading teacher, was evaluated with the FCPCS Evaluation System for Classroom Teachers. Out of a possible 212 points on the tool, she earned 193 points. Using the appropriate conversion chart, 193 points is converted to a score of **91**. Therefore, Ms. Smart's **instructional practice score is 91**.

Ms. Smart's **student growth score**, based on the performance of her students on a school-selected student growth measurement, is **60**. (The school can also use a VAM score as explained above.)

The **instructional practice score** is worth two-thirds (2/3) of the overall rating and the **student growth score** is worth one-third (1/3) of the overall rating. The **Summative Performance Rating Calculator** will calculate the score and round off the first decimal point. Additionally, the calculator will determine the rating (Highly Effective, Effective, Needs Improvement/Developing or Unsatisfactory) according to the Summative Evaluation Rating Scale.

According to the calculator, Ms. Smart's combined score is 80.67. The Calculator rounds it off to 80.7. Per the Summative Evaluation Rating Scale (shown above), a score of 80.7 means the teacher earned a rating of **Effective**, which is indicated by the calculator (see below).

Employee Name	Position	Evaluation Score	Student Growth Score	Combined Score	Rating
Ms. Smart	4 th grade	91	60	80.7	Effective

Processes and Procedures for Implementing the FCPCS Evaluation System for Classroom Teachers and Other Instructional Personnel

A meaningful and productive personnel evaluation system addresses the unique contributions of each employee to the achievement of the school's vision, mission and core values. Additionally, the evaluation system focuses on opportunities for professional growth by employees so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals. The site administrator is responsible for facilitating the instructional employee evaluation process. The administrator has the overall responsibility for the following: collecting and maintaining evaluation documentation; scheduling evaluation-related meetings and training sessions; providing personnel with professional growth opportunities based on evaluation results; monitoring the implementation of each instructional employee's Individual Professional Growth Plan; providing feedback on performance throughout the year; determining annual performance ratings; and submitting documentation for review by the governing board or the board's designee.

An administrator evaluates instructional employees on their performance based on a set of domains and indicators. The administrator collects data throughout the year on the employee's performance related to a set of performance indicators. FCPCS has developed a Classroom Walk-Through Tool to assist school-site administrators in gathering evidence and providing meaningful feedback to classroom teachers throughout the year. The walkthrough tool is aligned to the formal evaluation tool (which is based on the

FEAPs). This tool is used by the evaluator to conduct ongoing informal observations of teaching practices. It is recommended that evaluators, or other school-site instructional leaders charged with conducting classroom walkthroughs, conduct frequent informal classroom observations (referred to as classroom walkthroughs) throughout the year in order to monitor the classroom teacher's proficiency in demonstrating the evaluation indicators and to provide feedback, guidance, and support based on the observation results.

Pursuant to s. 1012.34, F.S., instructional personnel must be evaluated a minimum of once a year; newly hired instructional personnel must be evaluated a minimum of twice a year. The evaluator should review the written report with the employee in a timely manner. More than the minimum number of required observations may occur, as appropriate. FCPCS recommends that all instructional personnel be formally evaluated minimum of two times per year. FCPCS recommends that new teachers be formally evaluated four times per year. Additionally, FCPCS recommends that formal observations last a minimum of forty-five (45) consecutive minutes. Where appropriate, the observation could last longer. The FCPCS evaluation tools are used to provide targeted feedback on the instructional employee's work relating to the performance indicators. No final performance ratings are given during the post-observation meeting, as evaluators must combine the employee's evaluation score and student performance score to determine the final performance rating. Observations and feedback may be formal or informal, or scheduled and unscheduled. Walk-throughs, meetings, and examinations of materials that reflect the employee's work, or the impact of their work on others with regard to indicators on the evaluation system, are other forms of gathering evidence on an employee's performance. Administrators must provide meaningful and timely feedback to employees following both formal and informal observations. Instructional personnel are evaluated on the performance indicators using the performance evaluation rubrics developed by FCPCS to distinguish among proficiency levels or classify performance. The performance rubrics guide assessors in assessing *how well* an indicator is demonstrated. They are provided to increase reliability among assessors and to help instructional personnel focus on ways to enhance their professional practice.

If an employee is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time. Per F.S. 1012.34, performance evaluation results must be used when identifying professional development. Teachers evaluated as less than effective are required to participate in professional development.

FCPCS Classroom Teacher Performance Evaluation

Florida Consortium of Public Charter Schools

Classroom Teacher Performance Evaluation

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Time: From _____ to _____

The FCPCS Classroom Teacher Performance Evaluation is a formal evaluation system for classroom teachers that is aligned to the six *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When conducting the evaluation, the evaluator should enter a rating for each indicator, based on evidence collected over the designated period of time. The evaluator will refer to the Evaluation Rubric to determine an appropriate rating for each indicator. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

4 - Highly Effective: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.

3 - Effective: The teacher is demonstrating the identified teacher competencies most of the time.

2 - Needs Improvement or Developing (*"Developing" rating is for teachers in their first three years only.*) The teacher is inconsistent in demonstrating the identified teacher competencies.

1 - Unsatisfactory: There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Classroom Teacher Performance Evaluation

Domain A Indicators	Instructional Design and Lesson Planning	Rating 1-4
A.1	Aligns instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Designs instruction for students to achieve mastery.	
A.4	Selects appropriate formative assessments to monitor learning.	
A.5	Uses diagnostic student data to plan lessons that address the needs of all students.	
A.6	Develops learning experiences that require students to demonstrate and apply a variety of skills and competencies.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

Domain B Indicators	The Learning Environment	Rating 1-4
B.1	Organizes, allocates, and manages the resources of time, space, and attention to ensure an optimal learning environment and maximize student learning.	
B.2	Conveys high expectations to all students through verbal interactions with students, lesson delivery, and required student work products.	
B.3	Monitors student learning, provides immediate, explicit feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures, backgrounds and diversity.	
B.5	Models clear, acceptable oral and written communication skills.	
B.6	Manages individual and class behaviors effectively through a well-planned management system.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	



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Classroom Teacher Performance Evaluation

Domain C Indicators	Instructional Delivery and Facilitation	Rating 1-4
C.1	Delivers relevant, engaging and challenging lessons at the appropriate level of rigor to ensure student mastery of state standards.	
C.2	Clearly communicates learning goals and instructional procedures to ensure understanding of activities and expectations for student learning.	
C.3	Identifies gaps in students' knowledge of the content taught and addresses these gaps effectively through instruction that differentiates among students' abilities and learning styles.	
C.4	Modifies instruction to respond to preconceptions and misconceptions among students and verifies understanding by all students.	
C.5	Relates and integrates the subject matter with other disciplines and real-life experiences.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide rigorous, comprehensive instruction and promote critical thinking.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

Domain D Indicators	Assessment	Rating 1-4
D.1	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, inform instruction and drive the learning process.	
D.2	Designs and aligns formative and summative assessments at the appropriate level of rigor that match learning objectives and lead to mastery of standards.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement, and learning gains of each student regardless of level.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents through a systematic process throughout the year.	
D.6	Uses technology to organize and integrate assessment information and uses data to inform instruction.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the score by two. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

Domain E Indicators	Continuous Professional Improvement	Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	
E.4	Collaborates with parents, colleagues and the community to support student learning.	
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)</i>	



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Florida Consortium of Public Charter Schools Classroom Teacher Performance Evaluation

Domain F Indicators	Professional Responsibility and Ethical Conduct	Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.	
F.3	Maintains accurate records.	
F.4	Is punctual with reports, grades, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships and collaborates with colleagues to improve the educational program.	
Total Score	<i>Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

Calculating the Employee's Annual Performance Rating:

Employee's *Total Score* on the Classroom Teacher Evaluation (for Domains A-F): _____ (Maximum score is 212.)

To determine the employee's *Annual Performance Rating*, use the scale below and mark the appropriate rating.

180-212 = *Highly Effective* 127-179 = *Effective* 76-126 = *Needs Improvement/Developing* 75 and below = *Unsatisfactory*

Highly Effective _____ *Effective* _____ *Needs Improvement/Development* _____ *Unsatisfactory* _____



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Classroom Teacher Performance Evaluation

Comments

Areas of Strength:

Areas for Improvement and Recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the evaluator regarding the results of the evaluation.

Employee's Signature

Date

Evaluator's Signature

Date



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FCPCS Classroom Teacher Performance Evaluation Rubric

FCPCS Classroom Teacher Performance Evaluation Rubric

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.1 Aligns instruction with state-adopted standards at the appropriate level of rigor.	<ul style="list-style-type: none"> The teacher lacks knowledge of the state-adopted standards and how they should be aligned with instruction. Lessons lack appropriate level of rigor. 	<ul style="list-style-type: none"> The teacher demonstrates an awareness of the state-adopted standards and references standards in lesson plans. The alignment of standards with instruction is not consistent and lessons require low levels of understanding by students. 	<ul style="list-style-type: none"> The teacher demonstrates knowledge and understanding of the state-adopted standards. Standards are incorporated in lesson plans and instruction is aligned with the standards at the appropriate level of rigor. 	<ul style="list-style-type: none"> The teacher demonstrates a thorough knowledge of the state- adopted standards and plans for student mastery of the standards. The teacher aligns instruction with standards and plans activities to make curriculum rigorous and relevant.
A.2 Sequences lessons and concepts to ensure coherence and required prior knowledge.	<ul style="list-style-type: none"> Lesson plans and instructional practices display lack of knowledge of the content, prerequisite relationships between different aspects of the content or the instructional practices specific to that discipline. 	<ul style="list-style-type: none"> Lesson sequencing and concepts are inconsistent with requisite prior knowledge. Lesson plans and practices reflect minimal awareness of the important concepts in the discipline, prerequisite relationships between concepts, and the instructional practices specific to that discipline. 	<ul style="list-style-type: none"> Lessons are designed to build upon students' prior knowledge. Lesson objectives are clear and developed in a logical manner. Lesson plans and practices reflect solid knowledge of the content, prerequisite relationships between important concepts, and instructional practices specific to that discipline. 	<ul style="list-style-type: none"> Demonstrates a thorough understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter. Selects appropriate and robust materials and activities for student learning. Lesson objectives are consistently clear and presented in a logical and sequential manner.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.3 Designs instruction for students to achieve mastery.	<ul style="list-style-type: none"> Learning outcomes for students are minimal. Lessons require trivial or low-level learning, or include only activities. They do not include appropriate methods of assessment. Learning experiences are poorly aligned with the instructional outcomes and do not demonstrate a coherent structure. The experiences are suitable for only some students and are not designed to allow students to achieve mastery of standards. 	<ul style="list-style-type: none"> Lessons and activities are of moderate rigor and are suitable/appropriate for only some students. Lessons consist of a combination of activities and goals, some of which include effective methods of assessment. The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in moderate learning. Lesson or units have recognizable structures and reflect partial understanding of students' instructional needs and knowledge of appropriate resources and assessment methods to utilize. 	<ul style="list-style-type: none"> Instructional outcomes are stated as goals that reflect high-levels of learning and require mastery of curriculum standards. Activities are suitable for most students in the class and address the needs of different learners. Assessment methods allow students to demonstrate mastery of standards in a variety of ways. A variety of methods and resources are used to design a series of learning experiences aligned to instructional outcomes and suitable for diverse groups of students. Lessons or units have a clear structure and are likely to engage most students in significant learning, as demonstrated by a variety of assessment techniques included in lessons. 	<ul style="list-style-type: none"> Instructional outcomes are stated as goals that reflect rigorous instruction and require students to demonstrate a deep knowledge and understanding of standards. Instructional outcomes take into account the needs of individual students. A variety of resources are used to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students, and likely to engage all students in significant learning. A rich mixture of basic and advanced content and skills are taught to promote maximum student learning.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.4 Selects appropriate formative assessments to monitor learning.	<ul style="list-style-type: none"> Plans for assessing student learning contain no clear criteria or standards, are poorly aligned with the instructional outcomes or are inappropriate for many students. Assessment results have minimal impact on the design of future instruction. Assessments are not used to monitor student progress. 	<ul style="list-style-type: none"> Plans for student assessment are partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. Assessments are occasionally used to monitor student progress. 	<ul style="list-style-type: none"> Plans for student assessment are aligned with the instructional outcomes, with clear criteria and are appropriate to the needs of students. Assessment results are used for planning future instruction for groups of students. Assessments are regularly used to monitor student progress. 	<ul style="list-style-type: none"> Plans for student assessment are fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of students' contribution to their own development. Assessment methodologies are adapted to individual student needs. Assessment results are used to plan future instruction for individual students, as evidenced in lesson plans
A.5 Uses diagnostic student data to plan lessons that address the needs of all students.	<ul style="list-style-type: none"> Evidence of utilization of diagnostic student data to drive instruction is unclear, is poorly aligned with the instructional outcomes or is inappropriate for many students. Student data results have minimal impact on the design of future instruction. 	<ul style="list-style-type: none"> There is some evidence that diagnostic student data is obtained through assessments, but clear criteria is lacking and may not be appropriate for some students. Diagnostic student data does not drive instructional planning. 	<ul style="list-style-type: none"> There is clear evidence that student data is used for diagnostic purposes and is the basis for determining instruction for groups of students. Lesson plans and instructional activities reflect the use of diagnostic data to plan lessons to meet students' needs. 	<ul style="list-style-type: none"> There is clear evidence that student data is used in lesson planning and is the basis for determining instructional needs of small groups or individual students. Lesson plans indicate that specific activities and resources are used as a result of diagnostic data for students.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Instructional Design and Lesson Planning				
A.6 Develops learning experiences that require students to demonstrate a variety of skills and competencies.	<ul style="list-style-type: none"> Planned learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. The experiences are suitable for only some students. 	<ul style="list-style-type: none"> The series of learning experiences planned by the teacher demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has recognizable structure and reflects partial knowledge of students and resources. 	<ul style="list-style-type: none"> The teacher demonstrates knowledge of content, of students, and of resources in designing a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. Learning experiences planned by the teacher allow students to demonstrate knowledge of skills and competencies. 	<ul style="list-style-type: none"> The teacher demonstrates deep knowledge of content, of students, and of resources, in designing a series of learning experiences aligned to instructional outcomes, and differentiated as appropriate, in order to make them suitable to all students and likely to engage all students in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs. Learning experiences planned by the teacher provide students with opportunities to demonstrate in depth knowledge of skills and competencies, and to apply learning in a variety of ways.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment				
B.1 Organizes, allocates and manages the resources of time, space, and attention to ensure an optimal learning environment and maximum student learning.	<ul style="list-style-type: none"> • Much instructional time is lost because of inefficient classroom routines and a lack of procedures for transitions, handling of supplies, and performance of non-instructional duties. • The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor. 	<ul style="list-style-type: none"> • Some instructional time is lost due to lack of planning for classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties. • The classroom is safe, and essential learning is accessible to most students; the teacher's attempts to modify the physical arrangement to suit learning activities is partially successful. 	<ul style="list-style-type: none"> • Classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties occur smoothly and without loss of instructional time. • The classroom is safe and learning is accessible to all students; the physical arrangement is appropriate to the learning activities. 	<ul style="list-style-type: none"> • Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies and performance of non-instructional duties. • The classroom is safe and the learning environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. • The teacher allows an appropriate amount of time for activities. The teacher is attentive to all happenings in the classroom and makes adjustments or reorganization as needed.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment				
B.2 Conveys high expectations to all students through verbal interactions with students, lesson delivery, and required student work products.	<ul style="list-style-type: none"> The classroom environment conveys a negative culture for learning, characterized by low teacher commitment, low expectations for student achievement, and little or no student pride in work. 	<ul style="list-style-type: none"> Attempts to create a culture for learning are partially successful. The teacher demonstrates a commitment to the subject, but with modest expectations for student achievement. The teacher does not promote student pride in work. 	<ul style="list-style-type: none"> The classroom culture is characterized by high expectations for students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. The teacher clearly communicates high expectations during lessons. 	<ul style="list-style-type: none"> High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance. The teacher clearly communicates high expectations for all students and gives examples or guidance on ways to improve quality of work. The teacher creates a culture whereby students are motivated to improve the quality of their work and believe they are capable of succeeding.
B.3 Monitors student learning, provides immediate, explicit feedback and adjusts activities to meet the needs of all students.	<ul style="list-style-type: none"> Monitoring of student learning and adjustments to learning activities is not evident. The teacher fails to provide feedback to students on their progress or adjust instruction to meet individual student needs. 	<ul style="list-style-type: none"> The teacher makes minimal effort to monitor student learning while teaching the lesson. The teacher does not consistently modify the lesson when needed and responds to students' questions with moderate success. The teacher does not 	<ul style="list-style-type: none"> The teacher promotes successful learning of all students through ongoing monitoring of student learning throughout the lesson. The teacher makes adjustments to instructional activities as needed while accommodating student questions, needs and interests. 	<ul style="list-style-type: none"> The teacher consistently monitors student learning and demonstrates flexibility and responsiveness to adjusting instruction and making accommodations to address individual students' needs. The teacher is cognizant of student misunderstanding or confusion and responds immediately and appropriately.



		consistently address areas of confusion or misunderstanding, among students or provide appropriate feedback to clarify lack of understanding among groups of students or individual students.	<ul style="list-style-type: none"> The teacher provides feedback to students on their performance. Feedback is explicit and clearly promotes understanding of concepts by students. 	<ul style="list-style-type: none"> Feedback provided to groups or individual students is clear, explicit, and successfully addresses students' areas of confusion, misunderstanding, or lack of in depth understanding. The teacher probes to ensure student understanding and lets the student respond fully to questions, rather than leading them to the answer.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment				
B.4 Demonstrates respect for all students' cultures, backgrounds and diversity.	<ul style="list-style-type: none"> There is little or no evidence that the teacher has knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and/or special needs. Classroom interactions, both between the teacher and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict. 	<ul style="list-style-type: none"> The teacher acknowledges the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs for the class as a whole. Classroom interactions, both between the teacher and the students and among students themselves, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. 	<ul style="list-style-type: none"> The teacher actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs. Classroom interactions, both between the teacher and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. 	<ul style="list-style-type: none"> The teacher actively seeks knowledge and understanding of individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of respect among members of the class and demonstrate a genuine appreciation and understanding of diverse cultures and backgrounds.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. The Learning Environment				
B.5 Models clear, acceptable oral and written communication skills.	<ul style="list-style-type: none"> Expectations for learning, directions, procedures and explanations of content are unclear or confusing to students. The teacher's use of oral or written language contains errors or is inappropriate for students' levels of development or background. The teacher's communication with families about the instructional program or individual students is sporadic and often inappropriate or incorrectly written. 	<ul style="list-style-type: none"> Expectations for learning, directions, procedures, and explanations of content are unclear to students. The teacher's use of language is correct but may not be completely appropriate for students' levels of development or background. The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always clear or understood. 	<ul style="list-style-type: none"> Expectations for learning, directions, procedures, and explanations of content are clear to students. Any oral or written communications which are not understood by students is clarified by the teacher. Oral or written communications are free of errors and are appropriate for students' development levels or backgrounds. The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. 	<ul style="list-style-type: none"> Expectations for learning, directions, procedures and explanations of content are clear to students. Oral and written communication is clear and expressive, appropriate for students' development levels or cultures and background. Any misunderstanding by students is immediately clarified by teacher to groups as well as individual students. The teacher consistently models appropriate oral and written communication skills to students and corrects errors in communication skills of students in an appropriate manner. The teacher's communication with families is frequent, appropriate, and clearly communicates intended message.



<p>B.6 Manages individual and class behaviors effectively through a well-planned management system.</p>	<ul style="list-style-type: none"> • There is no systematic classroom management plan in place that identifies behavioral expectations, addresses inappropriate behaviors, or implements appropriate consequences. 	<ul style="list-style-type: none"> • There is evidence that the teacher has established a classroom management plan but it is not used consistently or effectively. • The teacher attempts to respond to student misbehavior, but with limited and inconsistent positive results. 	<ul style="list-style-type: none"> • Standards of conduct appear to be clear to students, and the teacher monitors student behavior in adherence to a classroom management plan that is implemented consistently and effectively. • The teacher's response to student misbehavior is appropriate and respects the students' dignity. 	<ul style="list-style-type: none"> • Standards of conduct are clear, with evidence of student understanding of the classroom management system. • The teacher effectively monitors class and individual student behaviors through an effective and consistently implemented behavior management system. • Monitoring of student behavior is subtle and preventive; consequences for misbehavior are sensitive to individual students' needs.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.1 Delivers relevant, engaging and challenging lessons at the appropriate level of rigor to ensure student mastery of state standards.	<ul style="list-style-type: none"> The teacher fails to engage students in lessons or spends little time instructing students. Questions asked by the teacher are low-level or not relevant, eliciting limited student participation or discussion. Activities, assignments, materials and groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little student engagement. Lessons have no structure or are poorly paced. There is little or no evidence that technology is infused into instruction. 	<ul style="list-style-type: none"> The teacher delivers lessons that lack rigor and do not actively engage or challenge students. Some questions asked by the teacher elicit a thoughtful response, but most are low-level and/or posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful. Activities, assignments, materials and groupings of students are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate student engagement. Lessons have a recognizable structure, but that structure is not fully maintained. Use of technology to deliver or enhance instruction is inconsistent. 	<ul style="list-style-type: none"> The teacher delivers relevant, engaging, and challenging lessons that result in active student engagement and participation. Most questions asked by the teacher elicit a thoughtful response, and teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher serving as facilitator when appropriate. Activities, assignments, materials and groupings of students are appropriate for the instructional outcomes and students' levels of understanding. All students are engaged in work that is challenging and at the appropriate level of rigor. The lesson structure is coherent, and appropriately paced. The teacher plans instructional activities that incorporate technology to enhance student learning. 	<ul style="list-style-type: none"> The teacher delivers relevant, engaging, and challenging lessons that result in active student engagement and participation by all learners, regardless of ability level. Questions asked by the teacher require critical thinking and reflect high expectations for student performance. The teacher ensures that all students have opportunities to participate in discussions and answer questions at the appropriate level of rigor. Students formulate many of the high-level questions. Students are highly engaged in intellectual learning and make material contributions to activities and student groups. Lessons are adapted as necessary to meet the needs of individuals. The structure and pacing allow for student reflection and closure. The teacher integrates technology in a meaningful way to support learning across all levels and all learning styles.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.2 Clearly communicates learning goals and instructional procedures to ensure understanding of activities and expectations for student learning.	<ul style="list-style-type: none"> Expectations for student learning are poorly communicated and are unclear to students. 	<ul style="list-style-type: none"> Expectations for student learning are inconsistent and unclear. Goals and procedures for lessons are written on the board but not emphasized during the lesson. 	<ul style="list-style-type: none"> Expectations for student learning are clearly communicated and reinforced to ensure understanding. The teacher communicates learning goals and instructional procedures orally and in writing. Instructional objectives are emphasized throughout the lesson. 	<ul style="list-style-type: none"> The teacher clearly and consistently communicates expectations for student learning and reinforces the lesson's objectives through a variety of methods to ensure understanding. The teacher communicates learning goals and instructional procedures at the beginning of the lesson—orally and in writing. Students are asked to respond to questions related to the goals and procedures for the lesson to gauge understanding.
C.3 Identifies gaps in students' knowledge of the content taught and addresses these gaps effectively through instruction that differentiates among students' abilities and learning styles.	<ul style="list-style-type: none"> The teacher does not recognize or identify gaps in student learning. The teacher does not use assessment data to identify gaps in students' knowledge of the content area. The teacher does not effectively provide necessary interventions to assist students as required by the Multi-Tiered System of Supports (MTSS) framework. 	<ul style="list-style-type: none"> The teacher utilizes minimal data and resources to identify student gaps in learning, resulting in a lack of engagement and understanding of concepts by certain students. 	<ul style="list-style-type: none"> The teacher utilizes a variety of appropriate assessments to identify student learning gaps. The teacher makes adjustments to instruction as necessary to address gaps in student knowledge. The teacher follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity. The teacher provides students with interventions needed to address gaps in knowledge. 	<ul style="list-style-type: none"> The teacher utilizes multiple assessments to determine understanding and identifies gaps in knowledge. Based on results, immediate changes and adjustments are made to instruction, curriculum and program structure. The teacher contributes to the school's overall effectiveness of the MTSS process. The teacher utilizes research-based intervention strategies to address gaps in students' knowledge.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.4 Modifies instruction to respond to preconceptions and misconceptions among students and verifies understanding by all students.	<ul style="list-style-type: none"> The teacher adheres to the instructional plan even when a change would improve the lesson or address students' lack of understanding. Student questions are often ignored. The teacher demonstrates little flexibility in modifying instruction based on student responses. The teacher is unaware of the lack of understanding among students and the cause. 	<ul style="list-style-type: none"> The teacher attempts to modify the lesson when needed and responds to student questions, but with moderate success. The teacher demonstrates some flexibility in modifying instruction based on student responses. The teacher does not adequately address the misconceptions, resulting in continued misunderstanding and frustration among some students. 	<ul style="list-style-type: none"> The teacher promotes the successful learning of all students, making adjustments as needed to instructional plans and addressing students' questions, needs and interests. The teacher consistently demonstrates flexibility in modifying instruction to meet students' needs. The teacher understands and effectively responds to students' preconceptions and misconceptions during the lesson. 	<ul style="list-style-type: none"> The teacher is proactive in addressing any potential preconceptions and misconceptions when introducing the lesson. The teacher consistently monitors student learning to ensure that students are understanding the lesson and that there are no preconceptions and misconceptions. The teacher makes immediate modifications to the lesson when it becomes apparent that one or more students have preconceptions or misconceptions that are interfering with understanding.

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.5 Relates and integrates the subject matter with other disciplines and real-life experiences.	<ul style="list-style-type: none"> The teacher's plans and instructional practices reflect a lack of integration among subject areas and no references to real life experiences. 	<ul style="list-style-type: none"> The teacher's plans and instructional practices reflect some integration of subject matter with other disciplines. The teacher's lessons include minimal references to real life experiences. 	<ul style="list-style-type: none"> The teacher's plans and instructional practices reflect the integration of the subject matter with other disciplines. The teacher's lessons include references to real life experiences. The teacher engages students in learning activities that require students to apply learning to real life situations. 	<ul style="list-style-type: none"> The teacher's plans and instructional practices clearly reflect the integration of the subject matter with other disciplines. The teacher's lessons include references to real life experiences and opportunities for students to express how concepts learned apply to real life. The teacher plans lessons that require students to demonstrate learning through activities that require application of concepts and skills to real life situations.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instructional Delivery and Facilitation				
C.6 Employs higher-order questioning techniques and resources, including technology, to provide rigorous, comprehensive instruction and promote critical thinking.	<ul style="list-style-type: none"> Questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. The teacher is unfamiliar with the technological resources to maximize student learning. 	<ul style="list-style-type: none"> Some questions elicit a thoughtful response, but most are low-level and posed in rapid succession. Attempts to engage all students in the discussion are only partially successful. Utilizes technology in the classroom but with minimal understanding of how to integrate to enrich the learning experience. 	<ul style="list-style-type: none"> Questions elicit a thoughtful response and sufficient time is provided for students to answer. All students participate in the discussion, with the teacher serving as facilitator when appropriate. The teacher utilizes high level instructional resources to challenge students and expand their learning. Integrates technology in the curriculum to enhance learning. 	<ul style="list-style-type: none"> Questions require higher order thinking and application of skills and concepts to formulate responses. Appropriate wait time is provided to allow all students an opportunity to respond. The teacher allows students to formulate many of the high-level questions and ensure that all voices are heard. The teacher challenges all students, regardless of level, through meaningful learning experiences and activities that results in deep levels of understanding. The teacher integrates technology in the curriculum to maximize the learning experience and engage learners at appropriate levels.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Assessment				
D.1 Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, inform instruction and drive the learning process.	<ul style="list-style-type: none"> There is no evidence that the teacher uses assessment data to diagnose students' learning needs and inform instruction based on those needs. 	<ul style="list-style-type: none"> The teacher administers multiple assessments but does not use the data to drive instruction for the class as a whole or for individual students. 	<ul style="list-style-type: none"> The teacher administers multiple assessments to diagnose students' needs and to provide instruction based on those needs. The teacher reteaches skills and concepts to the class based on assessment data that shows the majority of students did not demonstrate mastery. 	<ul style="list-style-type: none"> The teacher administers multiple assessments to diagnose the needs of the class, as well as the needs of individual students, to inform instruction and plan lessons accordingly. The teacher plans and executes lessons that target individual students' needs based on an analysis of student assessment data. The teacher maintains student assessment data, hard copies or electronically, to monitor student growth from one assessment to the next.
D.2 Designs and aligns formative and summative assessments at the appropriate level of rigor that match learning objectives and lead to mastery of standards.	<ul style="list-style-type: none"> The teacher primarily relies on informal assessments or observations to monitor student mastery of concepts or skills. The teacher administers assessments that do not match learning objectives. The teacher administers assessments that do not effectively test whether students have achieved mastery of skills or concepts. 	<ul style="list-style-type: none"> The teacher administers formative and summative assessments that are not necessarily aligned to objectives. The teacher administers formative and summative assessments that do not effectively test whether students have achieved mastery of skills or concepts taught. 	<ul style="list-style-type: none"> The teacher designs formative and summative assessments that are aligned to learning objectives. The teacher designs formative and summative assessments that require students to demonstrate mastery of skills in a variety of ways. Assessments require students to apply skills or concepts learned. 	<ul style="list-style-type: none"> The teacher designs formative and summative assessments that are aligned to learning objectives and lead to mastery. The teacher develops assessments that require students to demonstrate mastery of skills in a variety of ways. Assessments address the learning needs of individual students and are based on the objective and skills taught to the individual student.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Assessment				
D.3 Uses a variety of assessment tools to monitor student progress, achievement, and learning gains of each student regardless of level.	<ul style="list-style-type: none"> The teacher uses minimal assessment techniques to monitor student progress and learning gains. 	<ul style="list-style-type: none"> The teacher uses assessment tools to monitor student mastery but does not effectively use progress monitoring tools to monitor student progress prior to summative assessments. 	<ul style="list-style-type: none"> The teacher uses a variety of assessment tools to monitor student progress, achievement and learning gains. 	<ul style="list-style-type: none"> The teacher a variety of assessment tools to monitor student progress, achievement and learning gains. Assessment results are used to monitor the ongoing progress of individual students and plan lessons accordingly to ensure student learning gains.
D.4 Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	<ul style="list-style-type: none"> The teacher does not adjust assessments and testing conditions to address the individual needs of students at varying levels. 	<ul style="list-style-type: none"> The teacher demonstrates a minimal understanding of assessment modifications and testing accommodations for varying levels of learners. Modifications and accommodations are not sufficient to meet the needs of all students. 	<ul style="list-style-type: none"> The teacher promotes the successful learning of all students, making assessment modifications based on varying levels of knowledge and understanding. Modifications and accommodations are sufficient to meet the needs of the group. 	<ul style="list-style-type: none"> The teacher assesses student progress with a range of assessments that are modified to address varying levels of knowledge and learning styles. Modifications and accommodations meet the needs of individual students, regardless of ability levels, English proficiency, and any required accommodations.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Assessment				
D.5 Shares student outcome data with students and parents through a systematic process throughout the year.	<ul style="list-style-type: none"> The feedback provided by the teacher to students and parents on student progress is minimal or is not provided in a timely manner. 	<ul style="list-style-type: none"> The information on student progress provided by the teacher to students and parents is superficial and inconsistent. 	<ul style="list-style-type: none"> The teacher provides relevant feedback on student progress to students and parents promptly and in an understandable manner. 	<ul style="list-style-type: none"> The teacher provides parents with information and documentation on student progress in an understandable manner via email, phone and one-on-one meetings on a consistent basis. The teacher conducts data chats with individual students on a regular basis to discuss progress and develop goals for improvement.
D.6 Uses technology to organize and integrate assessment information and uses data to inform instruction.	<ul style="list-style-type: none"> The teacher demonstrates little or no familiarity of the technology resources available for data collection and analysis. No effort is made to seek out information to learn. 	<ul style="list-style-type: none"> The teacher demonstrates some familiarity with available technology resources available for data collection and analysis of student performance. The teacher obtains student performance reports from online sources but does use the data to inform or drive instruction. The teacher does not seek out additional information and technology resources. 	<ul style="list-style-type: none"> The teacher is fully aware of available technology resources and utilizes them for student data collection and analysis. The teacher utilizes data from student assessments through technological resources and uses information to inform and drive instruction. 	<ul style="list-style-type: none"> The teacher is fully aware of available technology resources and utilizes them for student data collection and analysis, and to inform and drive instruction for each student. The teacher seeks out available technology resources beyond the school through professional organizations or the Internet to expand his/her own knowledge, enhance the learning environment, and as a tool for data collection and analysis of assessments. The teacher utilizes technology for increased efficiency in organizing student data and maintaining up-to-date student assessment data for his/her classroom and for the department or school.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.1 Engages in professional development activities consistent with his/her goals and those of the school.	<ul style="list-style-type: none"> The teacher participates in professional development activities only as required. There is little or no evidence that the teacher aligns professional development with individual or school goals. 	<ul style="list-style-type: none"> The teacher attends professional development activities that are required but seldom integrates new techniques and strategies into practices. The teacher attends professional development outside the school setting but the professional development is not aligned to personal or school goals. 	<ul style="list-style-type: none"> The teacher participates in professional development activities to enhance content knowledge and pedagogical skills The teacher incorporates the information learned into the classroom setting, as appropriate. Professional development is aligned to individual and school goals and objectives. 	<ul style="list-style-type: none"> The teacher actively participates in professional development activities inside and outside the school that contributes to individual professional growth and supports the school's goals and objectives for student success. The teacher takes a leadership role in planning, supporting, and conducting professional development activities, or mentorship, at the school as part of continuous improvement for self and colleagues.
E.2 Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	<ul style="list-style-type: none"> Teacher does not set professional goals. The teacher rarely participates in professional development or participates only when required or necessary for recertification. 	<ul style="list-style-type: none"> The teacher sets professional goals based on students' needs but does not work diligently to meet these goals. The teacher selects and participates in professional development opportunities that lack relevance to student success. 	<ul style="list-style-type: none"> The teacher develops professional goals for continuous professional growth that address the needs of his/her students. The teacher seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom effectively. 	<ul style="list-style-type: none"> The teacher sets meaningful professional goals relating to continuous professional growth that address the needs of his/her students through measurable objectives. Actively pursues professional development and uses the gained knowledge and skills to promote student learning. There is evidence that the professional development activities in which the teacher has participated resulted in student growth.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.3 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	<ul style="list-style-type: none"> Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by the teacher. 	<ul style="list-style-type: none"> Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by the teacher. 	<ul style="list-style-type: none"> Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by the teacher to adjust planning in order to improve instruction. The teacher collaborates with colleagues to evaluate learning outcomes, plan lessons, and share best practices. 	<ul style="list-style-type: none"> Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by teacher to adjust planning to improve the effectiveness of instruction and academic programs. The teacher collaborates with colleagues to evaluate learning outcomes for classes, student sub-groups, and individual students to develop strategies for improving instruction. The teacher meets with colleagues to share best practices, unpack standards, and create assessments for monitoring student mastery of state standards.



<p>E.4 Collaborates with parents, colleagues and the community to support student learning.</p>	<ul style="list-style-type: none"> • The teacher does not collaborate with parents, colleagues, and the community to support student learning. 	<ul style="list-style-type: none"> • The teacher often works in isolation, and rarely collaborates with parents and the community to support learning. • The teacher only participates in collegial activities when required. 	<ul style="list-style-type: none"> • The teacher collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on students' needs. • The teacher works with peers to align instruction to the School Improvement Plan (SIP) to promote continuous improvement of student learning. 	<ul style="list-style-type: none"> • The teacher regularly collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on individual students' needs. • The teacher works with peers, on a regular basis, to align instruction to the School Improvement Plan to promote continuous improvement of student learning. • The teacher actively supports and encourages collaboration among all stakeholders to promote student learning.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.5 Implements knowledge and skills learned in professional development in the teaching and learning process.	<ul style="list-style-type: none"> There is no evidence that the teacher implements knowledge and skills learned in professional development in the teaching and learning process. 	<ul style="list-style-type: none"> The teacher acquires knowledge and skills through professional development but does not consistently or effectively implement the knowledge and skills in planning lessons or instructing students. 	<ul style="list-style-type: none"> The teacher implements knowledge and skills learned in professional development in the teaching and learning process in an effective manner as evidenced by improved student performance. 	<ul style="list-style-type: none"> The teacher implements knowledge and skills learned in professional development in the teaching and learning process as evidenced by improved student performance. The teacher regularly reviews current literature and research on effective classroom instruction and applies learning to professional practice. The teacher serves as a resource for other teachers in applying knowledge and skills learned in professional development or research in the classroom or with individual students.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.1 Adheres to established laws, policies, rules and regulations.	<ul style="list-style-type: none"> There is little evidence that the teacher is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system. The teacher has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> The teacher complies with school policy and procedures most of the time. The teacher demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> The teacher adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system. The teacher upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> The teacher consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system. The teacher models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i> and encourages others to do the same.
F.2 Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.	<ul style="list-style-type: none"> The teacher's demeanor and behavior is not consistent with the professional conduct of a teacher. The teacher's demeanor and behavior is consistent with the professional conduct of a teacher but frequently fails to follow school policies and procedures. The teacher maintains a professional demeanor, adheres to the school's policies and procedures, and 	<ul style="list-style-type: none"> The teacher maintains a professional demeanor and demonstrates professional behavior the vast majority of the time. The teacher follows school policies and procedures most of the time. The teacher interacts with colleagues, students, and parents in a professional manner the vast majority of the time. 	<ul style="list-style-type: none"> The teacher always maintains a professional demeanor and demonstrates behavior consistent with a professional educator during and after school hours. The teacher always follows school policies and procedures. The teacher's interactions with colleagues, students, parents, and the community is always professional. 	<ul style="list-style-type: none"> The teacher always demonstrates a professional demeanor and behavior consistent with professional standards and ethical conduct in all settings, and encourages others to do the same. The teacher always follows school policies and procedures and is instrumental in developing or promoting such policies and



	follows the school policies and procedures, but does not interact in a professional manner with students, and/or colleagues, and/or parents			<p>procedures.</p> <ul style="list-style-type: none"> • The teacher interacts professionally with colleagues, students, parents, and the community at all times, and encourages all stakeholders to do the same.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.3 Maintains accurate records.	<ul style="list-style-type: none"> The teacher does not maintain accurate records and does not maintain student confidentiality. 	<ul style="list-style-type: none"> The teacher has a system for maintaining records and maintains student confidentiality, but does not keep records up-to-date. The teacher's records are up-to-date but contain numerous errors. 	<ul style="list-style-type: none"> The teacher has an effective system for maintaining student records and student confidentiality. The teacher adheres to the school's policies and procedures for record-keeping, and maintains student records up-to-date and accurate. 	<ul style="list-style-type: none"> The teacher's system for maintaining records is consistently accurate, efficient, and up-to-date. Confidentiality of student records and information is always maintained. The teacher always adheres to the school's policies and procedures for record keeping, and maintains student records up-to-date and accurate, The teacher serves as a resource for colleagues, or assists colleagues and/or school leaders in maintaining accurate school-wide student records.
F.4 Is punctual with reports, grades, records, and reporting to work.	<ul style="list-style-type: none"> The teacher is consistently late in submitting student reports and records. The teacher reports to work regularly but frequently arrives tardy to work. 	<ul style="list-style-type: none"> The teacher must be reminded to submit student reports and records on time due to tardiness in submitting reports. The teacher occasionally reports to work late. 	<ul style="list-style-type: none"> The teacher submits student information, records and reports on time. The teacher reports to work regularly and on time. 	<ul style="list-style-type: none"> The teacher consistently completes and submits required student reports that are accurate and submitted on time. The teacher always



	<ul style="list-style-type: none"> The teacher has a very high rate of absenteeism. 	<ul style="list-style-type: none"> The teacher is frequently absent from work and constantly leaves work early. 		<p>reports to work and arrives on time. Any absences or late arrivals are approved by administration or are due to unavoidable circumstances.</p>
F.5 Performs assigned duties.	<ul style="list-style-type: none"> The teacher seldom performs assigned duties in a proper or complete manner. 	<ul style="list-style-type: none"> The teacher performs duties as assigned, but often must be reminded. 	<ul style="list-style-type: none"> The teacher performs all assigned duties in a proper and complete manner. 	<ul style="list-style-type: none"> The teacher enthusiastically completes assigned duties in a proper and complete manner, and volunteers to take on additional responsibility.
F.6 Builds professional relationships and collaborates with colleagues to improve the educational program.	<ul style="list-style-type: none"> The teacher expresses no interest in developing professional relationships. 	<ul style="list-style-type: none"> The teacher demonstrates a limited interest in fostering professional relationships. 	<ul style="list-style-type: none"> The teacher engages in professional activities with colleagues and demonstrates the ability to form positive professional relationships. 	<ul style="list-style-type: none"> The teacher actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.





FCPCS

CLASSROOM WALKTHROUGH TOOL

Utilizing the FCPCS Classroom Walkthrough Tool

The FCPCS Classroom Walkthrough Tool addresses the four domains and indicators related to classroom instruction which are assessed through the FCPCS Classroom Teacher Performance Evaluation System. The Walkthrough Tool assists school-based administrator(s) in monitoring teachers' instructional practices and demonstration of the Florida Educator Accomplished Practices (FEAPs) and, in doing so, provides opportunities for teachers to receive feedback on the domains and indicators by which they will be formally evaluated. The Walkthrough Tool ensures that teachers are provided with assistance and support in addressing areas in need of improvement prior to their annual evaluation.

For the school-based administrator, the Walkthrough Tool provides information regarding specific areas in which professional development is needed at the school site, and by individual teachers. The use of the Walkthrough Tool also allows the teachers to learn what specific areas they need to target on their Individual Professional Growth Plans.

Prior to using the Classroom Walkthrough Tool, school leaders need to conduct a training session for teachers on the indicators assessed through classroom walkthroughs, which are included in the Walkthrough Tool and aligned to Domains 1-4 of the Classroom Teacher Performance Evaluation form. School leaders should emphasize that a “classroom walkthrough” is an *informal* observation of classroom practices and that the purpose of conducting walkthroughs is to monitor the effectiveness of instruction in achieving student learning. Additionally, the informal observation of lessons creates opportunities for school leaders and teachers to engage in meaningful conversations related to the delivery of instruction and ways to continually improve the teacher’s effectiveness in reaching all students.

It is recommended that school leaders conduct weekly, or at least bi-weekly, classroom walkthroughs in all classrooms. Some teachers will require fewer or more informal classroom observations, depending on the professional needs of the teacher. Teachers who are struggling require frequent observations with immediate follow-up feedback, guidance, and support (i.e., coaching, modeling, peer observations, professional development, etc.). School leaders should identify teachers who demonstrate excellence in the delivery of instruction and classroom management so that they can assist their colleagues in becoming better teachers.

For the majority of school leaders, a *classroom walkthrough* refers to the practice of visiting a classroom for five minutes or less to get a glimpse of classroom instruction. FCPCS defines a *classroom walkthrough* as an informal observation that lasts between 10-20 minutes, or longer if needed. The school leader, or observer, records what is observed during the classroom visit on the FCPCS Classroom Walkthrough Tool. Within 48 hours, the observer must meet with the teacher observed and briefly review the results of the classroom walkthrough which has been recorded on the FCPCS Classroom Walkthrough Tool. The teacher and the observer engage in professional conversations and work collaboratively to improve instruction and student learning.

During a classroom walkthrough, or informal classroom observation, the observer may assess one, two, three, or four domains. The observer may choose to target just one area. Prior to the classroom walkthrough, it is recommended that the observer discuss with the teacher what domain(s) will be assessed during the brief, informal observation. The observer will check the box next to the domain(s) that will be observed on the Walkthrough Tool. There are no points given for each indicator within the domain(s) observed during the classroom walkthrough. The purpose of the visit is to assist the teacher in growing professionally, as well as to identify the areas in which the teacher is excelling. Thus, the observer will simply rate each

indicator with a “+” (demonstrated effectively) or “/” (did not demonstrate or demonstrated ineffectively). If the observer is unable to observe a specific teaching behavior (indicator) during the classroom visit, the observer will simply leave the box blank (no symbol will be recorded). During the post-walkthrough feedback session, both the observer and the teacher will sign the completed Walkthrough Tool. At the bottom of the form, the observer will include target goals for the next observation as well as the approximate date, or week, of the next classroom visit to observe implementation of strategies or actions discussed by the teacher and observer during the feedback session. (The Classroom Walkthrough Tool, in fillable format, is available on the FCPCS website.)

School leaders, or members of the leadership team who have the responsibility of conducting classroom walkthroughs for all teachers or a specific group of teachers, should consider maintaining a binder, or digital folder, that contain all completed and signed Classroom Walkthrough Tools. This is an effective way for school leaders to self-monitor to ensure that walkthroughs, feedback sessions with support, and follow-up observations are happening consistently throughout the year.

CLASSROOM WALKTHROUGH TOOL

Name of Teacher: _____ Classroom/Subject: _____ Date: _____

Instructions: Select Domain(s) to be observed by checking the appropriate box (A-D). Rate each Indicator using symbols below:

☐ +

demonstrated effectively

☐ /

did not demonstrate or demonstrated ineffectively

☐

(blank) not able to observe during visit

<input type="checkbox"/> A. Instructional Design and Lesson Planning	Evidence	Rating
<ul style="list-style-type: none"> Teacher plans rigorous lessons that are aligned to state standards. 		
<ul style="list-style-type: none"> Teacher develops lessons that are sequential, logical, and ensure required prior knowledge. 		
<ul style="list-style-type: none"> Teacher develops student-centered lessons that are designed to achieve student mastery of standards and skills. 		
<ul style="list-style-type: none"> Teacher selects appropriate formative assessments that are aligned to concepts taught. 		
<ul style="list-style-type: none"> Teacher uses student data to plan lessons that address individual students' needs. 		
<ul style="list-style-type: none"> Teacher develops lessons that allow students to demonstrate a variety of skills and competencies. 		
Comments/Questions:		
<input type="checkbox"/> B. The Learning Environment	Evidence	Rating
<ul style="list-style-type: none"> Teacher effectively manages resources, time, and space in the class to ensure maximum student learning. 		
<ul style="list-style-type: none"> Teacher conveys high expectations for all learners through words, actions, and required student work products. 		
<ul style="list-style-type: none"> Teacher provides feedback and adjusts activities to meet the differing needs and diversity of all learners. 		
<ul style="list-style-type: none"> Teacher demonstrates a genuine respect for students' cultures, backgrounds, and diversity. 		
<ul style="list-style-type: none"> Teacher models clear, acceptable oral and written communication skills. 		
<ul style="list-style-type: none"> Teacher ensures appropriate student behavior by consistent enforcement of a well-planned management system. 		
Comments/Questions:		

CLASSROOM WALKTHROUGH TOOL

<input type="checkbox"/> C. Instructional Delivery and Facilitation	Evidence	Rating
<ul style="list-style-type: none"> ▪ Teacher delivers relevant, engaging, and challenging lessons that deepen and enrich students' understanding and learning 		
<ul style="list-style-type: none"> ▪ Teacher clearly communicates learning goals and instructional procedures to ensure student understanding. 		
<ul style="list-style-type: none"> ▪ Teacher addresses gaps in student understanding of the content and differentiates instruction to meet learners' needs. 		
<ul style="list-style-type: none"> ▪ Teacher responds to misconceptions during the lesson and adjusts the lesson accordingly to clarify material presented. 		
<ul style="list-style-type: none"> ▪ Teacher integrates subject matter with other disciplines and relates lessons to real-life experiences. 		
<ul style="list-style-type: none"> ▪ Teacher uses higher-order questioning techniques and problem-solving activities to promote critical thinking. 		
Comments/Questions:		
<input type="checkbox"/> D. Assessment	Evidence	Rating
<ul style="list-style-type: none"> ▪ Teacher uses data from a variety of assessments to determine students' learning needs and to drive instruction. 		
<ul style="list-style-type: none"> ▪ Teacher administers formative and summative assessments at the appropriate rigor that match the learning standards. 		
<ul style="list-style-type: none"> ▪ Teacher administers a variety of assessments to monitor student progress and learning gains of each student. 		
<ul style="list-style-type: none"> ▪ Teacher modifies assessments and testing conditions to accommodate students' learning styles and varying levels. 		
<ul style="list-style-type: none"> ▪ Teacher shares assessment data with students and parents through a variety of methods. 		
<ul style="list-style-type: none"> ▪ Teacher uses technology to organize student assessment data and uses information to drive instruction. 		
Comments/Questions:		
Target Goals for Next Observation:		
Next classroom visit is scheduled for week of:		

Signatures below confirm that observer and teacher had a face-to-face feedback session to review and discuss this form.

Teacher's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

FCPCS Student Services Personnel Evaluation System

Florida Consortium of Public Charter Schools

Student Services Personnel Evaluation

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Time: From _____ to _____

Directions:

The Student Services Personnel Evaluation is a performance evaluation system for student services personnel (i.e., school counselors, school social workers, school psychologists, school nurses, and ESE school coordinators). The evaluation instrument is based on Florida's Student Services Personnel Evaluation Model (SPEM) and aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the evaluator should enter a rating for each indicator, based on evidence collected over the designated period of time. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

- 4 - Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- 3 - Effective:** The teacher is demonstrating the identified teacher competencies most of the time.
- 2 - Needs Improvement or Developing** ("*Developing*" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.
- 1 - Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Student Services Personnel Evaluation

Domain A Indicators	Data-Based Decision Making and Evaluation of Practices	Rating 1-4
A.1	Collects and uses data to develop and implement interventions within a problem-solving framework.	
A.2	Analyzes multiple sources of qualitative and quantitative data to inform decision making.	
A.3	Uses data to monitor student progress (academic and social/emotional/behavioral) and evaluate the effectiveness of services on student achievement.	
A.4	Shares student performance data in a relevant and understandable way with students, parents, and administrators.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 32.)</i>	

Domain B Indicators	Instruction/Intervention Planning and Design	Rating 1-4
B.1	Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	
B.2	Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	
B.3	Applies evidence-based research and best practices to improve instruction/interventions.	
B.4	Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	
B.5	Engages parents and community partners in the planning and design of instruction/interventions.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 40.)</i>	



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Domain C Indicators	Instruction/Intervention Delivery and Facilitation	Rating 1-4
C.1	Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	
C.2	Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.	
C.3	Implements evidence-based practices within a multi-tiered framework.	
C.4	Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	
C.5	Promotes student outcomes related to career and college readiness.	
C.6	Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

Domain D Indicators	Learning Environment	Rating 1-4
D.1	Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	
D.2	Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership)	
D.3	Promotes safe school environments.	
D.4	Integrates relevant cultural issues and contexts that impact family-school partnerships.	
D.5	Provides a continuum of crisis intervention services.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)</i>	

Domain E Indicators	Continuous Professional Development	Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice.	
E.3	Collaborates with parents, colleagues and the community to support student learning.	
E.4	Implements knowledge and skills learned in professional development to support high-quality learning.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 16.)</i>	



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Domain F Indicators	Professional Responsibility and Ethical Conduct	Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.	
F.3	Maintains accurate records related to the employee's job description and professional responsibilities.	
F.4	Is punctual with reports, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships.	
Total	Assign each indicator a rating of 1-4. To calculate the score for this domain, add the points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)	

Calculating the Employee's Annual Performance Rating:

Total Score for Student Services Personnel Evaluation (Domains A-F): _____ (Maximum score is 180.)

To determine the employee's Annual Performance Rating, use the scale below and mark the appropriate rating.

153-180 = *Highly Effective* 108-152 = *Effective* 65-107 = *Needs Improvement/Developing* 64 and below = *Unsatisfactory*

Highly Effective _____ *Effective* _____ *Needs Improvement/Development* _____ *Unsatisfactory* _____



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Comments:

Areas of Strength:

Areas for Improvement/Recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature

Date

Evaluator's Signature

Date



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FCPCS Student Services Personnel Evaluation System Rubric

FCPCS Charter School Student Services Personnel Evaluation Rubric

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Data-Based Decision Making and Evaluation of Practices				
A.1 Collects and uses data to develop and implement interventions within a problem-solving framework.	<ul style="list-style-type: none"> Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design. 	<ul style="list-style-type: none"> Uses and/or facilitates collecting school-wide data relevant to informing problem identification, problem analysis, and intervention design at the school level. Maintains accurate documentation on interventions and progress monitoring data on all students.
A.2 Analyzes multiple sources of qualitative and quantitative data to inform decision making.	<ul style="list-style-type: none"> Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions. 	<ul style="list-style-type: none"> Analyzes, integrates, and interprets data from multiple sources at the school, and uses the data to inform school-level decisions.
A.3 Uses data to monitor student progress (academic and social/emotional/behavioral) and to evaluate the effectiveness of services on student achievement.	<ul style="list-style-type: none"> Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data. 	<ul style="list-style-type: none"> Uses school or district data to monitor the effectiveness of MTSS supports and intervention program outcomes for all students.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. Data-Based Decision Making and Evaluation of Practices				
A.4 Shares student performance data in a relevant and understandable way with students, parents, and administrators.	<ul style="list-style-type: none"> Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs. 	<ul style="list-style-type: none"> Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. Instruction/Intervention Planning and Design				
B.1 Uses a collaborative problem-solving framework as the basis for identification and planning for academic and behavioral interventions and supports.	<ul style="list-style-type: none"> Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions. 	<ul style="list-style-type: none"> Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.
B.2 Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.	<ul style="list-style-type: none"> Instruction and intervention are not aligned OR are poorly aligned with school improvement priorities and other mandates. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates. 	<ul style="list-style-type: none"> Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.
B.3 Applies evidence-based research and best practices to improve instruction/interventions.	<ul style="list-style-type: none"> Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Applies evidence-based research and best practices when developing and planning instruction and intervention. 	<ul style="list-style-type: none"> Applies evidence-based research and best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school).



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. Instruction/Intervention Planning and Design				
B.4 Develops intervention support plans that help the student, family, or other community agencies and systems of support reach a desired goal.	<ul style="list-style-type: none"> Support plans are ineffectively developed (i.e., plans do not reflect goals or systems coordination and support to obtain stated goal). 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Develops and supports plans that reflects the goals of students and supports the goal. 	<ul style="list-style-type: none"> Collaborates to identify school-level needs, resources and infrastructure to access services and supports.
B.5 Engages parents and community partners in the planning and design of instruction/interventions.	<ul style="list-style-type: none"> Does not engage OR ineffectively engages families and community when planning and designing instruction/intervention. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans. 	<ul style="list-style-type: none"> Develops school-level strategies (e.g., validate participation, decision making, two-way communication) for engaging families and community when planning and designing instruction and interventions.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instruction/Intervention Delivery and Facilitation				
C.1 Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.	<ul style="list-style-type: none"> Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs. 	<ul style="list-style-type: none"> Facilitates the development of MTSS at the school level by planning and implementing interventions that address school issues/concerns.
C.2 Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction an intervention services.	<ul style="list-style-type: none"> Does not consult/collaborate OR demonstrates practice/skill ineffectively when planning, implementing, or evaluating academic and social-emotional/behavioral services. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/behavioral, and health services. 	<ul style="list-style-type: none"> Consults and collaborates at the school level to plan, implement, and evaluate academic and social-emotional/behavioral services.
C.3 Implements evidence-based practices within a multi-tiered framework.	<ul style="list-style-type: none"> Does not incorporate or ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups. 	<ul style="list-style-type: none"> Assists in identifying and implementing evidence-based practices relevant to school-wide interventions and supports.
C.4 Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.	<ul style="list-style-type: none"> Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Identifies barriers to learning and connects students with resources that support positive student outcomes/goals. 	<ul style="list-style-type: none"> Identifies barriers to learning and facilitates the development of broader support systems for students and families.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Instruction/Intervention Delivery and Facilitation				
C.5 Promotes student outcomes related to career and college readiness.	<ul style="list-style-type: none"> Does not develop interventions that increase student engagement or support the attainment of post-secondary goals OR ineffectively demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Develops/plans interventions or programs to increase student engagement (e.g., attendance, on-task behavior, rigorous/relevant instruction, participation in school activities), and support attainment of post-secondary goals, if appropriate. 	<ul style="list-style-type: none"> Develops/plans school-level policies/interventions/supports that address student post-secondary goal attainment, if appropriate.
C.6 Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.	<ul style="list-style-type: none"> Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors. 	<ul style="list-style-type: none"> Develops/provides trainings that include best practices related to developmental issues, barriers to learning, and risk factors.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Learning Environment				
D.1 Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.	<ul style="list-style-type: none"> Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Interacts with school personnel to promote and implement school-wide positive behavior supports. 	<ul style="list-style-type: none"> Interacts with school, district, parents, and community partners to sustain and promote effective school-wide programs/services that result in a healthy school climate.
D.2 Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).	<ul style="list-style-type: none"> Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates practice/skill required. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement. 	<ul style="list-style-type: none"> Examines need and feasibility for systemic intervention to support and increase student engagement school-wide.
D.3 Promotes safe school environments.	<ul style="list-style-type: none"> Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/staff. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence). 	<ul style="list-style-type: none"> Interacts with school community to enhance, support, and/or create safe and violence-free school climate through training and advancement of initiatives that relate to healthy and violence-free schools.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Learning Environment				
D.4 Integrates relevant cultural issues and contexts that impact family-school partnerships.	<ul style="list-style-type: none"> Does not OR ineffectively demonstrates knowledge of cultural influences on students, teachers, communication styles, techniques, and practices. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem solving related to prevention and intervention. 	<ul style="list-style-type: none"> Creates and promotes multicultural understanding and dialogue through training and information dissemination to examine the broader context of cultural issues that impact family-school partnerships.
D.5 Provides a continuum of crisis intervention services.	<ul style="list-style-type: none"> Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs. 	<ul style="list-style-type: none"> Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Development				
E.1 Engages in professional development activities consistent with his/her goals and those of the school.	<ul style="list-style-type: none"> Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Maintains plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals. 	<ul style="list-style-type: none"> Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.
E.2 Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice.	<ul style="list-style-type: none"> Does not set professional goals. Rarely participates in professional development or participates only when required or necessary for recertification. 	<ul style="list-style-type: none"> Practice is emerging but requires supervision, support, and/or training to be effective independently. 	<ul style="list-style-type: none"> Develops professional goals for continuous professional development. Seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom. Uses research to improve instruction. 	<ul style="list-style-type: none"> Sets meaningful short and long-term personal and professional goals relating to continuous professional development. Actively pursues professional development and uses the gained knowledge and skills to promote student learning. Makes substantial contributions to the profession through mentoring, research and/or training roles.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Development				
E.3 Collaborates with parents, colleagues and the community to support student learning.	<ul style="list-style-type: none"> Seldom or never collaborates with peers. 	<ul style="list-style-type: none"> Works in isolation and only participates in collegial activities when required. 	<ul style="list-style-type: none"> Collaborates with peers to strengthen the effectiveness of instruction based on student needs. 	<ul style="list-style-type: none"> Continually seeks to expand range of professional experiences through peer collaboration and mentoring opportunities. Attends workshops and conferences and shares the information with peers. Participates in professional organizations.
E.4 Implements knowledge and skills learned in professional development to support high-quality learning.	<ul style="list-style-type: none"> Does not implement knowledge and skills learned in professional development to support learning. 	<ul style="list-style-type: none"> Possesses skills and knowledge related to improving instruction, but does not demonstrate evidence that it is incorporated in the classroom to benefit students or promoted among colleagues to support high-quality learning. 	<ul style="list-style-type: none"> Regularly reviews the current literature and research both independently and in collaboration with peers. Incorporates the research in the classroom or school-wide as appropriate and beneficial to students. 	<ul style="list-style-type: none"> Seeks out research to improve instruction and shares current research with colleagues. Uses data from his/her own learning environment as a basis for reflecting upon and improving his/her teaching or professional practices.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.1 Adheres to established laws, policies, rules and regulations.	<ul style="list-style-type: none"> There is little evidence that the employee is aware of school policies and procedures and has limited knowledge of state and federal laws governing the education system. Has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> Complies with school policy and procedures most of the time. Demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> Adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system. Employee upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> Consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system. Models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i>, and encourages others to do the same.
F.2 Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.	<ul style="list-style-type: none"> Behavior is not consistent with the professional demeanor of instructional personnel. Does not interact appropriately with students, parents, staff, or the community. Does not adhere to school policies and procedures. 	<ul style="list-style-type: none"> Maintains a professional demeanor most of the time. Interacts appropriately with students, parents, staff, and the community most of the time. Adheres to school policies and procedures most of the time. 	<ul style="list-style-type: none"> Maintains a professional demeanor during and after school hours. Interacts appropriately with students, parents, staff, and the community consistently. Adheres to school policies and procedures consistently. 	<ul style="list-style-type: none"> Consistently demonstrates a professional demeanor in all settings and encourages others to do the same. Models professional interaction with students, parents, staff, and the community. Assists colleagues in doing the same. Adheres to school policies and procedures and assists stakeholders in doing the same.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.3 Maintains accurate records related to the employee's job description and professional responsibilities.	<ul style="list-style-type: none"> Has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality. 	<ul style="list-style-type: none"> Makes numerous errors related to student records. Maintains student confidentiality. Record-keeping is ineffective and not kept up-to-date. 	<ul style="list-style-type: none"> Maintains accurate records and student confidentiality. Records are consistently maintained orderly and up-to-date. 	<ul style="list-style-type: none"> Consistently maintains accurate and up-to-date records. Confidentiality of student records and information is always maintained. Provides guidance and assistance to peers as needed with regards to maintaining accurate records.
F.4 Is punctual with reports, records and reporting to work.	<ul style="list-style-type: none"> Is consistently late in submitting student reports and records. Has a high rate of absenteeism. 	<ul style="list-style-type: none"> Must be reminded to submit student reports and records on time. Occasionally reports to work late. 	<ul style="list-style-type: none"> Submits student information, records and reports on time. Reports to work on time. 	<ul style="list-style-type: none"> Consistently completes and submits required student reporting information accurately and on time. Reports to work on time every day. Offers assistance to colleagues, as needed, to complete accurate and timely reports
F.5 Performs assigned duties.	<ul style="list-style-type: none"> Seldom performs assigned duties through to completion. 	<ul style="list-style-type: none"> Performs duties as assigned, but often must be reminded. 	<ul style="list-style-type: none"> Performs all duties, as assigned. 	<ul style="list-style-type: none"> Willingly performs assigned duties and takes on additional responsibility.



F.6 Builds professional relationships.	<ul style="list-style-type: none"> • Expresses little interest in developing professional relationships. 	<ul style="list-style-type: none"> • Demonstrates a limited interest in fostering professional relationships. 	<ul style="list-style-type: none"> • Engages in professional activities with peers to form positive relationships. 	<ul style="list-style-type: none"> • Actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.
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FCPCS Curriculum Support Personnel & Media Specialist Evaluation System

Florida Consortium of Public Charter Schools

Curriculum Support Personnel & Media Specialist Evaluation

Employee's Name: _____ Job Title: _____ Date: _____

School/Campus: _____ Grade Level(s) Served: _____ Time: From _____ to _____

The FCPCS Curriculum Support Personnel & Media Specialist Evaluation is a performance evaluation system for curriculum support personnel (i.e., literacy coaches, curriculum coaches, program coordinators/specialists) and media specialists that is aligned to the *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065, the *Student Services Evaluation Model* (SSEPM), and various professional job descriptions for reading/literacy coaches and library/media specialists within public school districts of Florida. When administering the evaluation, the evaluator should enter a rating of 1-4 for each indicator, based on evidence collected over the designated period of time. The evaluator will refer to the Evaluation Rubric to determine an appropriate rating for each indicator. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

4 - Highly Effective: There is consistent evidence that the teacher is demonstrating the identified teacher competencies.

3 - Effective: The teacher is demonstrating the identified teacher competencies most of the time.

2 - Needs Improvement or Developing ("*Developing*" rating is for teachers in their first three years only.) The teacher is inconsistent in demonstrating the identified teacher competencies.

1 - Unsatisfactory: There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Curriculum Support Personnel & Media Specialist Evaluation

Select position of employee being evaluated:

Curriculum Support Specialist/Coach

Media Specialist

Domain A Indicators	The Learning Environment	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
A.1	Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards.		
A.2	Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate level of rigor.		
A.3	Promotes reading in a variety of content areas and the use of information resources.		
A.4	Models behavior which depicts high expectations for all students and respect for others' cultures and backgrounds.		
A.5	Utilizes clear, acceptable oral and written communication skills when communicating with teachers, parents, and administrators.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 40.)		

Domain B Indicators	Subject Area Expertise	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
B.1	Establishes long-range goals correlated to the School Improvement Plan.		
B.2	Designs and conducts informational lessons for students on the use of instructional resources.		
B.3	Uses school-wide diagnostic student data to assist teachers in planning lessons for students.		
B.4	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right.		



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Curriculum Support Personnel & Media Specialist Evaluation

Domain C does not apply to media specialists.

Domain C Indicators	Assistance for Instruction and Assessment <i>(This section does not apply to media specialists.)</i>	Cur. Sup. Rating 1-4
C.1	Assists teachers in planning, sequencing, and scaffolding of lessons.	
C.2	Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.	
C.3	Facilitates the integration of research-based skills/strategies and technology into the lessons.	
C.4	Assists teachers in analyzing student assessment data to identify gaps in students' knowledge of the content area.	
C.5	Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum and instruction.	
C.6	Assists teachers in employing higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

Domain D Indicators	Staff Development	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
D.1	Participates in professional development and shares the content with school site personnel and administrators through faculty presentations and individual training sessions.		
D.2	Works as a curriculum and instructional leader on the school's leadership team and school improvement committee.		
D.3	Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators.		
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 12.)</i>		

Domain E Indicators	Continuous Professional Improvement	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.		
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.		
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.		
E.4	Collaborates with parents, colleagues and the community to support student learning.		
E.5	Implements knowledge and skills learned in professional development in the teaching and learning process.		
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 20.)</i>		



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Domain F Indicators	Professional Responsibility and Ethical Conduct	Cur. Sup. Rating 1-4	Med. Sp. Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.		
F.2	Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community.		
F.3	Maintains accurate records related to the employee's job description and professional responsibilities.		
F.4	Is punctual with reports, records, and reporting to work.		
F.5	Performs assigned duties.		
F.6	Builds professional relationships.		
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)		

Calculating the Employee's Annual Performance Rating:

Total score for **Curriculum Support Employee:** _____ (Maximum score is 176.)

OR

Total Score for **Media Specialist:** _____ (Maximum score is 128.)

To determine the employee's **Annual Performance Rating**, use the appropriate scale below and mark the appropriate rating.

Curriculum Support Employee Rating Scale

150-176 = *Highly Effective*
 106-149 = *Effective*
 63-105 = *Needs Improvement/Developing*
 62 and below = *Unsatisfactory*

Media Specialist Rating Scale

109-128 = *Highly Effective*
 77-108 = *Effective*
 46-76 = *Needs Improvement/Developing*
 45 and below = *Unsatisfactory*

Highly Effective ____ *Effective* ____ *Needs Improvement/Developing* ____ *Unsatisfactory* ____



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Comments:

Areas of Strength:

Areas for Improvement/Recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.

Employee's Signature

Date

Evaluator's Signature

Date



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FCPCS Curriculum Support Personnel & Media Specialist Evaluation System Rubric

FCPCS Curriculum Support Personnel/Media Specialists Evaluation Rubric

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. The Learning Environment				
A.1 Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards.	<ul style="list-style-type: none"> Does not collaborate with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards. 	<ul style="list-style-type: none"> Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards but does not monitor compliance. 	<ul style="list-style-type: none"> Collaborates with teachers and administrators to develop and implement a school-wide reading/literacy program that complies with the state standards and monitors school-wide implementation of the program. 	<ul style="list-style-type: none"> Frequently and effectively collaborates with teachers and administrators to develop and implement various school-wide reading/literacy programs that comply with the state standards. Monitors school-wide implementation of program. Evaluates effectiveness of literacy program through analysis of students' reading achievement.
A.2 Assists teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level.	<ul style="list-style-type: none"> Does not collaborate regularly with teachers to create a learning environment of literacy conducive to effective instruction which is delivered at the appropriate age level. 	<ul style="list-style-type: none"> Collaborates with teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level but does not monitor whether instruction delivered is effective in the classroom or school-wide literacy program is effective in promoting reading. 	<ul style="list-style-type: none"> Collaborates regularly with teachers in creating an environment of literacy conducive to effective instruction which is delivered at the appropriate age level. Monitors whether school-wide literacy program is effective in increasing students' literacy skills. 	<ul style="list-style-type: none"> Frequently and effectively assists teachers in creating an environment conducive to effective instruction and an appreciation for literature which is delivered at the appropriate age level, and promotes lifelong learning. Actively promotes literacy among all students at the school through a school-wide literacy campaign that involves students, staff, and parents.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. The Learning Environment				
A.3 Promotes reading in a variety of content areas and the use of information resources.	<ul style="list-style-type: none"> Does not consistently promote reading. Does not develop, organize or implement appreciation activities. Does not review the current, relevant professional literature. 	<ul style="list-style-type: none"> Promotes reading in a variety of content areas and the use of information resources. Seldom develops, organizes and implements effective reading promotional activities and literature appreciation activities. Occasionally reviews the current, relevant professional literature. 	<ul style="list-style-type: none"> Promotes reading in a variety of content areas and the use of information resources. Develops, organizes, and implements effective reading promotional activities and literature appreciation activities to promote lifelong learning. Remains current in subject/content/field/technology and professional practices. Collaborates with teachers across different disciplines to promote literacy through integrated activities. 	<ul style="list-style-type: none"> Consistently promotes reading in a variety of content areas and the use of information resources. Frequently develops, organizes and implements initiatives for effective reading promotional activities and literature appreciation activities to promote lifelong learning. Remains current in subject/content/field/technology and professional practices and shares findings with colleagues. Collaborates and plans lessons with teachers that infuse literacy through all content areas through activities, programs, or projects.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. The Learning Environment				
A.4 Models behavior which depicts high expectations for all students and respect for others' cultures and backgrounds.	<ul style="list-style-type: none"> There is little or no evidence that the employee has knowledge of the students' backgrounds, cultures, skills, language proficiency, interests and/or special needs. Classroom interactions, both between the employee and students and among students themselves, are negative, inappropriate, or insensitive to students' cultural backgrounds. Interactions are often characterized by sarcasm, put-downs, or conflict. 	<ul style="list-style-type: none"> Acknowledges the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for the class as a whole. Classroom interactions, both between the employee and the students and among students themselves, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. 	<ul style="list-style-type: none"> Actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests and/or special needs, and attains this knowledge for groups of students. Classroom interactions, both between the employee and students and among students themselves, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Clearly expresses high expectations for all students, regardless of their backgrounds. 	<ul style="list-style-type: none"> Actively seeks knowledge and understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. Classroom interactions between the employee and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Fosters a culture among students that ensures that students themselves demonstrate high levels of civility and respect toward other members of the class.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
A. The Learning Environment				
A.5 Utilizes clear, acceptable oral and written communication skills when communicating with teachers, parents, and administrators.	<ul style="list-style-type: none"> • Expectations for learning, directions, procedures and explanations of content are unclear or confusing to students. • Use of written or spoken language contains errors or is inappropriate for students' levels of development or culture and background. • Communication with families about the instructional program or individual students is sporadic and often inappropriate. The employee makes no attempt to engage families in the instructional program. 	<ul style="list-style-type: none"> • Expectations for learning, directions, procedures and explanations of content are clarified after initial confusion. • Use of written and verbal language with teachers, parents, and administrators is correct but may not be completely appropriate for students' levels of development or culture and background. • Adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always clear or understood. 	<ul style="list-style-type: none"> • Explanations for learning, directions, procedures and explanations of content are clear to students. • Written and verbal communications with teachers, parents, and administrators are free of errors and appropriate for students' development levels or cultures and backgrounds. • Communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in an appropriate manner. 	<ul style="list-style-type: none"> • Expectations for learning, directions, procedures and explanations of content are clear to students and anticipates possible student misconceptions. • Oral and written communication with teachers, parents, and administrators is clear, correct, and expressive, and is appropriate for students' development levels or cultures and background. • Communication with families is frequent and sensitive to cultural traditions. The employee successfully engages families in the instructional program, as appropriate.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. Subject Area Expertise				
B.1 Establishes long-range goals correlated to the School Improvement Plan.	<ul style="list-style-type: none"> Does not establish long-range goals correlated to the School Improvement Plan. 	<ul style="list-style-type: none"> Establishes long-range goals correlated to the School Improvement Plan but fails to effectively monitor and achieve these goals. 	<ul style="list-style-type: none"> Collaborates with school leadership to establish long-range goals correlated to the School Improvement Plan. Demonstrates a commitment to implement strategies to ensure achievement of goals that are aligned to the School Improvement Plan. 	<ul style="list-style-type: none"> Collaborates with school leadership on an ongoing basis to establish long-range goals correlated to the School Improvement Plan. Consistently implements a variety of strategies designed to achieve long-range goals correlated to the School Improvement Plan. Consistently monitors implementation of strategies and activities delineated in the School Improvement Plan to ensure attainment of long-range goals.
B.2 Designs and conducts informational lessons for students on the use of instructional resources.	<ul style="list-style-type: none"> Does not design or conduct informational lessons for students on the use of instructional resources. 	<ul style="list-style-type: none"> Seldom conducts informational lessons for students on the use of instructional resources. 	<ul style="list-style-type: none"> Designs and conducts informational lessons for students on the use of instructional resources. 	<ul style="list-style-type: none"> Frequently designs and conducts effective informational lessons for students on the use of instructional resources. Assists teachers and students in utilizing instructional resources to support student learning.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
B. Subject Area Expertise				
B.3 Uses school-wide diagnostic student data to assist teachers in planning lessons for students.	<ul style="list-style-type: none"> Does not use diagnostic student data to assist teachers in planning lessons for students. 	<ul style="list-style-type: none"> Seldom reviews available school-wide diagnostic student data to assist teachers in planning lessons. 	<ul style="list-style-type: none"> Analyzes a variety of school-wide diagnostic student data to assist teachers in planning lessons for students. Documents data analysis meetings with teachers and identifies specific student learning needs in order to assist teachers in planning lessons. 	<ul style="list-style-type: none"> Analyzes and interprets all available school-wide diagnostic student data to assist teachers in planning lessons for students. Evaluates the results of action plans developed during data analysis meetings. Assists teachers in identifying needs of individual students and addressing these needs.
B.4 Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<ul style="list-style-type: none"> Does not assist teachers in developing learning experiences that require students to demonstrate a variety of applicable skills and competencies. 	<ul style="list-style-type: none"> Seldom works with teachers to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. 	<ul style="list-style-type: none"> Collaborates with teachers on a regular basis to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. Assists teachers in developing assessment measures that require students to demonstrate and apply skills and competencies. 	<ul style="list-style-type: none"> Collaborates and documents regularly scheduled meetings with teachers to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies. Assists teachers in developing and implementing lessons and assessment measures that require students to demonstrate and apply skills and competencies.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Assistance for Instruction and Assessment				
C.1 Assists teachers in planning, sequencing, and scaffolding of lessons.	<ul style="list-style-type: none"> Does not regularly assist teachers in planning, sequencing, and scaffolding lessons. 	<ul style="list-style-type: none"> Assists teachers in planning lessons but is not well-versed in sequencing and scaffolding lessons. Does not demonstrate awareness of the important concepts in the discipline, prerequisite relationships between them and the instructional practices specific to that discipline. 	<ul style="list-style-type: none"> Assists teachers on a regular basis in planning, sequencing, and scaffolding lessons. Ensures that lessons are designed to build upon students' prior knowledge. Ensures that lesson objectives are clear and developed in a logical order. Ensures that the teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts and the instructional practices specific to that discipline. 	<ul style="list-style-type: none"> Assists teachers across all disciplines in planning, sequencing, and scaffolding lessons. Assists teachers in finding resources to use with students. Demonstrates a thorough understanding of the most important elements/ issues/ strands of disciplines necessary for students to develop a deep understanding of the subject matter. Selects appropriate and robust materials and activities for student learning. Lesson objectives are consistently clear and developed in a sequential manner.
C.2 Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.	<ul style="list-style-type: none"> Is unfamiliar with the coaching model. Does not/cannot coach the teachers using the coaching model. 	<ul style="list-style-type: none"> Is vaguely familiar with the coaching model (planning, demonstrating, providing feedback) and poorly utilizes it with the teachers at the school site. 	<ul style="list-style-type: none"> Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site Meets with teachers on a regular basis to provide feedback on the lessons observed. 	<ul style="list-style-type: none"> Utilizes and makes improvements to the coaching model to ensure that each teacher's individual needs are being addressed during the process of assistance. Develops schedule to meet with teachers on a weekly basis to provide feedback on the effective utilization of new strategies in the lessons observed.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Assistance for Instruction and Assessment				
C.3 Facilitates the integration of reading skills, effective teaching strategies, and technology into the reading classrooms.	<ul style="list-style-type: none"> Does not effectively facilitate the integration of reading skills and strategies into the reading classrooms. Does not facilitate the integration of technology into reading classrooms. 	<ul style="list-style-type: none"> Seldom facilitates the integration of reading skills and effective teaching strategies into the reading classrooms. Seldom facilitates the integration of technology into the reading classrooms. 	<ul style="list-style-type: none"> Works with teachers to facilitate the integration of reading skills and effective teaching practices into the reading classrooms. Assists teachers in integrating technology to support student learning in reading classrooms. 	<ul style="list-style-type: none"> Works with teachers to plan and integrate reading skills and effective teaching practices into the reading classrooms. Assists teachers in integrating and utilizing technology to support student learning in reading classrooms. Provides training to colleagues on integrating reading strategies and technology into the reading classrooms.
C.4 Assists teachers in analyzing student assessment data to identify gaps in students' knowledge of the content area.	<ul style="list-style-type: none"> Does not work with teachers to identify gaps in student learning. Blames students' socio-economic status on lack of ability and motivation. Demonstrates no interest in utilizing the Multi-Tiered System of supports (MTSS). 	<ul style="list-style-type: none"> Rarely works with teachers to review data and resources to identify student gaps in learning. Does not expand teacher's knowledge base of the MTSS process and implementation of interventions with students. 	<ul style="list-style-type: none"> Shows the teacher how to utilize a variety of appropriate assessments to identify student learning gaps; makes adjustments to instruction as necessary. Follows the problem-solving components of MTSS and adheres to the process with integrity and fidelity. Collaborates with teachers to identify resources and 	<ul style="list-style-type: none"> Ensures that the teacher utilizes multiple assessments to determine understanding and identify gaps in knowledge. Based on results, immediate changes and adjustments to instruction, curriculum and program structure are apparent. Shares information with colleagues and leads the discussion to formulate a



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			<p>strategies for providing interventions for students as determined by the MTSS Problem-Solving Team.</p> <ul style="list-style-type: none"> • Regularly communicates student learning concerns with team members. 	<p>plan to close the gaps.</p> <ul style="list-style-type: none"> • Contributes to the school's overall effectiveness of the plan for analyzing data and identifying gaps in students' knowledge by providing guidance and training to staff or individual teachers.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
C. Assistance for Instruction and Assessment				
C.5 Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum.	<ul style="list-style-type: none"> Does not/cannot assist administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum. 	<ul style="list-style-type: none"> Seldom assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum. 	<ul style="list-style-type: none"> Assists administration and classroom teachers in the interpretation of student assessment data to plan and adjust curriculum. Assists administration in organizing workshops for teachers in analyzing and interpreting data. Assists teachers in developing lessons to address students' academic needs, based on student data. 	<ul style="list-style-type: none"> Consistently assists administration and classroom teachers in the interpretation of student assessment data in order to plan and adjust curriculum. Maintains appropriate documentation of strategies employed to assess students, analyze data, and adjust instruction as needed.
C.6 Assists teachers in employing higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	<ul style="list-style-type: none"> Does not work with teachers to ensure that questions are high-order and appropriate to elicit student participation and discussion. Does not work with teachers to ensure that they are familiar with the technological resources to maximize student learning. 	<ul style="list-style-type: none"> Works with teachers in the classroom but is not aware that only some questions elicit a thoughtful response, and that most are low-level questions and posed in rapid succession. Attempts to engage all students in the discussion are only partially successful. Does not realize that technology utilization in the classroom is minimal and has a minimal understanding of how to integrate to enrich the learning experience. 	<ul style="list-style-type: none"> Works with teachers to ensure that questions elicit critical thinking and a thoughtful response, and that sufficient time is provided for students to answer. Works with teachers to ensure that all students participate in the discussion, regardless of their level, with the teacher serving as facilitator when appropriate. Shows the teacher how to integrate techniques, resources and technology in the curriculum to enhance learning. 	<ul style="list-style-type: none"> Works with teachers to ensure that questions elicit higher-order thinking and are culturally and developmentally appropriate. Allows students to formulate many of the high-level questions and ensure that all voices are heard. Helps the teacher integrate techniques, resources, and technology in the curriculum to maximize the learning experience, engage learners in rigorous activities, and introduce them to the limitless possibilities of rich and robust content.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
D. Staff Development				
D.1 Participates in professional development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions.	<ul style="list-style-type: none"> Participates in professional development as required but does not fully participate or contribute to group activities during professional development. Does not/cannot share content of professional development with school-site personnel and administration. 	<ul style="list-style-type: none"> Participates in professional development and rarely shares the content with school-site personnel and administrators through faculty presentations and individual training sessions. 	<ul style="list-style-type: none"> Participates in professional development and shares the content with school-site personnel and administrators through faculty presentations and individual training sessions. 	<ul style="list-style-type: none"> Frequently participates in and designs professional development sessions in order to share the content with school-site personnel and administrators. Follows up to ensure that knowledge and skills acquired by participants during professional development is implemented effectively.
D.2 Works as a curriculum and instructional leader on the school's leadership team and school improvement committee.	<ul style="list-style-type: none"> Makes minimal contributions as a curriculum and instructional leader on the school's leadership team and school improvement committee. 	<ul style="list-style-type: none"> Is ineffective in working as a curriculum and instructional leader on the school's leadership team and school improvement committee. Does not follow-up on required actions or next steps that result from leadership team meetings or school improvement committee meetings. 	<ul style="list-style-type: none"> Works as a curriculum and instructional leader on the school's leadership team and school improvement committee. Follows up on the implementation of strategies, activities, or programs that are discussed during leadership team meetings or school improvement committee meetings. 	<ul style="list-style-type: none"> Works effectively as a curriculum and instructional leader on the school's leadership team and school improvement committee. Contributes to the process of school improvement through identification of strategies or resources. Works with school leaders, committee members, and teachers to implement the school improvement plan and school-wide initiatives for school improvement.



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<p>D.3 Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and disseminates this information to teachers and administrators.</p>	<ul style="list-style-type: none"> • Is not aware of current legislation, regulations, policies and procedures related to curriculum and instructional technology and does not communicate or disseminate this information to teachers or administrators. 	<ul style="list-style-type: none"> • Is vaguely familiar with the current legislation, regulations, policies and procedures related to curriculum and instructional technology and communicates this information to teachers and administrators. 	<ul style="list-style-type: none"> • Demonstrates knowledge of current legislation, regulations, policies and procedures related to curriculum and instructional technology, and communicates and disseminates this information to teachers or administrators. 	<ul style="list-style-type: none"> • Possesses up-to-date knowledge of current legislation, policies and procedures related to curriculum and instructional technology and disseminates this information to teachers and administrators in an easily comprehensible manner. • Is knowledgeable of current instructional technology and shares this information with administrators and teachers.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.1 Engages in professional development activities consistent with his/her goals and those of the school.	<ul style="list-style-type: none"> Participates in professional development activities only as required and when convenient. Provides little or no evidence of skill development outside of the school setting. 	<ul style="list-style-type: none"> Attends professional development activities but seldom integrates new techniques and strategies into practices. 	<ul style="list-style-type: none"> Participates in professional development activities to enhance content knowledge and pedagogical skills. Incorporates the information learned into the classroom setting, as appropriate. Aligns professional development to school goals and objectives. 	<ul style="list-style-type: none"> Actively participates in professional development activities that will contribute to professional growth and support the school's goals and objectives for student success. Takes a leadership role in planning and supporting professional development activities as part of continuous improvement for self and colleagues.
E.2 Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	<ul style="list-style-type: none"> Does not set professional goals. Rarely participates in professional development or participates only when required or necessary for recertification. 	<ul style="list-style-type: none"> Sets only minimal professional goals. Selects and participates in professional development opportunities that lack relevance to student success. 	<ul style="list-style-type: none"> Develops professional goals for continuous professional development. Seeks opportunities to enhance knowledge and skills and applies what has been learned to the classroom. Sets measurable goals that address classroom or school-wide needs as evidenced by student performance data. 	<ul style="list-style-type: none"> Sets meaningful short and long-term personal and professional goals relating to continuous professional development. Actively pursues professional development and uses the gained knowledge and skills to promote student learning. Aligns professional goals to student success based on individual students' needs and school-wide instructional needs. Makes substantial contributions to the profession through mentoring, research and/or training roles.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.3 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjusts planning and continuously improves the effectiveness of the lessons.	<ul style="list-style-type: none"> Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by the employee. 	<ul style="list-style-type: none"> Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by the employee. There is little or no evidence of evaluation of data or adjustment to lessons. 	<ul style="list-style-type: none"> Systematic process and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by the employee to adjust planning in order to improve lessons. There is adequate documentation of the process for analyzing data from multiple sources to adjust instruction as needed to address students' needs. The employee collaborates with colleagues to evaluate learning outcomes and plan lessons or implement school-wide initiatives to improve the effectiveness of instruction in the classroom. 	<ul style="list-style-type: none"> Systematic process and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by the employee to adjust planning to improve the effectiveness of the lessons and programs. There is ample documentation of processes and procedures used by teachers to review student data from multiple sources and analyze trends in student performance in order to address the needs of specific grades, classrooms, and individual students. Works with colleagues to evaluate the quality of instructional practices and programs used to deliver the curriculum.



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<p>E.4 Collaborates with parents, colleagues and the community to support student learning.</p>	<ul style="list-style-type: none"> • Seldom or never collaborates with parents, colleagues, and the community to support student learning. Works primarily in isolation and does not make any contributions to supporting the learning program. 	<ul style="list-style-type: none"> • Collaborates with parents and the community to support learning on a minimal basis. • Only participates in collegial activities when required. 	<ul style="list-style-type: none"> • Collaborates with parents, colleagues and the community regularly to strengthen the effectiveness of instruction based on student needs. • Works with peers to align instruction to the School Improvement Plan (SIP) to promote continuous improvement of student learning. 	<ul style="list-style-type: none"> • Frequently collaborates with parents, colleagues and the community to strengthen the effectiveness of instruction based on student needs. • Works with peers, on a regular basis, to align instruction to the School Improvement Plan to promote continuous improvement of student learning. • Actively supports and encourages collaboration among all stakeholders to promote student learning through sharing of best practices or initiating programs or activities at the classroom or school-wide level.
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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
E. Continuous Professional Improvement				
E.5 Implements knowledge and skills learned in professional development in the teaching and learning process.	<ul style="list-style-type: none"> There is no evidence that the employee implements knowledge and skills learned in professional development in the teaching and learning process. 	<ul style="list-style-type: none"> The employee possesses knowledge and skills for improving instruction but does not demonstrate evidence that it is incorporated in the classroom or school-wide to benefit students. 	<ul style="list-style-type: none"> There is evidence that the employee implements knowledge and skills learned in professional development at the classroom or school level. The employee regularly reviews the current literature and research, both independently and in collaboration with peers, and incorporates the research in the classroom or school-wide as appropriate to benefit students. 	<ul style="list-style-type: none"> There is ample evidence that the employee successfully implements knowledge and skills learned in professional development at the classroom or school level. The professional seeks out research to improve instruction and shares current research with colleagues during planning sessions, professional learning communities, or staff presentations.



Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F.1 Adheres to established laws, policies, rules and regulations.	<ul style="list-style-type: none"> There is little evidence that the employee is aware of school's policies and procedures and has limited knowledge of state and federal laws governing the education system. Has little understanding or knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> Complies with the school's policies and procedures most of the time. Demonstrates knowledge of the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> Adheres to the school's policies, rules and regulations and has a general understanding of the state and federal laws governing the education system. Upholds the <i>Code of Ethics for Florida Teachers</i> and the <i>Standards for Professional Conduct</i>. 	<ul style="list-style-type: none"> Consistently adheres to the school's policies, rules and regulations and has a strong knowledge of state and federal laws governing the education system. Models the tenets of the <i>Code of Ethics for Florida Educators</i> and the <i>Standards of Professional Conduct</i>, and encourages others to do the same.
F.2 Maintains a professional demeanor; adheres to school policies; exhibits a professional appearance and behavior; uses appropriate language; interacts appropriately with students, parents, staff and community.	<ul style="list-style-type: none"> Behavior is not consistent with the professional demeanor or appearance of instructional personnel. Does not consistently adhere to school policies and procedures. Does not interact appropriately with students, parents, staff, or the community. 	<ul style="list-style-type: none"> Maintains a professional demeanor and appearance most of the time. Adheres to school policies and procedures the majority of the time. Interacts with students, parents, staff and the community but does not always use proper or appropriate language. 	<ul style="list-style-type: none"> Maintains a professional demeanor and appearance, and exhibits appropriate behavior during and after school hours. Always adheres to school policies and procedures. Always interacts appropriately with students, parents, staff, and the community, and uses proper language. 	<ul style="list-style-type: none"> Consistently demonstrates a professional demeanor and appearance in all settings, during and after school hours, and always exhibits appropriate behavior and encourages others to do the same. Models professional interaction with students, parents, staff and the community. Works with students to teach them to exhibit proper behavior, demeanor, appearance, and to use appropriate language and interact appropriately with each other and with adults.



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Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory 1	Needs Improvement/ Developing 2	Effective 3	Highly Effective 4
F. Professional Responsibility and Ethical Conduct				
F. 3 Maintains accurate records related to the employee's job description and professional responsibilities.	<ul style="list-style-type: none"> Has no system or a rudimentary system of accurate record keeping and does not maintain student confidentiality. 	<ul style="list-style-type: none"> Makes numerous errors related to student records. 	<ul style="list-style-type: none"> Maintains accurate records and staff/student confidentiality. 	<ul style="list-style-type: none"> System for maintaining records is consistently accurate and efficient. Records are always up-to-date and easy to retrieve. Confidentiality of staff/student records and information is always maintained. Employee assists colleagues with record-keeping if needed and appropriate.
F.4 Is punctual with reports, records and reporting to work.	<ul style="list-style-type: none"> Is consistently late in submitting student reports and records. Has a high rate of tardiness. Has a high rate of absences. 	<ul style="list-style-type: none"> Must be reminded to submit student reports and records on time. Occasionally reports to work late. Frequently asks for approval to leave work early. Exceeds the number of authorized days off work. 	<ul style="list-style-type: none"> Submits student information, records and reports on time. Reports to work on time. Reports to work each day. 	<ul style="list-style-type: none"> Consistently completes and submits required student reporting information accurately and on time. Always reports to work on time. Demonstrates exemplary attendance rate. Reports to work each day, on time, and frequently arrives early or stays late at work to assist with school projects, collaborate with colleagues, meet with parents or student, or to continue working on professional assignments.



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F.5 Performs assigned duties.	<ul style="list-style-type: none"> • Seldom performs assigned duties through to completion. 	<ul style="list-style-type: none"> • Performs duties as assigned, but often must be reminded. 	<ul style="list-style-type: none"> • Performs all duties, as assigned. 	<ul style="list-style-type: none"> • Willingly performs assigned duties and takes on additional responsibility.
F.6 Builds professional relationships.	<ul style="list-style-type: none"> • Expresses little interest in developing professional relationships. 	<ul style="list-style-type: none"> • Demonstrates a limited interest in fostering professional relationships. 	<ul style="list-style-type: none"> • Engages in professional activities with peers to form positive professional relationships. 	<ul style="list-style-type: none"> • Actively seeks opportunities for professional growth and development; cultivates professional relationships in school and through professional organizations.



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FCPCS Summative Evaluation Rating Form for Classroom Teachers and Other Instructional Personnel

**FCPCS Summative Evaluation Rating (SER) Form
for Classroom Teachers and Other Instructional Personnel**

Employee's Name: _____ **Date:** _____

Subject(s): _____ **Grade Level(s):** _____

I. Annual Performance Rating Score (*Instructional Practice Score*)

Formal Observation	Date	Score	Converted Score*
Observation 1			
Observation 2 <i>(if applicable)</i>			
Observation 3 <i>(optional)</i>			
Observation 4 <i>(optional)</i>			
Average Percentage Score <i>(calculate average)</i>			

**Use appropriate Evaluation Conversion Chart (A, B, C, or D) located in handbook.*

II. Student Growth Score (*Mark box next to student growth measure used.*)

☐ **VAM Score:** _____

(Use the VAM report titled "Pct_Meet_Expectations" which gives a percentage.)

Or

☐ **School-Selected/School-Developed (Board-approved) Student Growth Score:** _____

(Must be reported as a percentage or score from 0-100)

Identify school-selected student growth measure(s) used to determine student growth for each subject and grade level. (Schools may use VAM scores for some teachers and School-Selected/School-Developed Assessment scores for other teachers.)

FCPCS Summative Evaluation Rating (SER) Form for Classroom Teachers and Other Instructional Personnel

III. Combining Annual Performance Rating and Student Growth Score

I. Annual Performance Rating Score (Two-thirds of Summative Evaluation Rating)	II. Student Growth Score (One-third of Summative Evaluation Rating)	III. Combined Score (Use SER Calculator)	<u>SUMMATIVE EVALUATION RATING</u> 85 - 100 = Highly Effective 60 - 84 = Effective 36 - 59 = Needs Improvement/Developing 35 and below = Unsatisfactory
			<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement/Developing <input type="checkbox"/> Unsatisfactory

IV. Evaluator's Comments

Evaluator's Signature: _____ **Date:** _____

Employee's Signature: _____ **Date:** _____



FCPCS Individual Professional Growth Plans

Classroom Teacher and Other Instructional Personnel

Development of the Individual Professional Growth Plan

Pursuant to Florida State Statute 1012.98 (4)(b)5, each school principal may establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). The statute also states that an individual professional development plan must be related to specific performance data for the students to whom the teacher is assigned, define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity, and include an evaluation component that determines the effectiveness of the professional development plan.

The Florida Consortium of Public Charter Schools (FCPCS) has created the FCPCS Individual Professional Growth Plan (IPGP), a tool that is designed to assist instructional personnel, in consultation with the school principal (school-based administrator), to develop an individualized professional growth plan each year. The IPGP is created at the beginning of the school year. At the initial meeting, the principal and instructional staff member meet to analyze specific student achievement and/or other student performance data of the students to whom the instructional employee is assigned. During this meeting, the principal and instructional employee will identify research and/or evidence-based strategies to help improve student performance. They will collaborate to identify measurable goals, professional practices, and professional growth activities to achieve the intended goal(s). They will also discuss how they will determine the effectiveness of the strategies and professional growth activities on achieving the intended goals. The principal and instructional employee will sign the IPGP form indicating mutual approval of the identified professional growth plan and to begin implementing the plan.

A mid-year review is held to assess the employee's progress in implementing the professional growth plan and to monitor student growth. This review promotes discussion, collegiality, and reflection. The mid-year review is to be held after the second student interim progress reporting period and before the end of the second reporting period. The mid-year review is held in a forum determined by the principal. In preparation for the mid-year review, the professional must review progress made toward the goal. Formal/informal data and/or a summary can be used to show progress toward the goal and effectiveness of strategies. It is not necessary to administer a formal mid-year assessment. However, if data is available, then the instructional personnel may report the data.

At the end of the school year, the principal and instructional employee meet for a final review of the IPGP. The principal meets with the employee to determine the extent to which professional growth activities and goal-related strategies accomplished the student performance gains proposed and to identify areas of continued need. The instructional employee may bring documentation supporting their new knowledge and skills. During this final meeting, student performance data, impact on learning, evidence of professional development attendance, and implementation of professional practice intervention(s) are reviewed. The principal and instructional employee determine if the IPGP was effective, sign and date the form indicating consensus of results, and begin to plan for next year's IPGP. All signed IPGPs are maintained by the principal and a copy is provided to the employee. The school's Governing Board may choose to include the employee's IPGP results as a part of the employee's Annual Performance Rating.

**Individual Professional Growth Plan (IPGP)
for Classroom Teachers and Other Instructional Personnel**

Employee's Name: _____ Date: _____

Employee's Title/Position: _____ Evaluator: _____

School/Campus _____ Subject(s) _____ Grade(s) _____

Student Outcome Goal (*Goal related to students with whom the employee works*):

Student Performance Measures or School-wide Data Used to Identify Goal Based on Need (*Specify student growth measures or school-wide data used to determine student growth or school improvement*):

Measurable Objectives (*Specify Expected Gains/Improvements*):

Goal-Related Strategies (*Specify activities designed to achieve objectives*):

Individual Professional Growth Plan (IPGP) for Classroom Teachers and Other Instructional Personnel

Professional Growth Activities *(List specific professional growth activities for the employee related to Student Outcome Goal):*

Outcome Measures and Results *(List student outcome measures or school-wide data used to determine goal achievement and results):*

PLANNING AND PROGRESS MEETINGS

MEETING	EVALUATOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Planning Meeting				
Comments:				
Mid-Year Review				
Comments:				
Final Review				
Comments:				

Mark the appropriate boxes:

☐ Goal Achieved

☐ Goal Partially Achieved

☐ Goal Not Achieved

Plan Extended for Next Year:

☐ Yes

☐ No

Training and Support



Training and Support

All individuals with evaluation responsibilities must understand the processes and proper use of the evaluation tools. FCPCS will provide ongoing training through webinars on the implementation of the evaluation systems. In order to utilize the FCPCS tools to evaluate the performance of classroom teachers, other instructional personnel, or school-based administrators, the evaluator must complete the required trainings in order to be certified as an evaluator. The webinars are available for viewing in the “members only” section on the FCPCS website (www.floridascharterschools.org). Any questions related to the use of the FCPCS Evaluation Systems may be directed to FCPCS at info@floridacharterschools.org. All employees being evaluated with the FCPCS Evaluation Systems must also be provided with training on the tools that will be used to evaluate them. School leaders may provide training to their employees or they may contact FCPCS to obtain the contact information for a consultant who may be contracted by the school to provide in-person training at the school site.

Training Webinars on the FCPCS Evaluation Systems 2018-2019

	Title	Date Recorded	Description	Target Audience
I.	Overview of the FCPCS Evaluation Systems	TBA	This brief webinar provides a general overview of the FCPCS Evaluation System for Classroom Teachers and Other Instructional Personnel and the Evaluation System for Administrators.	School Administrators/ Board Members/ School Operators or System Leaders
II.	Using the FCPCS Evaluation System for Teachers and Other Instructional Personnel	TBA	<u>REQUIRED TRAINING FOR NEW USERS</u> This webinar provides comprehensive training on using the FCPCS Evaluation System for Classroom Teacher and Other Instructional Personnel.	School Administrators/ Any Evaluator of Instructional Personnel
III.	Using the FCPCS Evaluation System for School-Based Administrators	TBA	<u>REQUIRED TRAINING FOR NEW USERS</u> This webinar provides comprehensive training on using the FCPCS Evaluation System for School-Based Administrators.	School-Based Administrators and their evaluators
IV.	Updates to the FCPCS Evaluation System - Classroom Teachers, Other Instructional Personnel, and Administrators	Recorded as needed based on changes in the law	<u>REQUIRED TRAINING FOR CURRENT USERS</u> This webinar provides a review of changes to the FCPCS evaluation tools and updates on statutory requirements.	School-Based Administrators/ Any Evaluator of Instructional Personnel or Administrators

Professional Development

Professional Development for Instructional Personnel

The purpose of professional development is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the work force. Per s. 1012.98(4)(a)2(b), each school district shall develop a professional development system. The system must be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Additionally, performance evaluation results must be used in identifying professional development.

The professional development system for instructional personnel must provide in-service activities, coupled with follow-up support appropriate to accomplish goals, and must focus on the following:

- analyses of student achievement data;
- ongoing formal and informal assessments of student achievement;
- identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas;
- enhancement of subject content expertise;
- integrated use of classroom technology that enhances teaching and learning;
- classroom management;
- parent involvement; and
- school safety.

In developing their professional development system, schools should review and monitor school discipline data, school environment; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The FCPCS Professional Development System

The Florida Consortium of Public Charter Schools (FCPCS) has partnered with Educational Impact (EI), a company that provides online professional development for educators, to create a professional development system that offers high quality, self-paced, state-approved online professional development courses for administrators and instructional staff that address the focus areas as stipulated above, and align with the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS). Participants of this online professional development system can earn in-service points that may be used for recertification. The FCPCS Professional Development System includes a course catalog that provides users with a list and description of all available online courses for instructional personnel and administrators. Next to each course, FCPCS has included the number of in-service points that participants can earn for completing each course which may be used for recertification through the FLDOE. Additionally, each course has been aligned to the appropriate indicator on the FCPCS Evaluation Tools for instructional personnel as well as administrators. This allows an administrator to observe a teacher using the FCPCS evaluation tool, identify the specific indicator(s) in which the teacher demonstrated a need for support, and assign the particular online course that is aligned to the indicator(s). This process ensures that the professional development activities in which the teacher participates is directly aligned to his/her needs based on the results of the evaluation conducted by the administrator. A webinar on the FCPCS Professional Development System is available for FCPCS members on the FCPCS website: www.floridacharterschools.org.

Related Articles

Related Articles

- ❖ Feedback for better teaching: nine principles for using measures of effective teaching (2013, January). *MET Project, Bill & Melinda Gates Foundation*. Retrieved from http://k12education.gatesfoundation.org/download/?Num=2667&filename=MET_Feedback-for-Better-Teaching_Principles-Paper.pdf
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Annual Performance Rating Score Conversion Charts

Chart 1
**Classroom Teacher Annual Performance Rating
Score Conversion Chart**

Evaluation Score	Point Conversion
212	100
210-211	99
208-209	98
206-207	97
204-205	96
201-203	95
199-200	94
197-198	93
195-196	92
193-194	91
191-192	90
189-190	89
187-188	88
184-186	87
182-183	86
180-181	85
178-179	84
176-177	83
174-175	82
172-173	81
170-171	80
167-169	79
165-166	78
163-164	77
161-162	76
159-160	75
157-158	74
155-156	73
153-154	72
151-152	71
148-150	70
146-147	69
144-145	68
142-143	67
140-141	66
138-139	65
136-137	64
134-135	63
131-133	62
129-130	61
127-128	60

Chart 1
**Classroom Teacher Annual Performance Rating
Score Conversion Chart**

125-126	59
123-124	58
121-122	57
119-120	56
117-118	55
114-116	54
112-113	53
110-111	52
108-109	51
106-107	50
104-105	49
102-103	48
100-101	47
98-99	46
95-97	45
93-94	44
91-92	43
89-90	42
87-88	41
85-86	40
83-84	39
81-82	38
78-80	37
76-77	36
74-75	35
72-73	34
70-71	33
68-69	32
66-67	31
64-65	30
62-63	29
59-61	28
57-58	27
55-56	26
53-54 *	25 *

* The lowest possible score that can be earned on the Classroom Teacher Evaluation tool is 53 because no indicator can be rated lower than “1.” Therefore, the lowest possible converted score that can be earned on the classroom teacher evaluation tool is 25.

Chart 2
Student Services Personnel Annual Performance Rating
Score Conversion Chart

Evaluation Score	Point Conversion
180	100
178-179	99
176-177	98
175	97
173-174	96
171-172	95
169-170	94
167-168	93
166	92
164-165	91
162-163	90
160-161	89
158-159	88
157	87
155-156	86
153-154	85
151-152	84
149-150	83
148	82
146-147	81
144-145	80
142-143	79
140-141	78
139	77
137-138	76
135-136	75
133-134	74
131-132	73
130	72
128-129	71
126-127	70
124-125	69
122-123	68
121	67
119-120	66
117-118	65
115-116	64
113-114	63
112	62
110-111	61
108-109	60

Chart 2
Student Services Personnel Annual Performance Rating
Score Conversion Chart

106-107	59
104-105	58
103	57
101-102	56
99-100	55
97-98	54
95-96	53
94	52
92-93	51
90-91	50
88-89	49
86-87	48
84-85	47
83	46
81-82	45
79-80	44
77-78	43
76	42
74-75	41
72-73	40
70-71	39
68-69	38
67	37
65-66	36
63-64	35
61-62	34
59-60	33
58	32
56-57	31
54-55	30
52-53	29
50-51	28
49	27
47-48	26
45-46 *	25 *

*The lowest possible score that can be earned on the Student Services Personnel Evaluation tool is 45 because no indicator can be rated lower than “1.” Therefore, the lowest possible converted score that can be earned on the evaluation tool is 25.

Chart 3
Curriculum Support Personnel Annual Performance Rating
Score Conversion Chart

Evaluation Score	Point Conversion
176	100
174-175	99
172-173	98
171	97
169-170	96
167-168	95
165-166	94
164	93
162-163	92
160-161	91
158-159	90
157	89
155-156	88
153-154	87
151-152	86
150	85
148-149	84
146-147	83
144-145	82
143	81
141-142	80
139-140	79
137-138	78
136	77
134-135	76
132-133	75
130-131	74
128-129	73
127	72
125-126	71
123-124	70
121-122	69
120	68
118-119	67
116-117	66
114-115	65
113	64
111-112	63
109-110	62
107-108	61
106	60

Chart 3
**Curriculum Support Personnel Annual Performance Rating
Score Conversion Chart**

104-105	59
102-103	58
100-101	57
99	56
97-98	55
95-96	54
93-94	53
92	52
90-91	51
88-89	50
86-87	49
84-85	48
83	47
81-82	46
79-80	45
77-78	44
76	43
74-75	42
72-73	41
70-71	40
69	39
67-68	38
65-66	37
63-64	36
62	35
60-61	34
58-59	33
56-57	32
55	31
53-54	30
51-52	29
49-50	28
48	27
46-47	26
44-45 *	25 *

*The lowest possible score that can be earned on the Curriculum Support Personnel Evaluation tool is 44 because no indicator can be rated lower than “1.” Therefore, the lowest possible converted score that can be earned on the evaluation tool is 25.

Chart 4
**Media Specialist Annual Performance Rating
Score Conversion Chart**

Evaluation Score	Point Conversion
128	100
127	99
125-126	98
124	97
123	96
122	95
120-121	94
119	93
118	92
116-117	91
115	90
114	89
113	88
111-112	87
110	86
109	85
108	84
106-107	83
105	82
104	81
102-103	80
101	79
100	78
99	77
97-98	76
96	75
95	74
94	73
92-93	72
91	71
90	70
88-89	69
87	68
86	67
84-85	66
83	65
82	64
81	63
79-80	62
78	61
77	60
76	59

Chart 4
Media Specialist Annual Performance Rating
Score Conversion Chart

74-75	58
73	57
72	56
70-71	55
69	54
68	53
67	52
65-66	51
64	50
63	49
61-62	48
60	47
59	46
58	45
56-57	44
55	43
54	42
52-53	41
51	40
50	39
49	38
47-48	37
46	36
45	35
44	34
42-43	33
41	32
40	31
38-39	30
37	29
36	28
35	27
33-34	26
32 *	25 *

*The lowest possible score that can be earned on the Media Specialist Evaluation tool is 32 because no indicator can be rated lower than “1.” Therefore, the lowest possible converted score that can be earned on the evaluation tool is 25.

Summative Evaluation Rating Calculator



Summative Evaluation Rating Calculator

School Number	0
---------------	---

RATING

[illegible]



FLORIDA CONSORTIUM *of*
PUBLIC CHARTER SCHOOLS

Florida's Charter Support Organization Since 1999

School-Based Administrator Evaluation

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FLORIDA CONSORTIUM *of* PUBLIC CHARTER SCHOOLS

Florida's Charter Support Organization Since 1999

On behalf of the Florida Consortium of Public Charter Schools (FCPCS) Board of Directors, I would like to extend our gratitude for your support and for using the FCPCS Evaluation System for School-Based Administrators. FCPCS would like to acknowledge Impact Learning Strategies, LLC, for its professional expertise and significant role in developing this comprehensive system for improving professional practices for charter schools. We are also indebted to FCPCS Preferred Consultants and the FCPCS Executive Committee for their contributions and guidance. Above all, we are grateful to charter schools across our nation for their commitment and dedication to providing a quality education for all of our students.

Best regards,

Robert Haag, President/CEO
Florida Consortium of Public Charter Schools

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Introduction

Per s.1012.34, F.S., a performance evaluation must be conducted for each employee at least once a year. Charter schools are required, along with public schools, to establish procedures for evaluating the performance of duties and responsibilities of all instructional personnel and school-based administrators. All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place, in accordance with s. 1012.34(3)4(b). All individuals with evaluation responsibilities must understand the proper use of the evaluation criteria and procedures. The evaluation must be based upon sound educational principles and contemporary research in effective educational practices [s. 1012.34(3)(a), F.S.]. The evaluation systems for instructional and administrative personnel must be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing school level and improvement plans. The evaluation system must provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional and administrative personnel and performance evaluation results must be used in identifying professional development.

Evaluation systems for school administrators must differentiate among four levels of performance as follows: (1) Highly Effective; (2) Effective; (3) Needs Improvement; or (4) Unsatisfactory. The school district [governing board] must develop criteria for differentiating among the performance levels. The district [governing board] must review selected “cut points” to determine if they are resulting in the differentiation and the alignment expected from a research based system. The performance rating must provide realistic feedback that promotes actual professional growth and improves learning environments. The evaluation system must have the capacity to be used as a growth model, not just an accountability system. Evaluation results must be used to determine appropriate professional development for administrative personnel.

Pursuant to s. 1012.34(7)(a), the Commissioner of Education shall approve a formula to measure individual student learning growth on the statewide, standardized assessments in English language arts and mathematics administered under s. 1008.22. The commissioner may select additional formulas to measure student performance as appropriate for the remainder of the statewide, standardized assessments included under s. 1008.22 and continue to select formulas as new assessments are implemented in the state system. Each school district [governing board] may, but is not required to, measure student learning growth using the formulas approved by the Commissioner of Education.

Evaluation System Requirements

In accordance with s. 1012.34, F.S., the evaluation system for both instructional personnel and school-based administrators must be designed to do the following:

- Support effective instruction and student learning growth; results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for the continuous quality improvement of the professional skills of instructional personnel and school-based administrators; results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input on employee performance evaluations when appropriate.



- Differentiate among four levels of performance: Highly Effective, Effective, Needs Improvement, and Unsatisfactory.
- Provide training and monitoring programs to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and process.

Administrator evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. Pursuant to Section 1012.34, Florida Statutes, an evaluation for administrative personnel is based on three criteria:

1. Performance of Students
2. Leadership Practice
3. Professional and Job Responsibilities

Per Florida Statute 1012.34 at least one-third of an administrator's evaluation is based on **student performance**. This portion of the evaluation must include growth or achievement data of the students attending the school. For school administrators, at least one-third of the performance evaluation must be based on **instructional leadership**. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. This system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation. The remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the Board.

The Leadership Practice criterion for administrators must include the following:

1. Indicators, organized by Domains, based on the Florida Principal Leadership Standards (Rule 6A-5.080, F.A.C.);
2. How Indicators and/or Domains are prioritized to present evidence that the evaluation system is designed to support effective instruction and student learning growth;
3. Procedures for conducting observations and collecting data and other evidence of instructional practice; and
4. Processes for providing feedback to the individual being evaluated and how results will be used for individual professional development.

FCPCS Instructional and Administrative Evaluation Advisory Committee

The FCPCS Instructional and Administrative Evaluation Advisory Committee will be assembled to review the evaluation systems for instructional personnel and administrators. Members of the FCPCS Instructional and Administrative Evaluation Advisory Committee who will participate in the administrative evaluation review will be selected from the following groups:

- Core Content Classroom Teachers K-12
- Non-Core-Content Classroom Teachers K-12



- Non-Classroom Teachers K-12
- ESE Classroom Teachers K-12
- Special Area/Elective Teachers K-12
- Charter School Administrators K-12
- Members of the FCPCS Board of Directors

The Evaluation Advisory Committee will disseminate a survey to all charter school instructional and administrative personnel evaluated by the FCPCS evaluation systems. Survey questions will be designed to gather data regarding the evaluation processes and instruments. Additional elements will be examined by the committee to determine the effectiveness and fidelity of implementation of the FCPCS evaluations. The FCPCS Evaluation Advisory Committee will meet a minimum of two times annually and make recommendations to the FCPCS Board for system changes by July 1 of each year. Certain adjustments in system processes that pertain to student performance measures applicable to the evaluation of instructional and administrative personnel may need to be made each year of implementation due to factors related to student achievement data. To ensure effective implementation of the evaluation for instructional and administrative personnel, FCPCS will develop a process to monitor the overall evaluation system and the effective and appropriate use by the evaluator. FCPCS will provide ongoing training through webinars on the implementation of the evaluation system.

The Florida Principal Leadership Standards (Florida Statute 6A-5.080)

The Florida Principal Leadership Standards (FPLS) are Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools.

For a detailed list of research broken down by standard, see the document entitled *2011 Florida Principal Leadership Standards Cross Referenced to Contemporary Research and Key Leadership Writing* located at <http://www.fldoe.org/core/fileparse.php/7503/urlt/0071815-fpls2011-annotatedbib.pdf>

The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements. Pursuant to Florida Statute 1012.34(3), evaluation criteria used when annually observing school-based administrators must include indicators based upon each of the FPLS. The Florida Principal Leadership Standards are listed below.

Domain 1: Student Achievement

Standard 1: Student Learning Results

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority

- a. Enables faculty and staff to work as a system focused on student learning;



- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state-adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Development

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiencies needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology; and
- e. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.



Domain 3: Organizational Leadership

Standard 6: Decision Making

- a. Gives priority attention to decision that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem-solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues;
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behavior

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.006, F.A.C.:
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;



- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;
- e. Demonstrates willingness to admit error and learn from it; and
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

The percentages listed below specify the weight of each domain in calculating the final performance rating:

Domain 1: Student Achievement – 12%

Domain 2: Instructional Leadership – 34%

Domain 3: Organizational Leadership – 42%

Domain 4: Professional and Ethical Behavior – 12%

In other words, 46% of the overall rating is based on student achievement and instructional leadership (Domains 1 and 2), 42% of the overall rating is based on organizational leadership (Domain 3), and 12% of the overall rating is based on professional and ethical behavior (Domain 4).

Performance Levels

On an annual basis, administrators will receive an annual performance rating of their performance based on a comprehensive evaluation system. Per s. 1012.34, F.S., the overall annual performance rating for administrators will be differentiated among four levels of performance as defined below:

- **Highly Effective** – This level is reserved for outstanding leaders who have an impact both within the school and outside the school. Performance at this level is significantly superior to “Effective” in its impact on students, staff, parents and the community. The Highly Effective leader consistently and effectively demonstrates all evaluation indicators as shown through ample evidence. In normal distributions, some leaders will be rated highly effective on some indicators, but few leaders will be rated highly effective as an annual performance level.
- **Effective** – This level describes leadership performance that has local impact (i.e., within the school) and meets the organization’s needs. The Effective leader demonstrates performance that consistently meets a high standard of quality and is consistent with an experienced administrator. The Effective leader demonstrates evaluation indicators consistently.
- **Needs Improvement** – This level indicates performance that requires additional attention to specific areas to ensure an acceptable level of proficiency. This performance is not consistent with the position and experience of the employee. The administrator that is rated as “Needs Improvement” seldom demonstrates evaluation indicators or demonstrates a portion of the indicators. There is little evidence that indicators are met. If this level is used, there should be a written explanation to support how the administrator’s performance is to be improved.
- **Unsatisfactory** – This level indicates performance that does not meet the minimum requirements of the position and the level of performance commensurate with the experience of the employee. The administrator that is rated as “Unsatisfactory” does not demonstrate that evaluation indicators

are met; there is no evidence available. If this level is issued, there must be a written explanation of how the administrator's performance is to be improved.

Evaluation System for School-Based Administrators

The Florida Consortium of Public Charter Schools (FCPCS) has developed a comprehensive evaluation system to monitor and assess the instructional leadership and job performance of school-based administrators that meets the statutory requirements set forth by s. 1012.34, Florida Statutes. This portion of the annual evaluation will be based primarily on observations of performance and will be conducted by the individual responsible for supervising the administrator.

The ***FCPCS Evaluation System for School-Based Administrators*** is a performance measurement system for school-based administrators aligned to the 10 Florida Principal Leadership Standards (FPLS), as delineated in State Board of Education Rule 6A-5.080. When administering the evaluation, the evaluator will record "proficiency levels" which indicate how well an administrator performs on each individual indicator on the evaluation system. The evaluation system is comprised of four domains, 10 standards, and 50 indicators. Each indicator will have a proficiency rating and each standard will have a total performance rating. Evaluators will rate performance indicators using the **FCPCS School-Based Administrator Evaluation Rubric**. The rubric is used to guide the evaluator in determining *whether or not* an indicator is demonstrated and documented. The rubric is provided to increase reliability among assessors and to help school-based administrators focus on ways to enhance their professional practice.

Administrator observations and feedback may be formal and informal, or scheduled and unscheduled. School site visits, feedback meetings, and examinations of materials that reflect the administrators' work, or the impact of their work on others with regard to indicators on the evaluation system, are other forms of gathering evidence on an administrator's performance. Evaluators must provide meaningful and timely feedback to administrators following formal and informal observations.

At the completion of the evaluation, a leadership practice score will be calculated. A rating scale will be used to determine the ***Annual Performance Rating*** of the administrator which will be one of the following four ratings: (1) Highly Effective; (2) Effective; (3) Needs Improvement; or (4) Unsatisfactory.

On an annual basis, charter schools may administer a parent survey which includes a section on the school leadership's performance. Governing Board members will collect and review survey results to determine if there are any areas which require special attention. Governing boards will determine the weight, if any, given to this data in determining ***Annual Performance Ratings*** for school-based administrators.

The maximum number of points that may be earned on the ***FCPCS School-Based Administrator Evaluation*** tool is 200. The rating scale indicating cut scores is shown below:

School-Based Administrator Evaluation

170-200.....	Highly Effective
120-169.....	Effective
72-119.....	Needs Improvement
71 and below.....	Unsatisfactory



Summative Evaluation Ratings

The **leadership practice score** and **student growth score** for the administrator will be **combined** to generate an overall rating called the ***Summative Evaluation Rating***. In order to pair an administrator's student growth score with the leadership practice score, the scores are converted into a common metric—a score of 0-100—using the appropriate conversion chart (located in the Appendices section). The leadership practice score will be determined by the results of the evaluation conducted by the evaluator using the evaluation form. This score (referred to as the *Annual Performance Rating*) will be calculated according to the evaluation system's weighting criteria. The leadership practice converted score will be combined with the student growth converted score to calculate the ***Summative Evaluation Rating*** (ensuring that the leadership practice score accounts for 2/3 of the overall score and the student growth score accounts for 1/3 of the overall score). The evaluator will record the employee's *Annual Performance Rating* (i.e., the leadership practice score) and student growth score on the **Summative Evaluation Rating Form**. The Summative Evaluation Rating Scale (located on the Summative Evaluation Rating Form) will be used by the evaluator to determine the final evaluation rating (or ***Summative Evaluation Rating***) for the employee—Highly Effective, Effective, Needs Improvement/Developing, or Unsatisfactory.

Instructions for Aligning the Leadership Practice Score and Student Growth Score

As stated above, in order to calculate the *Summative Evaluation Rating* for school-based administrators, the evaluator must combine the leadership practice score and the student growth score. The first steps in completing this process are as follows:

1. Determine the **leadership practice converted score** using the FCPCS Evaluation Leadership Practice Score Conversion Chart (located in the Appendices section of this handbook). The conversion chart will show all possible evaluation scores and the point conversion for each score. The converted score will be a number from 25 to 100.
2. Determine the **student growth score** using either the state-issued VAM scores or another Board-approved student growth measure such as the school grade or school-selected assessment(s). Schools using the VAM score will convert the score to a score from 0-100 using the VAM Score Conversion Chart (located in the Appendices section of this handbook).
3. Schools using the school letter grade (percentage a maximum available points) or School Improvement Rating (SIR) as the student growth measure will utilize the School Grade Percentage Score Conversion Chart or the School Improvement Rating Conversion Chart (located in the Appendices section of this handbook) to determine the school grade/SIR converted score.
4. The leadership practice score (score generated from administrator evaluation) accounts for two-thirds of the *Summative Evaluation Rating* (the employee's annual rating). The student growth score (VAM score, school grade, or other school growth measure) accounts for one-third of the *Summative Evaluation Rating*. In order to calculate this portion of the annual rating, the steps below must be followed:
 - a. Using the **Summative Evaluation Rating Calculator**, insert the leadership practice converted score and the student growth converted score in the appropriate cells to determine the combined



score and the annual performance rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory). The calculator is designed to combine the two scores, ensuring that the leadership practice score is worth two-thirds of the total score, and the student growth score is worth one-third of the total rating. Additionally, the calculator determines the performance rating (one of four levels) according to the Annual Performance Rating Scale (shown below).

Summative Evaluation Rating Scale

85-100 = Highly Effective

60 - 84 = Effective

36 - 59 = Needs Improvement

35 and below = Unsatisfactory

- b. Transfer the scores to the **Summative Evaluation Rating Form** and write any evaluator's comments. Meet with the administrator to provide feedback and obtain signatures.

Example of Evaluation Score When Using VAM Score to Measure Student Growth

Dr. Smith, a high school principal, was evaluated by the governing board using the FCPCS School-Based Administrator Evaluation System. Out of a maximum score of 200 points on the tool, he earned 190 points. According to the Instructional Practice Score Conversion Chart, a score of **190** is equivalent to **95 points**. Therefore, Dr. Smith's leadership practice score is **95**.

Dr. Smith's school earned an Aggregate Reading and Math VAM Score (agg_vam_combined) of **0.124**. The score is rounded off to leave only two decimal points. Therefore, Dr. Smith's VAM score is **0.12**. According to the VAM Score Conversion Chart, 0.12 is equivalent to **80 points**.

The leadership practice score is worth two-thirds of the overall rating and the student growth score is worth one-third of the overall rating. The **Summative Evaluation Rating Calculator** will calculate the score and round it off to one decimal point. Additionally, the calculator will determine the rating (Highly Effective, Effective, Needs Improvement or Unsatisfactory) according to the Summative Evaluation Rating Scale (shown above).

According to the calculator, Dr. Smith's combined score is **90**. Per the Summative Evaluation Rating Scale, a score of 90 means the administrator earned a rating of **Highly Effective**.

Example of Evaluation Score When Using State Grade to Measure Student Growth

Ms. Williams, an elementary school principal, was evaluated by the Executive Director of an education service provider (ESP) that has been contracted by the charter school's governing board to perform numerous services which include evaluation of principals. The principal earned **171** points on the leadership practice evaluation tool (FCPCS Evaluation System). According to the Leadership Practice Score Conversion Chart, a score of 171 points (out of a maximum of 200 points) is equivalent to **85** points. Therefore, Ms. Williams's Leadership Practice Score was **85**.

Ms. Williams's school earned **62%** of the total possible points used by the Florida Department of Education to determine the school's grade-an "A." Using the School Grade Percentage Score Conversion Chart, 62% is converted to **100** points.



The leadership practice score is worth two-thirds of the overall rating and the student growth score is worth one-third of the overall rating. The **Summative Evaluation Rating Calculator** will calculate the score and round it off to one decimal point. Additionally, the calculator will determine the rating (Highly Effective, Effective, Needs Improvement, or Unsatisfactory) according to the Summative Evaluation Rating Scale.

According to the calculator, Ms. Williams's combined score is **90**. Per the Summative Evaluation Rating Scale, a score of 90 means the administrator earned a rating of **Highly Effectively**.

Processes and Procedures for Implementing the FCPCS Evaluation System for School-Based Administrators

A meaningful and productive administrator evaluation system addresses the unique contributions of each administrator to the achievement of the school's vision, mission and core values. Additionally, the evaluation system focuses on opportunities for professional growth by administrators so that each can grow professionally and contribute in a productive fashion to school improvement plans and goals.

The governing board, or designee, is responsible for facilitating the school-based administrator evaluation process. The governing board, or designee, has the overall responsibility for collecting and maintaining documentation, scheduling evaluation-related meetings, providing feedback on performance throughout the year, determining annual performance ratings, and maintaining appropriate documentation.

The governing board, or designee, evaluates administrative employees on their performance based on a set of domains, standards, and indicators. The evaluator collects data on the employee's performance related to the indicators throughout the year in a variety of ways, for example:

1. Student achievement results, as measured by a variety of assessments such as the Florida Standards Assessment (FSA), the End-of-Course (EOC) exams, local assessments, and progress monitoring assessments developed by the district and/or the school.
2. Demonstration of the Standards as delineated in the *Florida Principal Leadership Standards*, State Board of Education Rule 6A-5.080, as measured through the *FCPCS School-Site Monitoring Tool* (see description below).
3. Reports and actions taken by the administrator in dealing with critical incidents and school-related safety issues.
4. Documentation that may include written material such as a self-evaluation and or a School Improvement Plan.
5. Outcomes of any district or state program reviews.
6. Results of surveys administered to stakeholders regarding school effectiveness and leadership performance.
7. AdvancED Accreditation reports.
8. Professional Growth Plan developed by the administrator in which he/she sets target goals for school improvement and professional growth.
9. Leadership activities and training sessions in which the administrator has participated for the purpose of professional growth.
10. Record of recruitment and retention of Effective and Highly Effective teachers.

School-Site Monitoring Tool

FCPCS has developed a *School-Site Monitoring Tool* to assist governing board members/evaluators in gathering evidence and providing meaningful feedback to administrators throughout the year. Administrators must be formally evaluated a minimum of once a year and they shall receive feedback and a copy of the written report in a timely manner. More than the minimum number of required observations may occur, as appropriate. The *FCPCS School Site Monitoring Tool* (an optional instrument) may be used to provide targeted feedback on the professional's work relating to the Florida Principal Leadership Standards (FPLS). During the post-visitation meeting, the administrator and the evaluator will discuss the observer's findings. The Annual Performance Rating (leadership practice score) may be given during this meeting, or it may be given at a later date as evaluators may use multiple data sources to determine the leadership practice rating. As previously explained, the administrator's *Summative Evaluation Rating*, or annual rating, is based on the combination of the leadership practice score and the student growth score.

If an administrator is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the administrator, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time. Per F.S. 1012.34, evaluation results are to be used when determining professional development for administrators. Administrators evaluated as less than effective are required to participate in professional development.

School-Based Administrative Professional Growth Plan

Each school-site administrator will participate in a professional growth planning session with his/her immediate supervisor or the school's governing board or designee to develop a plan with measurable annual performance goals. This plan should be recorded on the *School-Based Administrator Professional Growth Plan* form. The plan can be used in conjunction with the evaluation tool and other performance measures for the purpose of evaluating the administrator's performance for the year. During the planning session, the objectives and expectations for the administrator's professional growth should be established or reviewed. The evaluator may determine that additional performance reviews will be included in the annual evaluation process. The specific dates for these interim reviews should be identified during this planning session.



FCPCS School-Based Administrator Performance Evaluation

Florida Consortium of Public Charter Schools

School-Based Administrator Evaluation

Administrator's Name: _____ **Date:** _____

Directions for Evaluator: Examine all sources of evidence for each of the ten *Florida Principal Leadership Standards (FPLS)*, F.A.C. 6A-5.080. Review the indicators for each standard and provide a rating of 1-4 next to each indicator (using the Administrator Evaluation Rubric). Each domain will have a rating and the ratings will be added to generate an Annual Performance Evaluation.

Rating Scale: Unsatisfactory = 1 Needs Improvement = 2 Effective = 3 Highly Effective = 4

DOMAIN 1: STUDENT ACHIEVEMENT

Standard 1	Student Learning Results	Rating
1.1	Ensures that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.	
1.2	Ensures that student learning results are evidenced by the student performance and growth on statewide assessments; standardized assessments; district and school-based assessments that are implemented in accordance with Section 1008.22, F.S.; and other indicators of student success adopted by the school.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	

Standard 2	Student Learning as a Priority	Rating
2.1	Enables faculty and staff to work as a system focused on student learning.	
2.2	Maintains a school climate that supports student engagement in learning.	
2.3	Generates high expectations for learning growth by all students.	
2.4	Engages faculty and staff in efforts to close the performance gaps among student subgroups within the school.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

Standard 3	Instructional Plan Implementation	Rating
3.1	Implements the <i>Florida Educator Accomplished Practices</i> (Rule 6A-5.065, F.A.C.) through a common language of instruction.	
3.2	Engages in data analysis for instructional planning and improvement.	
3.3	Communicates the relationships among academic standards, effective instruction and student performance.	
3.4	Implements the district's adopted curricula and state-adopted academic standards in a manner that is rigorous and culturally relevant to the students at school.	
3.5	Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	



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Standard 4	Faculty Development	Rating
4.1	Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.	
4.2	Evaluates monitors and provides timely feedback to faculty on the effectiveness of instruction.	
4.3	Employs a faculty with the instructional proficiencies needed for the school population served.	
4.4	Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.	
4.5	Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.	
4.6	Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	
Total	<i>To calculate the rating for this standard, add the total points in the “rating” column.</i>	

Standard 5	Learning Environment	Rating
5.1	Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.	
5.2	Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.	
5.3	Promotes school and classroom practices that validate and value similarities and differences among students.	
5.4	Provides recurring monitoring and feedback on the quality of the learning environment.	
5.5	Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.	
5.6	Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	
Total	<i>To calculate the rating for this Standard, add the total points in the “rating” column.</i>	

DOMAIN 3: ORGANIZATIONAL LEADERSHIP

Standard 6	Decision Making	Rating
6.1	Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.	
6.2	Uses critical thinking and problem-solving techniques to define problems and identify solutions.	
6.3	Evaluates decisions based on effectiveness, equity, intended and actual outcomes; implements follow-up actions; and revises as needed.	
6.4	Empowers others and distributes leadership when appropriate.	
6.5	Uses effective technology integration to enhance decision making and efficiency throughout the school.	
Total	<i>To calculate the rating for this Standard, add the total points in the “rating” column.</i>	



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Standard 7	Leadership Development	Rating
7.1	Identifies and cultivates potential and emerging leaders.	
7.2	Provides evidence of delegation and trust in subordinate leaders.	
7.3	Plans for succession management in key positions.	
7.4	Promotes teacher-leadership functions focused on instructional proficiency and student learning	
7.5	Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	
Total	<i>To calculate the rating for this Standard, add the total points in the “rating” column.</i>	

Standard 8	School Management	Rating
8.1	Organizes time, tasks and projects effectively with clear objectives and coherent plans.	
8.2	Establishes appropriate deadlines for him/herself and the entire organization.	
8.3	Manages, delegates, and allocates resources and time to promote collegial efforts in school improvement and faculty development.	
8.4	Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	
Total	<i>To calculate the rating for this Standard, add the total points in the “rating” column.</i>	

Standard 9	Communication	Rating
9.1	Actively listens to and learns from students, staff, parents and community stakeholders.	
9.2	Recognizes individuals for effective performance.	
9.3	Communicates student expectations and performance information to students, parents and community.	
9.4	Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	
9.5	Creates opportunities within the school to engage students, faculty, parents and community stakeholders in constructive conversations about important school issues.	
9.6	Utilizes appropriate technologies for communication and collaboration.	
9.7	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.	
Total	<i>To calculate the rating for this Standard, add the total points in the “rating” column.</i>	

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DOMAIN 4: PROFESSIONAL AND ETHICAL BEHAVIOR

Standard 10	Professional and Ethical Leadership (FPLS)	Rating
10.1	Adheres to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct for the Education Profession</i> , pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	
10.2	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership.	
10.3	Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.	
10.4	Engages in professional learning that improves professional practice in alignment with the needs of the school system.	
10.5	Demonstrates willingness to admit error and learn from it.	
10.6	Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	
Total	<i>To calculate the rating for this standard, add the total points in the "rating" column.</i>	

CALCULATING THE LEADERSHIP PRACTICE PERFORMANCE RATING

To calculate the administrator's *Leadership Practice Score*, add the *Total Rating* for each standard and use the scale below to determine the administrator's *Leadership Practice Performance Rating*.

170-200 = Highly Effective
 120-169 = Effective
 72-119 = Needs Improvement
 71 and below = Unsatisfactory

Employee's *Total Score* on Administrator Evaluation (*Leadership Practice Score*): _____

Mark the appropriate box below identifying the administrator's *Leadership Practice Performance Rating*.

☐ **Highly Effective**
 ☐ **Effective**
 ☐ **Needs Improvement**
 ☐ **Unsatisfactory**



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COMMENTS

Areas of Strength

Opportunities for Growth

Employee's Signature

Date

Evaluator's Signature

Date



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FCPCS School-Based Administrator Performance Evaluation Rubric

FCPCS School-Based Administrator Evaluation Rubric

The *FCPCS School-Based Administrator Evaluation Rubric and Examples of Evidence* has been developed to assist governing board members, and other personnel responsible for evaluating school-based administrators, in providing rating scores for each of the Standards on the *FCPCS School-Based Administrator Evaluation*. The evaluator will use the Rubric and the Examples of Evidence to distinguish among proficiency levels for each Standard assessed on the *FCPCS School-Based Administrator Evaluation*. A rating of 1-4 is provided for each indicator on the administrator's evaluation based on the degree to which the administrator demonstrates each indicator.

STANDARD 1

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 1 Student Learning Results	Ensures that the school's curriculum is aligned to the state standards.	1	2	3	4
	Ensures that student learning is assessed and that the data is used to drive instruction.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Focuses instruction on state standards. • Holds faculty meetings and professional development sessions in which topics/agendas reflect a focus on student learning and mastery of standards. • Develops SIP goals and strategies that reflect a clear relationship between the professional practices of teachers, leaders, and student achievement. • Reviews statewide student assessment results with staff to analyze areas of strength and weaknesses to make instructional decisions. • Monitors, documents, and charts school-wide progress of student performance throughout the year. • Ensures that SIP goals are systematically monitored for implementation throughout the year. • Monitors the ongoing administration of formative and summative assessments in all classrooms that allow students to demonstrate proficiency on specific benchmarks, each grading period. 				



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STANDARD 2

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 2 Student Learning as a Priority	Maintains a system that minimizes teacher/staff distraction from student learning.	1	2	3	4
	Maintains a student-centered climate of learning.	1	2	3	4
	Sets high expectations for all students, teachers, and staff.	1	2	3	4
	Engages all staff in the closing of student performance gaps.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Sets high standards for student achievement. • Uses evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. • Establishes a culture of high expectations for students, teachers and staff that is reflective in student achievement results. • Facilitates focused instruction, active learning and student involvement for all students. • Fosters collaboration among teachers, students, and instructional support staff. • Ensures that there is alignment of planning, instruction, and assessment, to support student learning. • Ensures that instructors use assessment results to improve teaching and learning for all sub-groups of students. 				



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STANDARD 3

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 3: Instructional Plan Implementation	Explains the <i>Florida Educator Accomplished Practices</i> to his/her teachers and holds them accountable by these standards.	1	2	3	4
	Stresses the importance of data-driven instruction.	1	2	3	4
	Communicates the relationship between academic standards, effective instruction, and student performance.	1	2	3	4
	Implements district and state curricula and standards in a rigorous and culturally relevant way.	1	2	3	4
	Ensures that all assessments are high quality and aligned to the state standards.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Supports teachers in implementing state standards in a rigorous and relevant manner. • Ensures effective instruction is provided to students at the appropriate level of rigor. • Establishes school-wide objectives for student learning and sets appropriate instructional goals. • Compiles and analyzes reports, graphs, and charts to monitor school-wide and individual student achievement. • Analyzes individual student performance data with teachers to track progress of students. • Conducts walkthroughs and informal observations and provides feedback to teachers regarding effectiveness of instructional practices. • Ensures that systems are in place to measure the effect of instruction on student mastery of state standards. 				



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STANDARD 4

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 4: Faculty Development	Establishes a school-wide focus on student and professional learning.	1	2	3	4
	Monitors and evaluates the effectiveness of instruction; provides timely and helpful feedback based on findings.	1	2	3	4
	Employs teachers with the abilities to meet the student needs at the school.	1	2	3	4
	Identifies instructional proficiency needs in all areas.	1	2	3	4
	Provides professional learning that allows teachers to deliver culturally relevant and differentiated instruction.	1	2	3	4
	Makes time and allocates resources to engage teachers in professional development individually and as a community.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Individualizes teacher professional learning plans. • Mentors and provides feedback to teachers. • Identifies staff in need of improvement, develops appropriate intervention strategies and provides support to improve performance. • Provides professional development to staff and records the impact of professional development on student learning • Analyzes school-wide teacher survey results. • Has documentation that professional development is determined on the basis of student achievement and teacher competency data. • Conducts frequent classroom walk-throughs and provides immediate feedback to teachers. • Provides opportunities for teachers to engage in professional learning communities. 				



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STANDARD 5

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 5: Learning Environment	Develops and administers policies that create a safe, student-centered environment.	1	2	3	4
	Uses diversity as an asset in the effort to motivate all students to learn.	1	2	3	4
	Promotes activities and practices that value and validate the differences and similarities among students.	1	2	3	4
	Provides ongoing feedback on the quality of the learning environment.	1	2	3	4
	Supports the continuous improvement of students' well-being and opportunities for success.	1	2	3	4
	Identifies strategies to minimize and eliminate achievement gaps among diverse students.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning. • Initiates and supports continuous improvement processes focused on student success and well-being. • Engages staff in recognizing and understanding cultural and development issues related to student learning by identifying and addressing strategies to minimize or eliminate achievement gaps associated with subgroups within the school. • Celebrates uniqueness and diversity among students and staff in a variety of ways. 				



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STANDARD 6

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 6: Decision Making	Prioritizes student learning and teacher proficiency.	1	2	3	4
	Demonstrates critical thinking, problem solving, and decision making skills.	1	2	3	4
	Follows up on decisions; makes necessary adjustments.	1	2	3	4
	Delegates authority clearly and effectively.	1	2	3	4
	Uses technology to enhance decision making efficiency throughout the school.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Anticipates and prevents problems. • Prioritizes critical issues and uses critical thinking and problem solving skills to develop a plan of action. • Solicits and considers input from others when making decisions. • Ensures that decisions are based on relevant, accurate, and timely information leading to fair and equitable outcomes. • Identifies and implements timely and effective problem resolution measures. • Communicates, explains, and reflects on decisions, intended outcomes, actual outcomes, and follow-up actions. • Gathers feedback and input from stakeholders through school-wide student, staff and community survey results. • Uses technology to collect and examine data to track student progress. • Accesses and leverages a variety of technological resources to ensure optimal school operations. 				



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STANDARD 7

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 7: Leadership Development	Identifies and cultivates emerging/potential leaders.	1	2	3	4
	Delegates authority; demonstrates trust in subordinate staff.	1	2	3	4
	Plans for succession management in key positions.	1	2	3	4
	Promotes teacher-leadership functions.	1	2	3	4
	Develops and cultivates relationships between the school and the stakeholders.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Recruits, hires, develops, and retains high performing, diverse personnel. • Participates in the development of professional growth plans based on observation, collaborative reflection and student learning data. • Develops, promotes and actively participates in job-embedded differentiated professional development including the use of technology to nurture a high performing team. • Provides opportunities for teachers to mentor others and provide staff trainings. • Provides teachers opportunities to lead professional learning communities. • Implements a model of shared decision making among stakeholders. • Encourages teachers to take on additional responsibilities at the school level. 				



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STANDARD 8

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 8: School Management	Organizes times, tasks, and projects with clear objectives and coherent plans.	1	2	3	4
	Establishes appropriate deadlines for himself/herself and the entire school.	1	2	3	4
	Manages, allocates, and delegates resources to promote professional development.	1	2	3	4
	Is fiscally responsible and maximizes resources.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> • Develops plans with specific objectives and timelines for meeting school-wide goals. • Develops, implements and maintains a fiscally responsible budget that is driven by school priorities and availability of funds. • Ensures that the necessary monitoring and controls of school funds are in place and provides appropriate oversight. • Distinguishes between board and administrative responsibilities. • Recognizes change and plans accordingly. • Is knowledgeable of federal, state and local law, rules and regulations and policies that impact the school community, and stays current on any changes. • Maintains good communication with the Board of Directors, keeping them current and informed on issues related to their role as the governing body and as a member of the school community. • Collaborates with the Board of Directors to ensure that the necessary policies and procedures are in place. 				



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STANDARD 9

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 9: Communication	Actively listens to and learns from stakeholders.	1	2	3	4
	Recognizes individuals for effective performance.	1	2	3	4
	Communicates student expectations and performance to students, parents, and the community.	1	2	3	4
	Maintains a high visibility and regularly engages stakeholders in the work of the school.	1	2	3	4
	Creates opportunities for all stakeholders to have conversations about important school issues.	1	2	3	4
	Uses appropriate technologies for communication/collaboration.	1	2	3	4
	Ensures that faculty receives timely information about student requirements, academic standards, and state/federal requirements.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> Models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. Solicits input from stakeholders with expertise in relevant areas when making decisions. Articulates the school's vision to stakeholders. Collaborates with families, businesses, and community members; responds to diverse community interests and needs; works effectively with the governing board and local school district. Shares leadership and decision making with others in the community. Nurtures internal and external relationships. Develops and sustains family-school-community partnerships and networks. Provides a mechanism for parent input. Addresses student and family conditions affecting learning. Ensures that students and families are connected to the health, human and social services they need to stay focused on learning. 				



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STANDARD 10

Florida Principal Leadership Standards	Indicators (Summarized)	Does not demonstrate indicator; no evidence available	Seldom demonstrates indicator; very little evidence available	Demonstrates indicator consistently; evidence available	Consistently and effectively demonstrates indicator; ample evidence available
Standard 10: Professional and Ethical Leadership	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.	1	2	3	4
	Demonstrates resiliency by focusing on the school vision and reacting constructively to obstacles.	1	2	3	4
	Demonstrates a commitment to the success of all students and their impact on the community.	1	2	3	4
	Engages in Professional Development.	1	2	3	4
	Demonstrates a willingness to admit error and learn from the errors committed.	1	2	3	4
	Demonstrates explicit performance improvement in areas previously identified as needing improvement.	1	2	3	4
Examples of Evidence	<ul style="list-style-type: none"> Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications. Demonstrates the ability to make decisions within an ethical context. Affirms a professional code of ethics and values. Makes decisions based on the legal, moral and ethical implications of policy options and political strategies. Models and implements a set of values for the school. Develops well-reasoned educational beliefs based upon an understanding of teaching and learning. Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment. Develops a personal code of ethics which embraces diversity, integrity, and the dignity of all people. 				



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FCPCS School Site Monitoring Tool

Utilizing the FCPCS School-Site Monitoring Tool

The FCPCS School-Site Monitoring Tool addresses the 10 Florida Principal Leadership Standards (FPLS) which are assessed through the *FCPCS School-Based Administrator Evaluation*. The School-Site Monitoring Tool assists the evaluator or governing board/designee in monitoring an administrator's compliance with the FPLS throughout the school year and, in doing so, provides opportunities for administrators to receive feedback on the domains, standards, and indicators by which they will be formally evaluated. The Monitoring Tool ensures that administrators are provided with assistance and support in addressing "areas in need of improvement" prior to the end of year evaluation.

For the evaluator or the governing board, it provides information regarding specific areas in which professional development is needed at the school site, and by individual administrators. The use of the School Site Monitoring Tool also allows the administrators to learn what specific areas they need to target on their Individual Professional Growth Plans.

Procedures for Using the School-Site Monitoring Tool

1. Prior to using the School-Site Monitoring Tool, conduct a training session for administrators on the rationale and method for utilizing the Tool.
2. Use the Tool to record observations made during each school visit in order to provide specific, meaningful feedback to administrators in post-visit conferences.
3. Conduct as many school visits as possible throughout the year. At a minimum, personnel responsible for evaluating the school-site administrator should conduct a site visit during each grading period and complete the School-Site Monitoring Tool during each visit.
4. Use the Tool to assess all domains during a visit, or assess *specific targeted domains* during each visit.
5. Meet with the administrator following each school-site visit; discuss both the *positive* practices observed, as well as the areas in which there is a *need for improvement*; offer suggestions and support; explain that a follow-up visit will be conducted to review areas for improvement; obtain the administrator's signature on the Monitoring Tool to indicate that a feedback session was conducted.

SCHOOL-SITE MONITORING TOOL
(Aligned to the *Florida Principal Leadership Standards*)

	Standard	Indicator	Rating		Comments
			D	ND	
Domain I: Student Achievement	Student Learning Results	Ensures that the school's curriculum is aligned to the state standards.			
		Ensures that student learning is assessed and that the data is used to drive instruction.			
	Student Learning as a Priority	Maintains a system that minimizes teacher/staff distraction from student learning.			
		Maintains a student-centered climate of learning.			
		Sets high expectations for all students, teachers, and staff.			
		Engages all staff in the closing of student performance gaps.			
Domain II: Instructional Leadership	Instructional Plan Implementation	Explains the <i>Florida Educator Accomplished Practices</i> to his/her teachers and holds them accountable by these standards.			
		Stresses the importance of data-driven instruction.			
		Communicates the relationship between academic standards, effective instruction, and student performance.			
		Ensures that all assessments are high quality and aligned to the state standards.			
	Faculty Development	Establishes a school-wide focus on student and professional learning.			
		Monitors and evaluates the effectiveness of instruction; provides timely and helpful feedback based on findings.			
		Sets high expectations for all personnel.			
		Creates a staff culture of continuous learning and professional development tied to broader school goals.			
		Holds teachers accountable for student learning.			

Rating Key: **D = Demonstrated** **ND = Not Demonstrated**

Domain III: Organizational Leadership		Provides teachers with opportunities to plan and work together.			
		Creates mentorship programs and mentors new and struggling teachers.			
		Addresses personnel issues in a timely and professional manner.			
	Learning Environment	Develops and administers policies that create a safe environment.			
		Establishes plans and processes to achieve set school goals.			
		Identifies and organizes school curriculum in order to achieve school goals.			
		Acquires and allocates financial/material assets according to school goals.			
		Integrates technology with the school curriculum.			
	Decision Making	Demonstrates results-oriented leadership.			
		Demonstrates critical thinking, problem solving, and decision-making skills.			
		Follows up on decisions; makes necessary adjustments.			
		Makes decisions based on the moral and ethical implications of the policy and the law.			
		Delegates authority clearly and effectively.			
	Leadership Development	Identifies and cultivates emerging/potential leaders.			
		Delegates authority; Demonstrates trust in subordinate staff.			
		Plans for succession management in key positions.			
		Promotes teacher-leadership functions.			
		Develops and cultivates relationships between the school and the stakeholders.			

Rating Key:

D = Demonstrated

ND = Not Demonstrated

Domain IV: Professional and Ethical Behavior	School Management	Recruits and retains effective and highly effective teachers.			
		Organizes times, tasks, and projects with clear objectives and coherent plans.			
		Establishes appropriate deadlines for himself/herself and the entire school.			
		Manages, allocates, and delegates resources to promote professional development.			
		Is fiscally responsible and maximizes resources.			
	Communication	Actively listens to and learns from stakeholders.			
		Recognizes individuals for effective performance.			
		Communicates student expectations and performance to students, parents, and the community,			
		Maintains a high visibility and regularly engages stakeholders in the work of the school.			
		Creates opportunities for all stakeholders to have conversations about important school issues.			
		Uses appropriate technologies for communication/collaboration.			
		Ensures that faculty receives timely information about student requirements, academic standards, and state/federal requirements.			
	Professional and Ethical Leadership	Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida.			
		Demonstrates resiliency by focusing on the school vision and reacting constructively to obstacles.			
		Demonstrates a commitment to the success of all students and their impact on the community.			
		Engages in Professional Development.			
		Demonstrates a willingness to admit error and learn from the errors committed.			
		Demonstrates explicit performance improvement in areas previously identified as needing improvement.			

Rating Key:

D = Demonstrated

ND = Not Demonstrated

Commendations/Recommendations/Target Points:

Employee Signature

Date

Evaluator Signature

Date



FCPCS Summative Evaluation Rating Form

Summative Evaluation Rating Form for School-Based Administrators

Administrator: _____ Date: _____

Evaluator(s): _____ Date: _____

I. Leadership Practice Score

*Instructions: Complete the chart below with the Leadership Practice Score(s) and the “Converted Score.” To identify the converted score, refer to the Leadership Practice Conversion Chart located in the evaluation handbook. Find the Leadership Practice Converted Score that corresponds to the Leadership Practice Score earned by the administrator (e.g., Based on the conversion chart, a leadership practice score of **174** on the administrator evaluation is converted to **87**).*

Formal Observation(s)	Date(s)	Leadership Practice Score (50-200)	Converted Leadership Practice Score (0-100)*
Observation 1			
Observation 2 <i>(optional)</i>			
Average Score:			

*Use the Leadership Practice Conversion Chart located in the Appendices section of the evaluation handbook.

II. Student Growth Score *(Mark box for student growth measure used—A or B):*

☐ **A. School Grade**

- State the Percentage of Maximum Available Points for School Grade or School Improvement Rating Earned by the School: _____
- State the School Grade Converted Score: _____ (Use the School Grade Scale Score or SIR Conversion Chart located in the Appendices section of the handbook.)

☐ **B. Other Measure (VAM, School-selected Student Outcome Measures)**

- Describe Measure(s) Used: _____
- Points/Percentage Earned (0-100): _____ (For VAM score, use the VAM Score Conversion Chart located in the Appendices section of the handbook.)

Summative Evaluation Rating Form for School-Based Administrators

III. Combining Leadership Practice Score and Student Growth Score to Calculate the Summative Evaluation Rating

Leadership Practice Converted Score (see previous chart)	Student Growth Converted Score**	Combined Score <i>Use APR Calculator to generate a numeric rating that is calculated by combining 2/3 of the Leadership Practice Score and 1/3 of the Student Growth Score.</i>	Summative Evaluation Rating <i>Use Summative Evaluation Rating Scale below:</i> 85-100..... <i>Highly Effective</i> 60-84..... <i>Effective</i> 36-59..... <i>Needs Improvement</i> 35 and below..... <i>Unsatisfactory</i>
			<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

**Use appropriate conversion chart located in the Appendices section of the handbook.

IV. Evaluator's Comments

Evaluator's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____
(If more than one evaluator)

Administrator's Signature: _____ **Date:** _____



FCPCS School-Based Administrator Professional Growth Plan



School-Based Administrator Professional Growth Plan

Administrator's Name _____ **Evaluator** _____

School Name _____ **School Year** _____

Instructions:

Identify two measurable goals that are aligned to the school's mission and annual school improvement goals. Goal 1 must be aligned to the school's improvement goals. Goal 2 must be based on a leadership practice indicator from the evaluation tool (aligned to the Florida Principal Leadership Standards).

Goal 1: _____

Goal 1:

Strategies	Timeline	Resources

Goal 1

Indicators and Measures of Goal Achievement

Goal 2: _____



School-Based Administrator Professional Growth Plan

Goal 2:

Strategies	Timeline	Resources

Goal 2

Indicators and Measures of Goal Achievement

PLANNING AND PROGRESS MEETINGS

MEETING	EVALUATOR'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
Planning Meeting				
Comments:				
Mid-Year Review				
Comments:				
Final Review				
Comments:				

☐ Goal 1 has been met ☐ Goal 1 has not been met ☐ Goal 2 has been met ☐ Goal 2 has not been met

Evaluator's Signature _____ Date: _____

Administrator's Signature _____ Date: _____



Professional Development for Administrators

Professional Development for Administrators

The purpose of professional development is to enhance and expand knowledge, sharpen leadership skills, and provide in-depth knowledge about educational trends. Professional development activities must be based upon the following:

- Analyses of student achievement data
- Student needs
- Personnel needs
- Results of the evaluation system
- Instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students
- School discipline data
- School environment surveys
- Assessments of parental satisfaction
- Performance appraisal data of teachers, managers, and administrative personnel
- School Improvement Plans
- School in-service plans
- Other performance indicators to identify school and student needs that can be met by improved professional performance

Professional development for School-Based administrators should include inservice activities that address updated skills necessary for instructional leadership and effective school management, pursuant to s. 1012.986, F.S.

FCPCS Partnership with Educational Impact

The Florida Consortium of Public Charter Schools (FCPCS) has partnered with Educational Impact (EI), a company that provides online professional development for educators to create a professional development system through the Florida Principal & Teacher Academy (FPTA), a division of FCPCS. FPTA offers high quality, self-paced, state-approved online professional development courses for administrators and instructional staff that align with the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS). Participants of this online professional development system can earn in-service points that may be used for recertification.



TRAINING AND SUPPORT

FCPCS Evaluation System for School-Based Administrators Training Webinars

	Title	Description	Target Audience
I.*	The FCPCS Evaluation System for School-Based Administrator	Training for new users of the FCPCS Evaluation System for School-Based Administrators; review of the statutes, evaluation system, rubric, forms, etc.	School Administrators/ Organizational Leaders/ Governing Board Members
II.**	Update on the FCPCS Evaluation System for School-Based Administrators	- Update for current users of the evaluation system for administrators; review of changes/revisions in the evaluation handbook and review of new forms included as part of the evaluation system	School Administrators/ Organizational Leaders/ Governing Board Members

* Required Training for New Users

** Required Training for Current Users



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Leadership Practice Score Conversion Chart

Leadership Practice Score Conversion Chart

Evaluation Score	Point Conversion
200	100
198-199	99
196-197	98
194-195	97
192-193	96
190-191	95
188-189	94
186-187	93
184-185	92
182-183	91
180-181	90
178-180	89
176-179	88
174-175	87
172-173	86
170-171	85
168-169	84
166-167	83
164-165	82
162-163	81
160-161	80
158-159	79
156-157	78
154-155	77
152-153	76
150-151	75
148-149	74

Leadership Practice Score Conversion Chart

Evaluation Score	Point Conversion
146-147	73
144-145	72
142-143	71
140-141	70
138-139	69
136-137	68
134-135	67
132-133	66
130-131	65
128-129	64
126-127	63
124-125	62
122-123	61
120-121	60
118-119	59
116-117	58
114-115	57
112-113	56
110-111	55
108-109	54
106-107	53
104-105	52
102-103	51
100-101	50

Leadership Practice Score Conversion Chart

Evaluation Score	Point Conversion
98-99	4
96-97	48
94-95	47
92-93	46
90-91	45
88-89	44
86-87	43
84-85	42
82-83	41
80-81	40
78-79	39
76-77	38
74-75	37
72-73	36
70-71	35
68-69	34
66-67	33
64-65	32
62-63	31
60-61	30
58-59	29
56-57	28
54-55	27
52-53	26
50-51*	25**

*Lowest possible score on the evaluation instrument is 50.

**Lowest possible converted score is 25.

VAM Score Conversion Chart

VAM Score Conversion Chart

VAM Score	VAM Scale Score
-1.31 and below	0
-1.21 – -1.30	5
-1.11 – -1.20	10
-1.01 – -1.10	15
-0.91 – -1.00	20
-0.81 – -0.90	25
-0.71 – -0.80	30
-0.61 – -0.70	35
-0.51 – -0.60	40
-0.41 – -0.50	45
-0.31 – -0.40	50
-0.21 – -0.30	55
-0.11 – -0.20	60
-0.01 – -0.10	65
0.0	70
0.01 – 0.10	75
0.11 – 0.20	80
0.21 – 0.30	85
0.31 – 0.40	90
0.41 – 0.50	95
0.51 and above	100

School Grade Percentage Score and School Improvement Rating Conversion Chart

School Grade Percentage Score Conversion Chart

Percentage of Maximum Available Points for School Grade	School Grade Scale Score
62 or Above (A)	100
54 - 61 (B)	90
41 - 53 (C)	80
32 - 40 (D)	70
28 - 31 (F)	60
24 - 27	50
20 - 23	40
16 - 19	30
12 - 15	20
8 - 11	10
7 or Below	0

For schools that earn School Improvement Ratings, the scale below may be used to determine the student growth score (or the governing board may create its own scale).

School Improvement Rating Conversion Chart

School Improvement Rating (SIR)	SIR Scale Score
Commendable	100
Maintaining	80
Unsatisfactory (15-25% points)	60
Unsatisfactory (10-14% points)	40
Unsatisfactory (Less than 10% points)	20
I (less than 80% tested)	0

[illegible]

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve CIVICA Nevada
2. Full name Carlos O. Alvarez
Home Address 14361 NW 83rd Ave.
Business Name and Address COHEA – 2590 W. 76th St. Hialeah, FL 33016
Phone Number (305) 362-4006 Ext. 13
E-mail address calvarez@coheaedu.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Please see attached resume and biography.**
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes
6. Why do you wish to serve on the board of the proposed charter school?
I truly believe in providing students in North Las Vegas an educational option in addition to the many 1-2 star schools in that community. I believe a career pathway (CTE) academy model will empower students with opportunities to earn industry certifications and college credits upon completion of high school. I am passionate about the students I will have the opportunity to serve in North Las Vegas and giving

Start-Up Charter School Board Member Information

the opportunity to give back to their community or neighboring communities as civic leaders through our career pathway model.

7. What is your understanding of the appropriate role of a public charter school board member?
My understanding is to provide oversight and support to the school, while being actively involved in collaborating with other boards members and making decisions for the betterment of students, parents, teachers and the community.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve as the Vice-Chair for Pinecrest Academy Inc. and have held the experience of representing Pinecrest and speak on behalf of charter applications in different counties. I have learned and collaborated with other members to provide options, professional development, best practices, compliance related discussions and budget related issues to the schools.
9. Describe the specific knowledge and experience that you would bring to the board.
I have been an educator for 20 years and have served as the Founding Principal for 12 years at COHEA Career & Collegiate Academy. I have a strong passion for education and continue seeking innovative ideas and alternatives to customizing and revolutionizing the education platform to meet student needs.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding is that our school's purpose is to empower students and build civic minded leaders through our career pathway model and position our students to give back to their community or neighboring communities through industry certification attainment and the acquisition of college credits.
2. What is your understanding of the school's proposed educational program?
My understanding is there will be a strong emphasis on character education leading into career pathways exploration and career pathway curriculum driven to prepare students to be highly qualified entering the workforce in the community.
3. What do you believe to be the characteristics of a successful school?
Academic Rigor, Relevance, Building relationships, Honor, Respect and Loyalty.
4. How will you know that the school is succeeding (or not) in its mission?
By actively attending all Board Meetings and being informed on a quarterly basis as to the progress of the school and students academic progress through adopted assessments.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will participate in the selection and evaluation of the Principal and will meet 7 times a school year to discuss the school's progress, review and approve compliance items and oversee finances. The Principal will provide quarterly progress activities of the school (accolades, highlights, etc.). In our meetings we will review, revise, discuss and take action on the data produced by academic and financial reports.
2. How will you know if the school is successful at the end of the first year of operation?
By reviewing the Annual Audited Financials of the school and making sure that there are no signs of financial distress and that the school has a minimal (4%) amount of

Start-Up Charter School Board Member Information

reserves to be able to operate the next year. Also, the school's first year grade will be a baseline to begin working towards continuous progress.

3. How will you know at the end of three years of the school is successful?
The Board will evaluate the academic and financial reports at the end of each fiscal year, and review trends. As a Board Member we will also review State Accountability reports and Audited Financials to determine the success of the school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
One of the most important roles of a charter school board is the appointment and evaluation of the Principal. The Principal is empowered by the board to fulfill the mission and vision of the school. Board members need to commit to be present at board meetings as well as other important functions and should always be ready to respond to the Principal's inquiries.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I will immediately report to the board attorney to ascertain that the board take immediate and legal action to prevent any situation that will be or appears to be unethical.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
I know Jessica LaNeave that will be serving on the board.
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☒ Yes

I know Bob Howell and Ryan Reeves that work for Academica Nevada

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Carlos O. Alvarez, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for CIVICA Charter School is true and correct in every respect.


Signature

01/10/2020
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ **CIVICA Nevada** _____
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

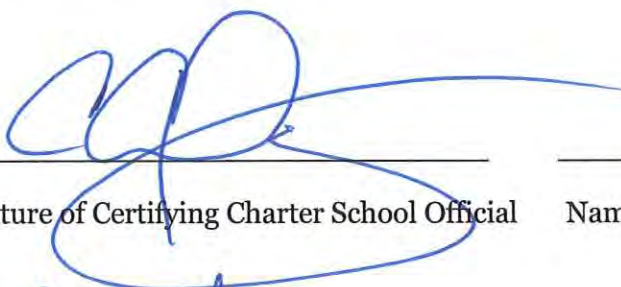
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

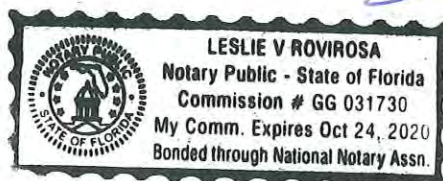
I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed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

	<u>Carlos O. Alvarez</u>
Signature of Certifying Charter School Official	Name Printed
<u>Principal</u>	<u>01/11/2019</u>
Title	Date

Subscribed and sworn to before me

This 11th day of January 2019
date month year

(Notary Public Seal)



Carlos O. Alvarez

14361 NW 83rd Ave.
Miami Lakes, FL 33016
Home (305) 818-5749
Cell (786) 294-2735
calvarez@cohealedu.com

Objective: To obtain a position as a Principal in Miami-Dade County and demonstrate the ability to be an instructional leader of a school and in the community.

Education:

2002-2003 Nova Southeastern University Miami, FL
Master of Science Educational Leadership

- Administrative Internship- Ben Sheppard Elementary, completed 300 hours of administrative duties and responsibilities that sequenced through all grade levels. Responsible for organizing after-school tutorial programs based on student data and needs assessment. Created professional development workshops for parents to assist students for preparation of science projects. Administered school wide SRI testing, which included training teachers, developing proctor's schedule, room assignments as well as overseeing entire testing process in the capacity of an assistant principal. Also, responsible for planning, implementing and following through in other delegated administrative duties.

1998-2000 St. Thomas University Miami, FL
Bachelor in Arts Elementary Education

- Educational Internship- Ernest Graham Elementary, interned at the fourth grade level in all subject areas. Responsible for developing lesson plans using M-DCPS Competency Based Curriculum. Trained in FCAT student preparation using Sunshine State Standards.

1995-1997 Miami-Dade Community College Miami, FL
Associate in Arts Elementary Education

Professional Experience

2008- Present City of Hialeah Educational Academy School Hialeah, FL
Principal

- **Founding Principal**
- **Supervises and monitors all employees**
- **Manages the daily operations of the school**
- **Manages the school finances and budget**
- **Primary and public-facing representative**
- **Curriculum development leader**

2006- 2008 Mater Academy Middle/High School Hialeah Gardens, FL
Assistant Principal

- **Attendance/Tardy Policy**
- **Responsible for reporting Full-Time Equivalent (FTE)**
- **Develop Master Schedule for Middle School**
- **Coordinate transportation routes for buses and parents**
- **Implemented cafeteria management system**
- **Responsible for physical plant**
- **Implemented Progressive Disciplinary Plan of Action**
- **Oversee sixth grade operations**
- **Social Studies and Physical Education Department**

2003- 2006 José Martí Middle School Hialeah, FL
Administrative Assistant

- **Participate in planning and preparation for School Improvement Plan**
- **Enforce progressive discipline through Miami-Dade County Public Schools Code of Student Conduct**
- **Planned, developed, and implemented lunch management system**
- **Summer Camp/ After school tutoring/ Saturday FCAT Academy Coordinator**
- **Accountable for supervision of all security monitors**
- **Participated and planned final scope for major school repair and paint job**
- **Monitored Read 180 program, in all reading classes**



**City of Hialeah
Educational Academy**
A Miami Dade County Public Charter School
2590 West 76 Street
Hialeah, FL 33016
PH. 305-362-4006 FX. 305-362-7006
www.hialeaheduacademy.com
SACS Accredited and "A+" School of Excellence



To the world he is the Principal of the City of Hialeah Educational Academy (COHEA). To the COHEA Family he is the friend, the mentor, the father figure, and leader who is deserving of this opportunity for his contributions to our COHEA Family and to the City of Hialeah. The COHEA family is proud of the milestones we have reached and the recognitions we have been awarded in just eight years but nothing makes us prouder than the men and women we have helped mold into model citizens. Our alumni would not be where they are today without "Papa Smurf", as the first graduating class lovingly refer to him. For many of our students and alumni, Principal Alvarez is their father figure and a friend who always keeps his office door open for them. A man who detests being trapped behind his desk and who spends his day walking around every inch of COHEA doing what it takes to help our students reach their goals. Whether it be sharing words of encouragement to students who are performing deficiently or directing traffic in the rain to ensure our students' safety. He plays a role in helping them reach goals he knows they are capable of achieving even before many of our students know it themselves. For Principal Alvarez our students are not numbers. To him our students are human beings who will receive from him love, respect, loyalty, knowledge, and discipline.

Mr. Carlos O. Alvarez began his career in education over 18 years ago at the Ben Sheppard Annex as a paraprofessional who assisted with fourth and fifth grade students. Following the completion of his Bachelor's Degree in Elementary Education from St. Thomas University he taught at Ben Sheppard Elementary for three years. Concurrently, Mr. Alvarez earned a Master's Degree in Educational Leadership from Nova Southeastern University. His professional journey continued at Jose Marti Middle School where he served as a teacher and an Administrative Assistant. Upon completing the Miami-Dade County Public Schools Assistant Principal Preparation Program, he decided to venture into the charter school movement and excelled as an Assistant Principal at Mater Academy Middle/High Charter School. Then in 2008, he was selected to lead a unique charter school with an emphasis on public service academies in the same community in which he grew up. He finally had the golden opportunity to give back to his community in his hands as the Principal of City of Hialeah Educational Academy. It was his opportunity to give back to the community that gave him so much.

It is with this visionary spirit that he motivates our faculty and staff to think outside the box and go the extra mile for our students. He instills in the faculty and staff the belief that there are no limits for our children's capacity to learn and the need to create a family oriented culture in our school that is conducive to our students' success. He has advocated on behalf of our school and the charter school movement before legislators in Tallahassee. He has created awareness amongst the community leaders he has built partnerships with about



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SACS Accredited and "A+" School of Excellence



the contributions of our school to the community. By advocating and creating awareness in the community he solidifies his commitment and loyalty to the mission and vision of the COHEA Family.

Principal Carlos O. Alvarez deserves to be recognized because he has provided the leadership that has been instrumental in propelling City of Hialeah Educational Academy (COHEA) down a path of innovation and achievements since it opened its doors nine years ago. Thanks to the guidance of Principal Alvarez our specialized academy model school has earned the Florida Rating of an A for the past 4 years, has a graduation rate of over 95%, and has been recognized by *Newsweek*, *the Daily Beast*, and the *U.S. News and World Report* for our students' academic accomplishments. However, helping our school earn these accomplishments accounts partially for the reasons why he deserves this distinction. It is the lifelong impact he has had on all the members of the COHEA Family and our community that make him deserving of this distinction. The boy who grew up playing in parks throughout Hialeah is now a man in the relentless pursuit of giving back to the community he has boundless gratitude towards.

Below are some descriptions and accomplishments of COHEA:

- Serving predominantly minority students with a 98% rate and economically disadvantaged students with 90%; which qualify for free and reduced lunch.
- Fully accredited by AdvancED under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) division.
- In 2013, COHEA received the prestigious "School of the Year Award" by the City of Hialeah as a testament to its academic excellence and its service to the community.
- Received national recognition in 2013, 2014 and 2015 by *Newsweek Magazine*, having ranked as one of the "Best High Schools in America."
- Received national recognition in 2015, 2016, 2017, 2018 by *US News and World Report* Best High Schools in America
- Presently at 97.44%, and rising from 91%, its extraordinary graduation rate is one of the highest within the state of Florida (presently at 75%) and also within the school district (77% at present).
- Four consecutive years of being awarded an "A" school rating under State of Florida Accountability System.
- 2016, 2017 *US News and World Report*- "Best High School in America" Gold Award
- 100% of seniors enrolled in the Fire Academy graduated with CPR, First Responder and Emergency Vehicle Operator Certifications.



City of Hialeah
Educational Academy
A Miami Dade County Public Charter School
2590 West 76 Street
Hialeah, FL 33016
PH. 305-362-4006 FX. 305-362-7006
www.hialeaheduacademy.com
SACS Accredited and "A+" School of Excellence



- Executive PASS Partnership with Miami-Dade College-Hialeah Campus.
- Florida Tax Watch- 2016 Principal Leadership Award- Carlos O. Alvarez, Principal- City of Hialeah Educational Academy

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve CIVICA NEVADA
2. Full name DAVID N. SALMON
Home Address 2136 MARSH TERN CT., N. LAS VEGAS NV 89084
Business Name and Address DAVID SALMON + ASSOC., 7495 W. AZURE, LV, NV 89130
Phone Number 702-275-4725
E-mail address d.salmon@dsalmonlaw.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. BS IN SECONDARY EDUCATION AND JD IN
4. LAW, TWENTY YEAR ATTORNEY REPRESENTING NON-PROFIT ORGANIZATIONS.
☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes PRESIDENT OF EL DORADO III HOMEOWNERS ASSOCIATION
6. Why do you wish to serve on the board of the proposed charter school?
DOWNTOWN NLV NEEDS THIS SCHOOL
7. What is your understanding of the appropriate role of a public charter school board member?
TO REVIEW FINANCIALS AND MAJOR CONTRACTS; TO MAINTAIN THE SCHOOL'S MISSION; TO HIRE PRINCIPLE; TO MAINTAIN LEGAL + REGULATORY COMPLIANCE; TO HIRE SPECIALISTS TO ADVISE US WHEN NECESSARY; TO BE INVOLVED IN COMMUNITY AND FUNDRAISING.

Start-Up Charter School Board Member Information

- Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I AM A BUSINESS ATTORNEY WHO ADVISES ON CORPORATE MATTERS & FIDUCIARY DUTIES*
- Describe the specific knowledge and experience that you would bring to the board. *HQA PRES; BUSINESS ATTORNEY, TRAINED IN CONFLICT RESOLUTION ATTENDED 2019 NATIONAL CHARTER SCHOOLS CONFERENCE AND TOOK CLASSES FOR BOARD MEMBERS*

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs? *CAREER-ORIENTED CURRICULUM TO PREPARE FOR POST-SECONDARY ED AND/OR PUBLIC SERVICE EMPLOYMENT*
- What is your understanding of the school's proposed educational program? *STEM IS PART AS WELL AS STRONG LOCAL PARTNERING WITH POLICE & FIRE DEPARTMENT*
- What do you believe to be the characteristics of a successful school? *HIGH TEST SCORES, LOW DROP-OUT RATE, HIGH COLLEGE ACCEPTANCE; JOB PLACEMENT*
- How will you know that the school is succeeding (or not) in its mission? *TEST SCORES FINANCIAL HEALTH, LEGAL COMPLIANCE, COLLEGE ENTRANCE, LACK OF PARENTAL COMPLAINTS*

Governance

- Describe the role that the board will play in the school's operation. *CHOOSE PRINCIPAL FOR DAY TO DAY OPERATION, COORDINATE WITH PRINCIPAL TO MAKE SURE SCHOOL GOALS AND MISSION ARE MET*
- How will you know if the school is successful at the end of the first year of operation? *REACH PROJECTED ENROLLMENT, SUFFICIENT STAFF HERE, FINANCIAL HEALTH, SATISFIED STUDENTS & PARENTS*
- How will you know at the end of three years of the school is successful? *ALL OF PREVIOUS FROM #2 PLUS COLLEGE ENTRANCE, ACT & SAT SCORES, JOB PLACEMENT*
- What specific steps do you think the charter school board will need to take to ensure that the school is successful? *HIRE COMPETENT PROFESSIONALS TO ADVISE BUT NOT MAKE DECISIONS REVIEW FINANCIALS, TEST SCORES, CONTRACT FUNDRAISE, STUDENT TRANSPORTATION*
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *ADDRESS IN FRONT OF ENTIRE BOARD CHECK LAW TO SEE IF EXECUTIVE OR OPEN MEETING NEEDED. ADVISE AGAINST POOR ACTIONS, VOTE MEMBER OFF BOARD IF NECESSARY, INFORM AUTHORITIES IF LAWS ARE BROKEN*

Disclosures

- Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
- Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
- Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so,

Start-Up Charter School Board Member Information

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☐ I / we do not know any such persons. ☒ Yes MY SISTER-IN-LAW WORKS FOR ACADEMICA IN PURCHASING. WE BOTH UNDERSTAND THE RULES REGARDING CONFLICT OF INTERESTS.

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☒ Yes SEE RESPONSE TO # 3

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, DAVID N. SALMON, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for CIVILA Charter School is true and correct in every respect.



Signature

1-6-2020

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ **CIVICA Nevada** _____
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.


5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

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

 DAVID N. SALMON

Signature of Certifying Charter School Official

Name Printed

BOARD MEMBER

Title

1-11-19

Date

Subscribed and sworn to before me

This 11th day of January 2019
date month year

(Notary Public Seal)



DAVID N. SALMON, ESQ.

DAVID SALMON & ASSOCIATES, INC.

7495 West Azure Dr., Suite 224

Las Vegas, NV 89130

Phone: 702-382-9696 ♦ Fax: 702-382-9697 ♦ dsalmon@dsalmonlaw.com

CURRENT AREAS OF PRACTICE

General Civil Litigation

Construction Defect Litigation

Real Estate Law

Landlord/Tenant

Business Law

HOA Issues

Estate Planning

Employment Issues

Personal Injury

Debt Settlement

Insurance Bad Faith

Parole and Probation Issues

EXPERIENCE

Managing Attorney:	DAVID SALMON & ASSOCIATES, Las Vegas, NV	Jan. 2007- Present
Alternate Judge:	NORTH LAS VEGAS MUNICIPAL COURT	March 2010 – Present
Independent Adjuster:	DAVID MORSE & ASSOCIATES	Mar 2012 – May 2015
Small Claims Referee:	LAS VEGAS JUSTICE COURT	Jan. 2011 – Jan. 2012
Referral Attorney:	PERSELS & ASSOCIATES, Maryland <u>Area of Practice:</u> Debt Settlement	Oct. 2010 - Nov. 2013
Managing Partner:	SALMON & CHURCHILL, LLC, dba FRANCIS CHURCHILL SALMON, LLC Las Vegas, NV <u>Areas of Practice:</u> Personal Injury, Construction Defect, Estate Planning, Real Estate, Insurance Bad Faith, General Civil Litigation	Aug. 2004-Jan. 2007
Solo Attorney:	THE LAW OFFICE OF DAVID N. SALMON, Las Vegas, NV <u>Areas of Practice:</u> Construction Defect, Estate Planning, Real Estate, General Civil Litigation	Aug. 2003-Aug. 2004
Associate Attorney:	THE LAW OFF. OF MELISSA P. HARRIS, Henderson, NV <u>Area of Practice:</u> Staff Counsel for Hartford Insurance Working Primarily in Construction Defect Litigation	Nov. 2001-Aug. 2003

Associate Attorney: *HELM & HELM* Jan. 2001-Nov. 2001
Las Vegas, NV
Area of Practice: Insurance Defense, Construction Defect

Associate Attorney: *THE LAW OFFICE OF V. ANDREW CASS,* May 1999-Jan. 2001
An Affiliate of Broening, Oberg, Woods, Wilson & Cass, P.C.
Las Vegas, NV/Phoenix, AZ
Areas of Practice: Insurance Defense, Professional Malpractice,
Construction Defect, Coverage/Insurance Bad Faith Defense

Legal Researcher: *McGRATH, SMITH & ASSOC.* Feb. 1999-May 1999
Idaho Falls, Idaho.
Areas of Practice: Insurance, Banking, Family Law

Law Clerk: *LAW OFFICES OF KIMBER B. GODDARD* July 1998-Jan. 1999
Sacramento, CA
Area of Practice: Estate Planning, Business Law,
Personal Injury

Law Clerk: *FAIR POLITICAL PRACTICES COMMISSION* Mar. 1998-July 1998
Sacramento, CA
Area of Practice: Enforcing California Political Reform Act

EDUCATION

UNIVERSITY OF THE PACIFIC, McGEORGE SCHOOL J.D. with Distinction
OF LAW, Sacramento, California. May 1999
Cumulative GPA: 3.14
Class Rank 39/239 (Upper 16%)
Traynor Honor Society, AmJur Award-Environmental Law, 1999
Nevada Endowed Scholarship, Tom McNally Scholarship,
Gary V. Schaber Academic Scholarship, McGeorge Academic
Achievement Scholarship, McGeorge Alumni Scholarship

UNIVERSITY OF NEVADA / LAS VEGAS B.S. Conferred
Cumulative GPA: 3.68 May 1995
B.S. in Secondary Education with an emphasis in Political Science
Deans List (Fall 1989, Fall 1990, Fall 1993, Spring 1994, Spring 1995)
Member of Golden Key and BYU Political Science Honor Societies
Recipient of Lions Club Scholarship, UNLV Academic Scholarship,
Shelley Berkley Scholarship

MEMBERSHIPS

Licensed to practice before all Nevada State Courts and Federal District Court
Trainer of New Attorneys, State Bar of Nevada ("Transition to Practice Program")
Fee Dispute Arbitrator and Mediator, State Bar of Nevada
Vice Chairman of City of North Las Vegas Civil Service Board (2003 - 2010)
Former President and Board Member, Eldorado Third Homeowner's Association

Biography of David N. Salmon, Esq.

EXPERIENCE

David Salmon is admitted to practice law in the State of Nevada and has been admitted to the Federal Courts of the District of Nevada. He has been a member of the Nevada bar since 1999 and has extensive experience in insurance related matters. He has represented insurance companies in bad faith cases as well as insureds in personal injury and construction defect cases since passing the bar. In 2010, he was appointed an alternate judge in North Las Vegas Municipal Court. He also sits as a small claims referee for Las Vegas Justice Court. Mr. Salmon has been appointed as Fee Dispute Arbitrator and Mediator for the State Bar of Nevada. He was also appointed by the Nevada Supreme Court as a Mentor for new attorneys in Nevada's mandatory mentoring program.

AREAS OF PRACTICE

Mr. Salmon's areas of practice include general civil litigation, Personal Injury, Homeowner Association matters, Construction Defect litigation, Real Estate Law, Estate Planning, Business law, Insurance Bad Faith, Landlord/Tenant law, Mechanic's liens, and Family Law.

EDUCATION

Mr. Salmon graduated with distinction from the University of the Pacific, McGeorge School of Law in Sacramento California in May 1999. He graduated in the upper 16% with a cumulative GPA of 3.14. His honors and awards included the following: Traynor Honor Society, AmJur Award-Environmental Law, 1999, Nevada Endowed Scholarship, Tom McNally Scholarship, Gary V. Schaber Academic Scholarship, McGeorge Academic Achievement Scholarship, McGeorge Alumni Scholarship

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve
CIVICA Nevada Career & Collegiate Academy
2. Full name
Dallas Harris
Home Address 6321 Tier Ave., Las Vegas, NV 89139
Business Name and Address _____
Phone Number 909-575-7320
E-mail address dallasah@gmail.com

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

MA in Public Policy and experience in regulatory compliance. Able to ensure that the school follows SPCSA guidelines and state laws, while meeting expectations.

4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

I have an interest in the successful education of young Nevadas. Schools such as CIVICA play an important part in bringing about that success statewide.

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

Hold school administration accountable through oversight and regular involvement in school activities.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the Board of another Charter school, Democracy Preparatory Academy - Agassi Campus.

9. Describe the specific knowledge and experience that you would bring to the board.

I bring knowledge and experience in education policy here in Nevada. Further, I have experience serving on the Board of another Charter school as the Treasurer.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

CIVICA provides a high-quality, rigorous, and career-oriented education that will prepare students for successful progression in to college and career pathways.

2. What is your understanding of the school's proposed educational program?

Individualized educational support & tutoring, leadership-infused instruction, technological resources to maximize learning, career & technical education, and dual enrollment opportunities in high school grades.

3. What do you believe to be the characteristics of a successful school?

Unwavering commitment to continual improvement. Safe, welcoming environment for students to learn. Engaged parents. .

4. How will you know that the school is succeeding (or not) in its mission?

Continual growth in enrollment. Strong teacher retainment numbers. High college graduation and employment rates, and strong community engagement amongst alumni.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.

Oversight of administration, standard setting, and holding administration accountable to those standards.

2. How will you know if the school is successful at the end of the first year of operation?

Significant student growth over the course of the year. Number of students indicating that they would like to return. Increased awareness of the school and its programs throughout the community.

3. How will you know at the end of three years of the school is successful?

Increased enrollment numbers. Strong star ratings across all school levels. Community involvement and buy in to the school's success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board must be active and hold the administration to strict standards. Clear expectations of administration as well as dedication to increasing the schools visibility throughout the valley.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

First approach individual directly to discuss my concerns, next to the Board chair, then escalate to SPCSA if problem persists.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so,

Start-Up Charter School Board Member Information

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Dallas Harris, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for CIVICA Charter School is true and correct in every respect.

Dallas Harris
Signature

10/17/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, CIVICA Nevada Career & Collegiate Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative


Start-Up Charter School Board Member Information

Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

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


Signature of Certifying Charter School Official

Dallas Harris
Name Printed

Board Member
Title

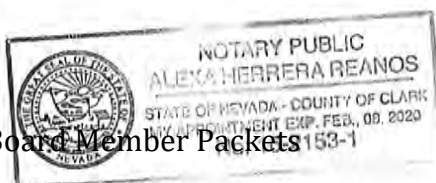
10/17/19
Date

Subscribed and sworn to before me

This 17 day of October, 2019
date month year

Alexa Herrera Reanos

(Notary Public Seal)



Dallas Harris

6321 Tier Ave., Las Vegas, NV 89139 • (909) 575-7320 • dharris@law.gwu.edu

EDUCATION

The George Washington University Law School

Juris Doctor

Honors: Merit Scholarship Recipient

Washington, DC

May 2015

Claremont Graduate University

Master of Arts in Public Policy

Activities: Head Mentor, Minority Mentor Program (mentored several first year students and trained other mentors)

Claremont, CA

May 2012

University of Nevada, Las Vegas

Bachelor of Arts in Computer Science

Bachelor of Arts in Psychology

Las Vegas, NV

May 2009

December 2008

CREDENTIALS

California Bar Association, Inactive

Admitted January 2016

Nevada Bar Association, Active

Admitted May 2018

Certified Information Privacy Professional (CIPP/US)

March 2017

EXPERIENCE

Public Utilities Commission of Nevada

Administrative Attorney

Las Vegas, NV

May 2017 - present

- Advise Commissioner on legal issues surrounding regulation of gas, electric, and telecommunication companies
- Draft Commission orders, regulations, reports, and notices.
- Evaluate, analyze, and interpret complex technical, financial and legal issues in a limited time frame.
- Schedule and participate in hearings, workshops, oral arguments, and prehearing conferences.
- Assists in developing evidentiary records through questioning of expert witnesses.
- Collaborate with policy advisors, presiding officers, and other attorneys to construct legal arguments, recommendations, and resolutions.

Public Knowledge

Legal and Policy Fellow

Washington, DC

September 2015 – April 2017

- Drafted comments to Federal Communications Commission (FCC) rulemaking proceedings
- Researched regulatory barriers to broadband deployment
- Published podcasts, blog posts, and op-eds on Copyright, Lifeline, and privacy
- Discussed broadband issues with members of the press
- Represented Public Knowledge on relevant panels
- Attended meetings with FCC Commissioners, FCC staff, Congressional staff, and other government decision makers to discuss Public Knowledge's positions on broadband access and affordability, privacy, technology transition, and unlicensed spectrum

Utrecht, Kleinfeld, Fiori, & Partners

Law Clerk

Washington, DC

July 2014 – July 2015

- Researched and catalog state laws on charitable solicitation and raffles to ensure client compliance with those laws
- Developed organization guidelines to allow independent expenditures in compliance with local and federal election laws
- Drafted responses to state election board complaints related to campaign finance reporting
- Assisted partners in responding to candidate and non profit client inquiries regarding filing and reporting requirements in states

Dallas Harris

6321 Tier Ave., Las Vegas, NV 89139 • (909) 575-7320 • dharris@law.gwu.edu

Facebook

Privacy and Public Policy Extern

Washington, DC
January 2015 – May 2015

- Analyze position of various Members of Congress on issues important to Facebook
- Attend and summarize congressional hearings on data breach, immigration, net neutrality, and tax reform
- Create succinct informational memos summarizing various policy issues

The George Washington University Law School

Student Attorney, D.C. Law Students in Court (Civil Litigation Clinic)

Washington, DC
August 2014 - January 2015

- Successfully litigated, as co-counsel, a jury trial involving wrongful eviction and counterclaims
- Managed a case load of 4- 6 clients beginning with intake and continuing to full resolution of the case
- Counseled clients on the best course of action based on their economic situation and housing conditions

Federal Trade Commission, Bureau of Consumer Protection

Summer Law Clerk

Washington, DC
May 2014 – July 2014

- Drafted legal memoranda on substantiation of “Up to” advertising claims
- Contacted consumers and drafted declarations summarizing their experience
- Reviewed consent orders and consumer complaints to determine whether a violation had occurred

District of Columbia City Council

Legislative Intern, Office of Councilmember Mary Cheh

Washington, DC
September 2013 – January 2014

- Drafted legal memoranda for legislative staff on proposed changes to the Height Act
- Researched existing regulations addressing dental hygiene for residents of long term care facilities and recommended legislation to improve those regulations
- Examined state approaches to regulating the use of tanning beds by minors and drafted legislation prohibiting the use of tanning beds by minors in the District of Columbia

Public Citizen

Consumer and Civil Justice Intern

Washington, DC
May 2014 – August 2014

- Attended Congressional hearings and other events on the Hill, and provided summaries of those events to the Consumer and Civil Justice Counsel
- Managed a database of cases that cite a Supreme Court case regarding class action bans in arbitration clauses

PRESENTATIONS

NASPAA Professionals Career Conference

Panelist, Careers in Policy and Technology

Charlottesville, VA
December 2016

Federal Trade Commission (FTC) Fall Technology Series: Smart TV

Panelist, Consumer Understanding and Regulatory Framework

Washington, DC
December 2016

Tech Innovation & Inclusion Summit

Presenter, The Practical Impacts of Net Neutrality

Washington, DC
November 2016

National Association of Regulatory Utility Commissioners (NARUC) Annual Meeting

Panelist, The Price of Privacy

La Quinta, CA
November 2016

NTCA 2016 Cybersecurity Summit

Panelist, Privacy in a Broadband World

Arlington, VA
October 2016

Consumer Federation of America (CFA) Consumer Assembly

Panelist, Equal Access in the Digital Age

Washington, DC
March 2016

DALLAS HARRIS

CIVICA Board Member Biography

CONTACT

PHONE:
909-575-7320

EMAIL:
dallasah@gmail.com

Dallas Harris is an Adult Guardianship Attorney. Immediately prior to joining the adult guardianship team at Legal Aid, she worked as an Administrative Attorney at the Public Utilities Commission of Nevada.

The Las Vegas native returned to Southern Nevada in 2017 after working for Public Knowledge, a Washington, D.C.-based non-profit organization specializing in telecommunications issues. As a policy fellow, Dallas spent much of her time lobbying at the Federal Communications Commission and occasionally Congress.

Prior to her time in the nation's capital, Dallas attended the University of Nevada, Las Vegas, where she earned bachelor's degrees in Psychology and Computer Science in 2008 and 2009, respectively.

She continued her education at Claremont Graduate University where she earned a Master's in public policy in 2012. After gaining an interest in the legal profession, Dallas completed her studies at George Washington University Law School.

She is currently a state Senator for District 11 here in Las Vegas and is looking forward to supporting a public charter school that she believes will be a great choice for students in the North Las Vegas community.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Civica Nevada
2. Full name JC Flowers
Home Address 7621 Tender Tassels
Business Name and Address Nevada Health Centers, 1799 Mount Mariah, Las Vegas 89106
Phone Number 520-343-0213
E-mail address jcflowers@nvhealthcenters.org
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Please see attached resume and biography.**
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
To help this charter school address the needs of this underserved community. As a part of an FQHC in the same area, this is a much needed opportunity for these children and I hope to be a part of that opportunity.
7. What is your understanding of the appropriate role of a public charter school board member?

Start-Up Charter School Board Member Information

To be a resource for expertise in our appropriate field and to ensure that the school is being fiscally responsible and continuing to support the mission of providing educational opportunities for our youth.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as a member, finance chair and president of a YMCA in Southern Arizona for 10 years. I coached baseball at all levels including high school for over 25 years.

9. Describe the specific knowledge and experience that you would bring to the board.
I am in Healthcare finance so I believe that I have a strength in the financial area, I have also coached as mentioned above so I have a good picture of today's youth and some of their needs.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? I believe that the mission that outlined will have a very direct and positive influence on the youth and students in the identified area. It will provide insight to jobs that these students may have never considered due to the underserved area that they reside.
2. What is your understanding of the school's proposed educational program? The educational program that has been proposed will give these students hope and a potential desire to pursue a career in a job that will serve the public. It will expose them to opportunities not necessarily available through public schools in their locations.
3. What do you believe to be the characteristics of a successful school? Excellent leadership and teachers, inline guidance from the overseeing board and an engaged student population that has a desire to grow in their learning as they are mature and make good life decisions.
4. How will you know that the school is succeeding (or not) in its mission? I think most people look at graduation rates and I agree it is important, however, if you have a student population that either has work completed toward post-secondary degrees or has completed other certification processes by the time they graduate they instill in themselves, hope and a desire to succeed after they leave the structured school environment.

Governance

1. Describe the role that the board will play in the school's operation. Oversight, support for teachers and administration. A board's role is to let the school operate as needed within the guidelines dictated by the State of Nevada and the schools mission and vision.
2. How will you know if the school is successful at the end of the first year of operation? There are several potential indicators, one is if enrollment or enrollment requests increase, a second is internal feedback/polling of students and parents. Test scores might be a way, but the first few years I would imagine are spent identifying if the student population have special needs or learning assistance.

Start-Up Charter School Board Member Information

3. How will you know at the end of three years of the school is successful? **I do believe as stated above that enrollment and feedback are the best indicators, after 3 years we should be an increase in schools testing scores and the building of the post-secondary education mind set.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Continued engagement in the community. The community embracing these opportunities to their children will be key. Continued partnerships with higher education institutions, public service entities and solid leadership with compassionate educators. The board must continue to support the mission and provide the guidance for the school leaders as they ask.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **It is the boards right and duty to ensure all participants are acting on behalf of the students, educators and administration at all times and if they are not then they should be immediately brought to the whole board (or subcommittee, if formed) to define their actions and if it is deemed not in the best interest then immediate dismissal.**

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
X ☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
X ☐ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X ☐ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

Start-Up Charter School Board Member Information

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

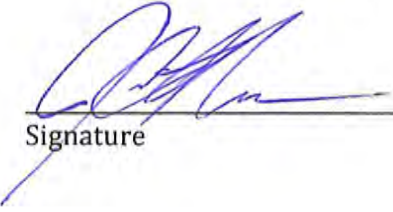
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, IC Flowers, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for CIVICA MEMPHIS Charter School is true and correct in every respect.

Start-Up Charter School Board Member Information



Signature

12/20/19

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, CINCA NEVADA,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

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



Signature of Certifying Charter School Official

JC FLOWERS

Name Printed


BOARD MEMBER

Title

12/27/19

Date

Subscribed and sworn to before me


Annette Christensen

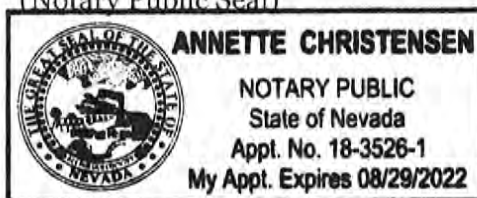
This 27th day of December, 2019

date

month

year

(Notary Public Seal)



JC Flowers

Vice President Revenue Cycle and Population Health.

J.C. Flowers has been in the healthcare industry since 1990. He has a bachelor's degree in Business with a focus on Healthcare Administration.

Prior to working at Nevada Health Centers, he most recently developed a Healthcare Division for JDR Consulting, Inc. He was responsible for the development of the Healthcare Division., focusing on Hospital, Senior Living and Physician Revenue Cycles, He created assessment templates and developed the HIPPA Privacy and Confidentiality Program. He was also responsible for the creation of a 90, 120, 365 and 3-year business plans for the Healthcare Division.

Prior to JDR consulting, he was the project manager and managed a staff of 12 consultants and 10 FT's in the install of EPIC Tapestry UM software at Kaiser Permanente in Southern California. He was responsible for incorporating 25+ individual business processes into one, all-encompassing system. He coordinated with health plan, hospital senior and executive leadership staff, revenue cycle/contracting groups/leadership, and 600 users and providers regarding design, development, and installation of the new software.

Before working with Kaiser, JC served as the Vice President for Carondelet Health Network and was the regional managed care lead for Ascension Health Western Ministry, serving Arizona, Washington, and Idaho. He was responsible for a staff of over 600 individuals in Admitting, Case Management, Billing, Scheduling, HIM, contract management and negotiation for all Arizona Hospitals. In addition he had oversight responsibility for the other west coast ministry hospitals for all revenue cycle functions.

He began his career in the contracting departments at various healthplans, including United Healthcare, Cigna and PacifiCare. Spending over 15 years in the insurance plans, he served as the Senior Director of Contracting responsible for contracting with hospitals, skilled nursing and rehab facilities and all provider specialties.

J.C. FLOWERS

JCFowers45@yahoo.com | Tucson, AZ | 520-343-0213

SENIOR HEALTHCARE CONSULTANT/VICE-PRESIDENT

REVENUE CYCLE | PRACTICE MANAGEMENT | CONSULTATIVE SERVICES | CONTRACT NEGOTIATION

Organized, focused, and highly skilled practice administrator with significant contracting, population health, and revenue cycle experience. Excels in finding sources of lost revenue and identifying contract improvement opportunities. Talented team player devoted to collaboration, coaching, compliance, and program success. Adept at process improvement, staff management, financial processes, and overall revenue cycle operations. Specialized skills in employee training and coordination with all levels of plan participants from corporate leaders to patients. Strong record of results in financial vitality, service productivity, and collection rate improvement. Successful reductions of uncompensated care rates.

Key Skills

Revenue Cycle | Practice Management | Population Health | Compliance | Process Improvement | Performance Evaluation | Strategic Planning | Issues Identification | Contract Negotiation | Employee Training | Data Integration | Medicare/Medicaid | Software Installation | Trend Analysis | Auditing Processes | Program Implementation

Relevant Work Experience

NEVADA HEALTH CENTERS, INC.-LAS VEGAS, NEVADA

VICE-PRESIDENT POPULATION HEALTH AND REVENUE CYCLE

Responsible for the Revenue Cycle, Population Health and Business Intelligence Departments for this FQHC.

- Led negotiation, coordination, and oversight of all managed care, Medicaid, Medicare Advantage, and revenue cycle contracts for this FQHC, which is the largest in Nevada with over 100 physicians and 400 employees.
- Responsible for contracting for all payors for value based contracting, including upside, downside and full risk contracts.
- Responsible for oversight of all dashboards, data distributed within the organization for performance, incentives, grants, etc.
- Created and manage the Population Health Department. Responsible for reporting on the Social determinants of health. Also developing social resources with our service areas.

FLOWERS MANAGEMENT AND CONSULTING SERVICES (SELF-EMPLOYED) – TUCSON, AZ

Principal | 2010--Present

Revenue Cycle/Operations Consultant

Serve as a consultant to physician and ancillary healthcare providers for Revenue Cycle and Operations Management.

- Evaluate current policy and process in Revenue Cycle and Operations Departments, interview management and staff then recommend opportunities for improvement/redesign.
- Interact with Management and staff to design meaningful monthly, quarterly and annual reports.

Physician Network Design

Designed and developed Medicare Advantage Network in Pima County for SCAN Health Plan. Consulted with employers to evaluate costs under self-funded sources of medical health insurance. Delivered guidance to primary care and specialty provider groups to evaluate revenue cycle and front/back office performance. Consulted with hospitals to evaluate managed care contracts and performance. Aided in establishment of office guidelines and service benchmarks to improve net realization of contracts. Provided services to aid in expansion and enhancement of state networks.

- Negotiated contracts for 700 hospitals and providers in a 12-month period
- Conducted bi-annual meeting for Arizona Managed Care newsletter. Presented healthcare change information for state of Arizona due to Medicaid and American Healthcare Act to local CEO's, CFO's, and finance/revenue cycle leaders from various local hospitals and offices.
- Developed complete physician and hospital network for new Medicare Risk product in Pima County, setting foundation for structure still in place for the past 7 years.

J.C. FLOWERS

JCFowers45@yahoo.com | Tucson, AZ | 520-343-0213

JDR CONSULTING-ADDISON, TX

DIRECTOR OF HEALTHCARE SOLUTIONS | 2016-Present

Development of a Healthcare Division for JDR Consulting. Responsible for development of the Healthcare Division policies and procedures for Hospital, Senior Living and Physician Revenue Cycles, Assessments and developed the HIPPA Privacy and Confidentiality Program. Coordinated with leadership for recruiting. Created the 90, 120, 365 and 3-year business plan for the Healthcare Division. Currently I lead their Health Care Division as a Consultant

ACS/XEROX – TUCSON, AZ AND PASADENA, CA

Senior Healthcare Consultant, Program Manager | 2011-2015

Managed staff of 12 consultants and 10 FTE in implementing processes to install a \$14M project of EPIC Tapestry UM software. Incorporated 25+ individual business processes into one, all-encompassing system. Oversaw development including staff duties, meetings, and assignments. Coordinated with health plan and hospital senior leadership staff, revenue cycle/contracting groups/leadership, and 600 users regarding design, development, and installation. Provided consultative services to improve patient/end user experience and software services.

- Eliminated 4 homegrown referral/monitoring programs, replacing outdated programs with new software system.
- Led development of large-scale project processes involving 100+ physicians and 300 employees ranging from entry-level to Vice Presidents.
- Interacted daily with state compliance officers to ensure positive evaluation and control impact of referral changes.
- Arranged weekly meetings with Chief Financial Officers to discuss organizational effects and financial impact.
- Worked with this payor to provide a system that allowed tracking of ESRD patients and kidney/major organ transplants in and out of the provider owned network.

CARONDELET HEALTH NETWORK – TUCSON, AZ

Vice President, Revenue Cycle | 2007-2010

Served as regional managed care lead for Ascension Health Western Ministry, serving Arizona, Washington, and Idaho. Oversaw managed care contract compliance, coordination with local hospitals, case management, and adherence to Interqual or Milliman guidelines. Coordinated monthly financial close process. Maintained direct oversight of annual Medicare cost report preparation, submission, appeal, and finalization. Managed operating relationship between network and jointly owned Medicaid managed care plan, including A/R management and reconciliation of medical management issues. Reported annual update on contract performance to board of trustees, including detailed analysis of impact of changes and contract realization rates. Identified and resolved compliance issues with detailed work plans and ongoing auditing processes.

- Led negotiation, coordination, and oversight of all managed care, Medicaid, Medicare Advantage, and revenue cycle contracts for a four-hospital system, 90 physician medical groups, an outpatient surgery center, and 4 outpatient imagery centers, totaling annual net patient service revenue of more than \$600M.
- Administered all patient financial service activities from registration through collection, including management of 450+ associates within revenue cycle sphere.
- Increased hospital point-of-service collection from 44% to 79% within the first year. Increased inpatient collections from 65% to 88% and Emergency Department from 45% to 57%.
- Developed tools to improve patient financial service productivity. Increased collectors' daily account workload by 75% within first year. Increased daily cash collections by 33% (\$600K). Decreased A/R from 53 to 48 days with net realization increase of 3%.
- Implemented processes to reduce uncompensated care within insurance verification cycle from 11.3% to 6.45%. Launched quarterly management meetings to provide details on uncompensated care, point-of-service collections, and payment trends among managed care and government payor groups.
- Established revenue cycle team integrating admitting, business office, revenue integrity, CDM, revenue audit, reimbursement audit, outpatient scheduling, and managed care groups.

CIGNA HEALTHPLAN OF ARIZONA – TUCSON AND PHOENIX, AZ

Director, Network Development and Contracting | 2005-2007

J.C. FLOWERS

JCFlowers45@yahoo.com | Tucson, AZ | 520-343-0213

Oversaw negotiation and coordination of provider contracts throughout Southern Arizona and several systems in Phoenix/Maricopa County including hospitals, surgical centers, and physician/ancillary/facility/multi-specialty groups. Managed Medicare contracting in Maricopa County. Administered skilled nursing facility contracts and served as senior-level contact for provider contracts within Pima County including negotiation, administration, and patient care issues. Prepared annual budget. Monitored individual provider contracts including analysis and underwriting projections.

- Served as member of review board to address patient appeals of denied services.
- Served as project lead for new Medicare product requiring coordination of activities between vendors/providers and hospitals or ancillary facilities.
- Contributed to membership increase from 25,000 to 70,000+ within two-year period in area of Southern Arizona.

Additional Experience

PACIFICARE HEALTH SYSTEMS—TUCSON, AZ | 2000-2005

Senior Manager, Network Development and Contracting

- Similar duties as above
- **Coordination of contract arrangements for organ transplants within Arizona and the national transplant network services in California, Colorado and Texas.**

UNITED HEALTHCARE—TUCSON, AZ | 1994-2000

Senior Contracting Specialist, Network Management

- Similar duties as above
- **Statewide lead for organ transplants. Negotiated and interacted with western US hospitals.**

Education

MBA, HEALTH CARE ADMINISTRATION (Pending)

BS, HEALTH CARE ADMINISTRATION
University of Phoenix

Community Involvement

JV Baseball Coach, Mountain View High School (2012-current)

Cub Scout Leader (2006-2012)

Little League Baseball Coach (2004-2013, 1990-1997)

Board of Directors, YMCA (Board Chair, Executive Board member, Executive Finance Committee) (2003-2009)

J.C. FLOWERS

JCFowers45@yahoo.com | Tucson, AZ | 520-343-0213

Professional References

1 Daniel Peterson

Vice President and Senior General Manager

Arizona/Nevada/Caremore "Touch" Institutional Special Needs Plan

Office Phone: 520-314-3300

Cell Phone: 520-343-1026

Email: Dan.Peterson@caremore.com

2 Lea Marquez Peterson

President/CEO

Tucson Hispanic Chamber of Commerce

Office Phone 520-620-0005

Cell Phone: 520-331-3763

Email: President@tucsonhispanicchamber.org

3 Andrew Guarni

SVP&Chief Financial Officer, Hoag Memorial Hospital Presbyterian

Cell Phone: 609-417-4510

Personal References:

1 Michael Metropoulos

Captain Rural Metro Fire

Cell Phone: 520-429-8565

Email: mike_metropoulos@rmetro.com

2 Chip Durham

Cell Phone: 480-236-1140

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve

CIVICA Nevada

2. Full name	Jessica LeNeave
Home Address	1480 Paseo Verde Pkwy 1303 Henderson NV 89012
Business Name and Address	Pinecrest Academy of Nevada 225 Grand Cadence Dr. Henderson, NV 89015
Phone Number	702-496-2623
E-mail address	jessica.leneave09@gmail.com

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Please see attached resume and professional biography.

4.

☒ Resume and professional bio are attached.

Start-Up Charter School Board Member Information

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes

I have not served on another board.

6. Why do you wish to serve on the board of the proposed charter school?

I have been building charter schools in Nevada for 14 years. I feel that I bring a lot of strengths to the board and can assist with guiding the charter school toward success and compliance within the Nevada State Public Charter School portfolio. I also bring a background in building CTE programs from the ground up and working toward resource acquisition and alignment.

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

I have attending many board trainings. I understand that the board serves as governance and not daily operations. I feel that it is my responsibility to help with oversight of fiscal resources to ensure that tax dollars are spent responsibly and to hold the site-based leadership responsible for the academic and fiscal responsibilities of the school. I also view my role as assisting with stakeholder concerns and considerations as the school builds programs meant to serve the students of the community.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My experience comes from attending and being an active participant in every single Pinecrest Academy board meeting since inception. I understand the norms of board meetings, the restrictions of open-meeting policies, and the roles each board member plays. I also attend almost every SPCSA meeting and many of the DOE meetings. I understand how to function as a collective group as well as how to properly challenge items brought forward for responsibly scrutiny of roll-out programs and requests. I have strengths in making hard decisions and working with the community at large.

9. Describe the specific knowledge and experience that you would bring to the board.

**CTE Programs
Curriculum Oversight
Resource Management
Administrative Support
Stakeholder Grievances & Requests
Data Oversight
Articulate Communicator**

School Mission and Program

Start-Up Charter School Board Member Information

1. What is your understanding of the school's mission and guiding beliefs?

The schools mission and guiding beliefs are to focus students on civic-based career opportunities through high quality CTE programs. This will start with a strong foundation of core reading and math programs in elementary school, STEM focused elective options, and career-based CTE programs for secondary students.

2. What is your understanding of the school's proposed educational program?

The school will operate as a growing K-12. The focus in elementary school will be to build a strong foundation in reading and math through research-based curriculum programs and focused instruction and support for English Language Learners. To build on this foundation, secondary programs will offer a variety of STEM-based options which will lend to civic-based CTE programs in upper secondary grade levels.

3. What do you believe to be the characteristics of a successful school?

It starts with a strong leader. One thing that drew me to CIVICA is the emphasis on honor, loyalty, and integrity. The leaders, instructional, staff, support staff, and students all embody these traits and work as a collective whole for the success of the culture which ultimately impacts the success of the students.

4. How will you know that the school is succeeding (or not) in its mission?

First will be data of the students. The school will take a straightforward approach to data analysis when looking at the growth of students. The next will be informal and formal feedback from all stakeholder groups so as to continue to build the culture of the school.

Governance

1. Describe the role that the board will play in the school's operation.

Oversight of operation, budget, and legal aspects will be the boards responsibility. Daily operations are the responsibility of the site-based leader.

2. How will you know if the school is successful at the end of the first year of operation?

Student growth through the school-based diagnostic tools. Any state data made available to the school. A responsible and balanced budget, as well as positive stakeholder feedback solicited through formal and informal means.

3. How will you know at the end of three years of the school is successful?

Formal growth data, provided by state testing platforms. Diagnostic data growth, provided at the school level. Increased enrollment. Retention rates of current students and staff. Stability in both programs and personnel.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Start-Up Charter School Board Member Information

Procedures for Principal and Employee evaluations.

Appropriate diagnostic tools for data analysis.

Procedures and platforms for stakeholder feedback and analysis.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring the concern formally to the attention of the legal advisors of the board for guidance and possible action. I would take this very seriously and follow provided guidance, as the actions of one board member not only reflect poorly on the entire board but could have major impact to the schools and stakeholders. This is not acceptable.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

The current Charter School I work for, Pinecrest Academy of Nevada, contracts with Academica Nevada. My board makes this decision on an annual basis.

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the school does not intend to contact with an education service provider or school management organization.
I / we do not know any such persons. **Yes**
The current Charter School I work for, Pinecrest Academy of Nevada, contracts with Academica Nevada. My board makes this decision on an annual basis. I have no familial relationship with any member of Academica.
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
N/A. **I / we have no such interest.** Yes
See above
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
N/A. I / we or my family do not anticipate conducting any such business. **Yes**
The current Charter School I work for, Pinecrest Academy of Nevada, contracts with Academica Nevada. My board makes this decision on an annual basis. I have no familial relationship with any member of Academica.
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
None. Yes

Start-Up Charter School Board Member Information

Certification

I, Jessica LeNeave, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for CIVICA Charter School is true and correct in every respect.

Jessica LeNeave
Signature

1/12/20
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ **CIVICA Nevada** _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

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

Jessica LeNoave
Signature of Certifying Charter School Official

Jessica LeNoave
Name Printed

Committee to Form Board Member

Title

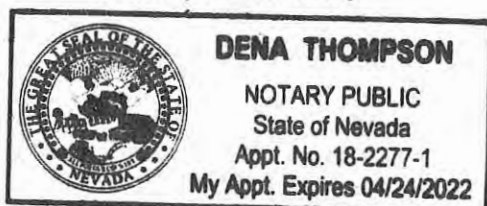
1/7/19

Date

Subscribed and sworn to before me

This 7th day of January 2019
date month year

(Notary Public Seal)



Jessica LeNeave

1480 Paseo Verde Dr. • Henderson, NV 89012

Phone: 702-496-2623 • E-Mail: jessica.leneave@pinecrestnv.org

OBJECTIVE

Continue to pursue opportunities for higher education.

PERFORMANCE SUMMARY

A dynamic educational leader serving as an administrator for the past four years. Consistent track record of promotion and implementation of instructional model set forth through a collaborative effort between administration and staff. Documented success of initiating and implementing effective teacher training programs. Consistent in review of laws and ethics in education.

CORE COMPETENCIES

- | | |
|--|-----------------------------------|
| • Pinecrest Instructional Model | • Data Analysis - SPSS |
| • School Planning and Curriculum | • Infinite Campus |
| • Policies and Procedures | • Graphic Design |
| • Master Scheduling | • Adobe Suite |
| • Organizational Efficiency Facilitation | • HTML Coding |
| • Parent Communication | • Web Design |
| • Positive Student Incentives | • Carloop System Implementation |
| • Student Behavior | • Large Scale Field Trip Planning |
| • Crisis Response Planning | • Employee Grievances |
| • Technology Integration and Troubleshooting | • 504s |

EXPERIENCE

Pinecrest Academy of Nevada	2012-Current
K-12 Principal of Cadence Campus	
Middle School Assistant Principal	
Assistant Principal	
Middle School Lead Teacher	
5 th Grade Team Leader	
504 Liaison	
5 th Grade Science and Social Studies Teacher	
Somerset Academy of Las Vegas	2012 - 2012
K-5 Physical Education Specialist	
Innovations International Charter School of Nevada	2007 - 2011
K-12 Physical Education and Martial Arts	
K-12 Specialists Team Leader	
5 th & 6 th Grade Science	
5 th & 6 th Grade Team Leader	
504 Liaison	
Summit Academy Charter School	2006-2007
5 th Grade Teacher	

EDUCATION

Nova Southeastern University	Currently Pursuing
Doctor of Education, Leadership and Administration, Minor in Charter Administration	
Sierra Nevada College	2015
Master of Education, Teacher Leadership and Administration	
Board of Examiners for Long Term Care Administration	2013
Assisted Living Home Administration Certification	
University of Nevada, Las Vegas	2012
Master of Science, Educational Psychology	
Brigham Young University	2006
Bachelor of Science, Elementary Education - Summa Cum Laude	

PRESENTATIONS

National Charter School Conference	2015
That's Apptastic! - Applications for the classroom	
Charter School Association of Nevada Conference	2014
That's Apptastic! - Applications for the classroom	
Academica Teacher Professional Development	2014
Common Core Math Integration	
That's Apptastic! - Applications for the classroom	

AWARDS

Golden Key Honor Society	2011
National Master's Hall of Fame Inductee - Pioneer Award	2010
Charter School Association of Nevada Teacher of the Year	2010
Phi Theta Kappa Honor Society	2005
FCCLA National Gold Medalist	2002
FCCLA State Gold Medalist	2002
FCCLA State Silver Medalist	2001

LICENSES & CERITIFCATIONS

K-12 Administration	December 2015
K-8 Teaching	Current
Crisis Prevention Intervention Instructor	Current
4 th Degree Black Belt - Shorin Ryu Karate	Current
CPR/First Aid	Current
Assisted Living Home Administration	2013
Foster Care	2013

REFERENCES

Dr. Carrie A. Buck	Reggie Farmer	Ryan Reeves
Executive Director & Supervisor	Principal & Former Supervisor	Chief Operating Officer
Pinecrest Academy	Somerset Academy	Academica Nevada
702-749-3500	702-575-9810	702-715-5916
carrie.buck@pinecrestnv.org	reggie.farmer@somersetnv.org	rreeves@acadmicanv.com

Jessica LeNeave



Jessica LeNeave has served as a science teacher, social studies teacher, physical education teacher, and martial arts instructor in her 12 years in education. While teaching science at Innovations International Charter School of Nevada, she was asked to teach a K-12 elective. Having a martial arts background, she chose to start a martial arts program. The elective was an instant success, with a waiting list of one third of the school. A secondary outcome to the students' success in the program was the behavioral changes felt throughout the school. The following year Ms. LeNeave was asked to replace the existing physical education program with a K-12 Martial Arts program. This program proved successful and the behavioral referrals, school-wide, dropped significantly. This program received state and national recognition. In 2010, Ms. LeNeave was recognized as the Charter School Association of Nevada (CSAN) Innovator of the Year. In 2010, Ms. LeNeave was also inducted in the National Martial Arts Hall of Fame under the Pioneer Award.

Ms. LeNeave continued as a specialist for Somerset Academy in hopes of transitioning back into the classroom with the opening of the sister school, Pinecrest Academy. In 2012, Ms. LeNeave became a founding teacher and team leader of Pinecrest Academy of Nevada. Here she served as a fifth grade science and social studies teacher, team leader, lead teacher, Assistant Principal, and currently serves as a Principal for the K-12 Cadence campus. Her students tested at 87% proficiency in her content area, which is the highest percent of proficiency to date, as measured by the state testing. Throughout her time at Pinecrest, she has polished her leadership skills. She has had the opportunity to lead several committees, including teacher mentoring, crisis response, and 504s. Ms. LeNeave has worked to resolve employee and parent grievances with professionalism and respect. Ms. LeNeave continues to a positive rapport with the faculty, parents, and students.

Under the leadership of Dr. Buck and alongside the administrative team at Pinecrest Academy, Ms. LeNeave has participated in the development and implementation of the Pinecrest Instructional Model. Ms. LeNeave demonstrates leadership in the area of organization and efficiency. She works in close communication with the administrative team and the teachers to continually improve the school. She is also considerate of parent input and communication and works to remain solution oriented in all situations. Ms. LeNeave looks forward to serving Pinecrest as they move through the expansion of the model.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve CIVICA
2. Full name Laura Doroteo
Home Address 2719 Perliter Ave, North Las Vegas, NV 89030
Business Name and Address _____
Phone Number 702-427-8888
E-mail address Laura.doroteo@yahoo.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Please see resume and biography**
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes
6. Why do you wish to serve on the board of the proposed charter school? **I want to be involved in helping children and bettering education for students.**
7. What is your understanding of the appropriate role of a public charter school board member?

Start-Up Charter School Board Member Information

To represent the school, to oversee the principal with a group of others for accountability, to help determine budget approvals and to make sure the school is benefitting students and community.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **I sat on the Board of Directors for Acelero Learning in the Head Start Center here in Las Vegas.**
9. Describe the specific knowledge and experience that you would bring to the board. **I have experience reviewing bank statements, expenses and student attendance. I am also a mom of two children so I am passionate about supporting best education for our students.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **The mission of CIVICA is to provide a high quality education that will prepare students for college or career pathways.**
2. What is your understanding of the school's proposed educational program? **I understand that the school will be using best practices of Mater Academy for their K-5 grades and that they have COHEA in Hialeah, FL to replicate the 6-12 after and I know this is an extremely successful school there.**
3. What do you believe to be the characteristics of a successful school? **Children's best interest at heart, strong leadership, hiring good teachers, accountability for successful programs and budgets.**
4. How will you know that the school is succeeding (or not) in its mission? **Monthly meetings, student outcomes, test scores, family involvement, etc**

Governance

1. Describe the role that the board will play in the school's operation. **Hold principal accountable, help manage budget decisions, ensure outcomes are progressive and positive**
2. How will you know if the school is successful at the end of the first year of operation? **Enrollment, test scores, attendance, culture of the school**
3. How will you know at the end of three years of the school is successful? **Financial projections, test scores compared to goals, culture of the school**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Hiring and continual meeting and holding principal accountable for plans**

Start-Up Charter School Board Member Information

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **It will always be my priority to make sure that things are done ethically for the school. I would speak up or involve a lawyer if needed.**

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ x I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ x I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ x I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ x I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ x I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or

Start-Up Charter School Board Member Information

management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.


☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Laura Doroteo, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for _____ Charter School is true and correct in every respect.


Signature

12/27/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

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

Start-Up Charter School Board Member Information

Notarized Statement

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



Signature of Certifying Charter School Official

Laura Doroteo

Name Printed

Board member

Title

12/27/2019

Date

Subscribed and sworn to before me


Annette Christensen

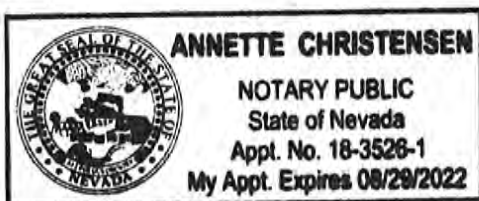
This 27th day of December, 2019

date

month

year

(Notary Public Seal)



Laura Doroteo
(702) 427-8888
laura.doroteo@yahoo.com

Vision

A bilingual mom of two from the community of North Las Vegas. I am passionate about families and supporting the city to get better schools for our children.

Education

Pima Medical Institute Las Vegas, NV July 2009- January 2010
Medical Administrative Assistant Certificate

Board/School Experience

Served on the Board of Directors for Acelero Learning in the Head Start Center here in Las Vegas. I have also served on PTO for my children's schools.

Skills

- Bilingual – Spanish/English
- Computer Skills

Employment

Office Aid Mater Academy Bonanza	Las Vegas, NV	10/2019- current
Pediatric Surgery Associates Medical Administrative Assistant	Las Vegas, NV	09/2016 – 07/2018
Desert Valley Pediatrics Medical Administrative Assistant	Las Vegas, NV	02/2010 – 05/2016
Tehama Inc Embroidery Technician	Las Vegas, NV	04/2005 – 08/2008
Panda Express	Las Vegas, NV	06/2003 -03/ 2005

LAURA DOROTEO

CIVICA Board Member Biography

CONTACT

PHONE:
702-427-8888

EMAIL:
Laura.doroteo@yahoo.com

Laura Doroteo is a mom of two who lives in North Las Vegas. She has lived in Vegas since 2000 and has lived in the City of North Las Vegas for 4 ½ years. She is married with a 4 yr old boy and a 5 yr old girl who currently attend Mater Bonanza, where she also works in the office. She has worked for over 9 years in a pediatric office so she is passionate about serving families in her community. She has also served on the PTO at her children's schools as well as sat on the Board of Directors for Acelero Learning in the Head Start Center here in Las Vegas. She is very excited to be representing her community and be the parent voice on the board for CIVICA NV.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve CIVICA Nevada
2. Full name Raymond J. Fraser
Home Address 7261 W Washburn Rd Las Vegas, NV 89149
Business Name and Address YMCA of Southern NV 3050 E Centennial Pkwy N Las Vegas, NV 89081
Phone Number 702-581-9588
E-mail address rfraser@lasvegasyymca.org
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **Please see attached resume and biography.**
4. ☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes
6. Why do you wish to serve on the board of the proposed charter school?
I believe our city needs diverse education options for families. The ability of a family to select a school that best serves their needs is in the community's best interest.
7. What is your understanding of the appropriate role of a public charter school board member?

Start-Up Charter School Board Member Information

To guide the school as they develop into a mainstay in the community. Provide perspective and subject matter expertise where needed.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
This would be my first board service. I have experience working with a volunteer board of directors through my current workplace. I also believe my experience working at the YMCA will allow me to provide unique perspective on operational matters.
9. Describe the specific knowledge and experience that you would bring to the board.
As the Executive Director of the SkyView YMCA, I am responsible for the operations of this branch. That includes managing the income and expense of the branch, being a responsible steward of donations and ensuring proper management of those funds, and leading all branches in Risk Management.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Setting an environment that strives for academic achievement, develops character, and maintains the goal of preparing students to serve and give back to their community in the fields of public service, computer science, information technology, hospitality, health science, finance, and education.
2. What is your understanding of the school's proposed educational program?
Setting student learning as the #1 priority, achieving this by keeping students actively engaged.
3. What do you believe to be the characteristics of a successful school?
Classrooms that cultivate critical thinking. Programs that teach skills in addition to concepts. Maintaining engagement with parents and families.
4. How will you know that the school is succeeding (or not) in its mission?
Graduation rates, amount of students going into secondary education or associated trade schools, high attendance rates.

Governance

1. Describe the role that the board will play in the school's operation.
Provide oversight, direction, and support when needed. Ensure school is operated responsibly.
2. How will you know if the school is successful at the end of the first year of operation?
Enrollment rates, budgetary guidelines met, safety and risk assessments completed and successful.
3. How will you know at the end of three years of the school is successful?
Graduation rates, students entering coordinated fields or schools.

Start-Up Charter School Board Member Information

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Review operational P&P, provide assistance and guidance where needed, ensure school staff and administration are following through with agreed upon practices.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would gather as much information as was possible/reasonable to get and bring it to the board to allow for discussion regarding the situation.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

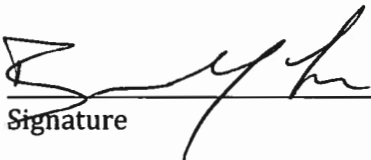
☒ I / we do not know any such persons. ☐ Yes

Start-Up Charter School Board Member Information

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Raymond Fraser, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for CIVICA Nevada Charter School is true and correct in every respect.


Signature

10/24/2019
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ **CIVICA Nevada** _____
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

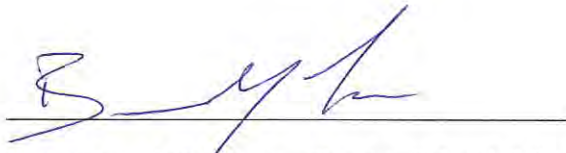
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

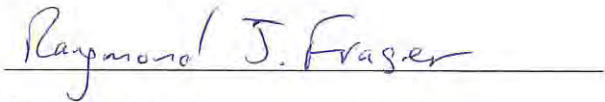
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement


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



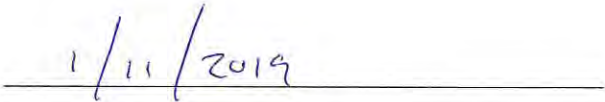
Signature of Certifying Charter School Official



Name Printed



Title

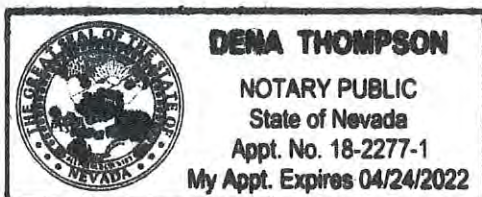


Date

Subscribed and sworn to before me

This 11th day of January 2019
date month year

(Notary Public Seal)



RAYMOND FRASER



RFRASER@LASVEGASYMCA.ORG



702-581-9588



WWW.LINKEDIN.COM/IN/RAYMOND-FRASER

OBJECTIVE

Use the expertise I have developed working with the Y to continue to enrich our community.

SKILLS

- Cultivating strong relationships
 - Problem Solving
 - Budget & Revenue Management
 - Microsoft Office Suite
-

EXPERIENCE

BRANCH EXECUTIVE – SKYVIEW YMCA

January 2016 – Present

As the Branch Executive at the SkyView YMCA, my objectives are to deliver on our mission of serving families and children while also managing the revenue and expense of my facility. This role requires a high level of involvement with Board of Directors, special events, and fundraising. Lead a staff of five full-time employees running their respective departments.

SR. PROGRAM DIRECTOR – SKYVIEW YMCA

December 2014 – January 2016

Directly oversaw the membership and program areas of my branch. Developed and implemented business plan to meet overall objectives of the YMCA Association. Cultivated relationships with businesses in service area to expand reach into community.

EDUCATION

BACHELORS OF SCIENCE-PHYSICAL EDUCATION

UNLV – 2008

SUMMARY

Throughout my 12 year tenure with the YMCA I have worked closely with Board Members, vendors and our membership base to create greater opportunities for the community and community partners. My experience in my current position has given me the opportunity to give presentations and speeches, develop and implement programs, and work with local policy makers. I guide all YMCA branches on proper Risk Management policy and procedure and act as a resource on safety matters.

Biography - Raymond Fraser

My name is Ray Fraser. I was raised in AZ and I moved to Las Vegas in 2004 to attend UNLV. Upon completion of my Bachelor's Degree in Physical Education, I began working full time for the YMCA. During that time, I met my wife, Hannah, and we were married in 2015. We have 1 daughter together, Isla, and she turns 2 in January.

My career at the YMCA has taken me to all 4 branches here in Las Vegas. During that time, I have also served as a board member for our regional chapter of YPN, a profession network for YMCA employees across the county. I have also worked closely with our community, partnering with other agencies such as Boys and Girls Club, the Rotary Club, and more. I love our community here in the Las Vegas Valley and I am committed to helping to improve it any way I can.

BYLAWS
OF
CIVICA NEVADA

ARTICLE I
INTRODUCTION AND
LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is CIVICA Nevada (hereinafter referred to as the “School”) also known as CIVICA Nevada, Inc., a non-profit corporation. The School, is located in Clark County. The address is ____.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 388A.025 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 388A.095(2). The Board plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

ARTICLE II
PURPOSE AND
MISSION

Section 1. Purpose and Mission. The School is dedicated to providing an innovative, challenging education, preparing students to be global citizens and have a competitive edge in the 21st century workforce. The School aspires to have students obtain a thirst for knowledge and a belief in the students’ self-efficacy. We strive to have the School’s community actively involved in the learning of its students. The School will develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross cultural competence.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III GOVERNING BODY

Section 1. Powers and Duties. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School and provide public accountability;

- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 388A.525 and all other applicable statutes.

Section 5. Qualifications; Election; Tenure. The Board shall be composed of five to nine (5-9) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.

- (a) The Board shall adhere to the statutory requirements of NRS 388A.320 which requires one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:
 - (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources.
- (b) A majority of Directors shall be residents of the county in which the school is located.
- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) A standard term shall consist of five (5) years. Directors may serve on the Board a maximum of two terms.
 - 1. Founding Directors: Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. To initially stagger the terms for the founding board, two Directors will serve three-year terms, two Directors will serve four-year terms, and the remaining three Directors will serve the usual five-year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.
 - 2. New Directors: New Directors are eligible to serve two (2) consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four-year initial term, which ever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.
- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing

body back into compliance with statute and its bylaws.

- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 388A.320. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (h) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. Conflict of Interest. The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in January or February of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will

be made available to the public, upon request.

Section 9. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School

Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any director may call a closed session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Directors may be excluded from such closed sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said closed session. No action may be taken in a closed session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV OFFICERS

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

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such

annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

ARTICLE V STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified

policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

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

ARTICLE VII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

ARTICLE VIII INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a

Board Member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE IX AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

ARTICLE X DISSOLUTION

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 and other applicable laws and appropriate regulations.

ARTICLE XI PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this day of _____, 20__.

_____, Secretary.

COHEA NEVADA
Conflict of Interest Policy and Code of Ethics

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this conflict of interest policy is to protect COHEA NEVADA (“COHEA”) and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of COHEA or might result in a possible excess benefit transaction, as that concept is defined in the Internal Revenue Code and related regulations.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

Article II – Definitions

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which COHEA has a transaction or arrangement,
 - b. A compensation arrangement with COHEA or with any entity or individual with which COHEA has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which COHEA is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS Form 990 or, until such definition is available, the director:
 - a. Is not, and has not been for a period of at least three years, an employee of COHEA or any entity in which COHEA has a financial interest;
 - b. Does not directly or indirectly have a significant business relationship with COHEA which might affect independence indecision-making;

- c. Is not employed as an executive of another corporation where any of COHEA's executive officers or employees serve on that corporation's compensation committee; and,
- d. Does not have an immediate family member who is an executive officer or employee of COHEA or who holds a position that has a significant financial relationship with COHEA.

Article III – Procedures

1. **Duty to Disclose** – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors.
2. **Recusal of Self** – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. **Determining Whether a Conflict of Interest Exists** – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.
4. **Procedures for Addressing the Conflict of Interest**
 - a. An interested person may make a presentation at the Board of Directors meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board of Directors shall determine whether COHEA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in COHEA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. **Violations of the Conflicts of Interest Policy**
 - a. If the Board of Directors has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from COHEA for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from COHEA for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from COHEA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands COHEA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board of Directors shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board of Directors shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure COHEA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to COHEA's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, COHEA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Article IX – Code of Ethics

Directors, officers and members of committees with Board delegated authority shall act in an ethical, business like and lawful manner, including proper use of authority and appropriate decorum when acting in their official capacity. Directors shall exercise reasonable care, good faith and due diligence in governing and managing the affairs of COHEA.

They will not attempt to exercise individual authority over COHEA. Interaction with the administrator and staff must recognize the lack of authority vested in individual directors, officers and members of committees, except when explicitly authorized by the Board of Directors. Except when deliberating during Board of Directors meetings, individuals will not express individual judgements of performance of the administrator or staff.

Directors, officers and members of committees with Board delegated authority shall respect the confidentiality of sensitive information known to them and used for purposes of governance and management, and respect that the obligation to maintain confidentiality extends indefinitely beyond the term in office.

Directors shall be properly prepared for Board deliberation and support the legitimacy and authority of the final determination of the Board on any matter without regard to the individual's personal position on the issue.

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed.

<i>2020-21 Planning Year Milestones (SMART Goals) by Work Stream</i>	<i>Activity</i>	<i>Key Personnel</i>	<i>Milestone Date(s)</i>
INSTRUCTION	Professional Development	Principal, COHEA/Mater	August 15, Opening Year
	Purchase instructional materials	Principal	June/July prior to school opening
TALENT	Principal Recruitment	Board, Academica	Principal Identified by March Planning Year
	Teacher Recruitment	Principal, Academica	Major Teacher Recruitment Campaign during planning year months Feb- May. School fully Staffed by July 1st of 1st Year
OPERATIONS	Property/Facility under Contract	Board, Academica	12 Months Prior to School Opening
	Lease Finalized	Board	12 Months Prior to School Opening
	Construction and Permits Completed	Board, General Contractor	12 Months Prior to School Opening
	EMO Contract finalized	Board, lawyer, Academica	After charter contract approval
	Certificate of Occupancy	Board, Academica	July prior to school opening

<i>2020-21 Planning Year Milestones (SMART Goals) by Work Stream</i>	<i>Activity</i>	<i>Key Personnel</i>	<i>Milestone Date(s)</i>
	Develop handbooks, benefits plan, etc.	Academica, Board	6 months prior to opening
	Apply for 501c3 status	Board, Academica	12 months prior to opening
	Identify Legal counsel	Board	After charter approval
	Identify Payroll/insurance/janitor/etc	Board, Academica	3 months prior to opening
TECHNOLOGY	Technology Purchased	Principal	Spring Prior to School Opening
	Technology Installed	IT Company, Academica	3 Weeks Prior to School Opening
FINANCE	Lending for FFE Secured	Academica, Board, Lender	6 Months Prior to School Opening
	Open Bank Account	Board	12 months prior to school opening
PARENT & COMMUNITY ENGAGEMENT	Flyers, Student Interest Forms, and other marketing materials created	Principal Board Academica	June 2019
	School website	Principal Board Academica	August 2019
	Open Houses for Student Recruitment	Principal, Board, Academica	Multiple Open Houses starting Dec-July of Planning Year
	Grass Roots Campaign: Door to Door	Principal, Staff, Academica	Dec-July of Planning Year
SCHOOL SYSTEMS & CULTURE	Monthly training modules focusing on Mater and COHEA best practices	Principal	January 2020-June 2021
	Board Training on Mater and COHEA educational model	Principal Carlos Alvarez	February 2020
	CIVICA NV Model on COHEA instructional model,	Carlos Alvarez Principal	July 2021 (5 days)

<i>2020-21 Planning Year Milestones (SMART Goals) by Work Stream</i>	<i>Activity</i>	<i>Key Personnel</i>	<i>Milestone Date(s)</i>
	classroom-level scope and sequence instruction, individual lesson plan materials, basal curriculum, MTSS structures, PBIS, special education processes and requirements		
	Team building exercises, classroom assignments, HR policies and procedures, Infinite Campus, All Hazards Plan, Infectious Disease, Allergy, etc.	Principal, Teacher leaders,	August 2021
	Character-driven school norms, honor code, discipline	Principal, Teachers,	August 2021
	Staff departmentalized training and vendor-provided online modules, lesson planning, standards alignments, IPDP outlining, classroom preparation	Principal, Teaching staff	August 2021

CIVICA NEVADA CAREER & COLLEGIATE ACADEMY AND ACADEMICA
NEVADA

MEMORANDUM OF UNDERSTANDING

This Incubation Year Services Agreement (“Agreement”) is made and entered into as of January 6, 2020 (“Effective Date”), by and between, Academica Nevada, a Nevada limited liability company qualified to do business in Nevada (“Academica”) and CIVICA Nevada Career & Collegiate Academy, a proposed Nevada public charter school (“School”), for the provision management services in the School’s incubation year. Each entity is referred to individually as a “Party” and the entities collectively are referred to as the “Parties.”

WHEREAS, the School has submitted or will submit an application to the Nevada State Public Charter School Authority for a contract to operate a charter school;

WHEREAS, the School is currently governed by the CIVICA Nevada Career & Collegiate Academy Committee to Form, which will become the School’s Board of Directors should the application for a charter contract be accepted;

WHEREAS, the School has selected Academica to provide management services during the School’s incubation year;

WHEREAS, Academica has agreed to provide management services and has assisted in the School’s application process with the Nevada State Public Charter School Authority;

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the Parties hereto agree as follows:

I. Scope of Agreement

A. This Agreement forms the basis of mutual understanding and respective responsibilities between the School and Academica for providing necessary management services during the School’s incubation year.

II. Term of Agreement

A. Either Party may terminate this Agreement for its convenience at any time upon giving thirty (30) days written notice to the other Party.

B. This Agreement shall be effective from January 6, 2020 until June 30, 2020.

C. This Agreement may be modified at any time by written consent of both Parties.

D. This Agreement shall be valid and binding only if and when it has been duly executed by an officer of the School and by Academica by January ____, 2020.

III. Services

A. Academica agrees to immediately coordinate and provide the services required to support the School and will keep the School updated as to all important developments with regard to Academica's services. Academica agrees to provide all services outlined in the Agreement, including, but not limited to, the following:

1. Public relations and marketing
2. Educational staff recruitment and human resource coordination
3. Procurement of necessary furniture, equipment, curriculum, and other materials
4. Facility consultation and development
5. Student enrollment, lottery, and registration
6. Board meeting management and legal compliance
7. Bookkeeping, budgeting and financial forecasting
8. Grant solicitation from available government, private, and institutional funding sources

B. Academica and the School acknowledge that the services provided during the incubation period as outlined in section (III)(A) of this Agreement are provided by Academica without a fee as an investment in Academica's future partnership with the School.

C. Academica and the School acknowledge that fees, costs, and/or expenses will arise that are outside of the Agreement, including, but not limited to, legal fees for independent School counsel, advertising/marketing expenses, travel expenses for board members and School staff, etc.

D. Academica will provide for financing for expenses outlined in section (III)(C) of this Agreement during the School's incubation year. All expenses that will be paid through this financing shall be within the School's incubation year budget as submitted in the charter application or as later amended by the School's board.

E. The Financing agreement for funds disbursed pursuant to sections (III)(C), and (D) of this Agreement will incur no interest until the execution of a repayment agreement following the opening of the School, and may be paid in full at any time with no penalty.

F. The School and Academica acknowledge that the necessity may arise for Academica to provide additional services not mentioned in this Agreement for the support and successful opening of the School. All such services will be provided upon the mutual agreement and cooperation between the parties.

IV. Liability

A. Academica agrees to defend, hold harmless, and indemnify the School and its directors, officers, employees, and agents against and from any and all loss, liability, damage, claim, cost, charge, demand, or expense (including any direct, indirect, or consequential loss, liability, damage, claim, cost, charge, demand, or expense, including without limitation, attorneys' fees) for any claim caused by the negligent acts or omissions of Academica in the performance of the Agreement. Academica's duty to indemnify the School under this Agreement shall not extend to loss, liability, damage, claim, cost, charge, demand, or expense resulting from the School's willful misconduct.

V. Independent Contractor

Academica is, for all purposes, an independent contractor and shall not be deemed an employee of the School.

VI. Miscellaneous

A. Governing Law/Venue

This Agreement shall be governed by the laws of the State of Nevada. Any action arising out of this Agreement shall be brought before a court of competent jurisdiction in Clark County, Nevada.

B. Attorney's Fees

In the event a dispute arises from this Agreement, the prevailing Party shall be entitled to reasonable attorney's fees.

C. Waiver

Nothing in this Agreement shall be construed as a waiver of the limitations of damages against a local government contained in NRS 41.035.

D. Severability

The partial or complete invalidity of any one or more of the provisions of this Agreement will not affect the validity or continuing force and effect of any other provision.

E. Amendments

Any amendments to this Agreement must be in writing signed by both Parties.

F. Entire Agreement

This Agreement is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements written or oral.

THE UNDERSIGNED HAVE READ THE FOREGOING AGREEMENT IN ITS ENTIRETY AND FULLY UNDERSTAND AND ACCEPT THE TERMS AND CONDITIONS CONTAINED HEREIN.

Academica Nevada

CIVICA Nevada Career & Collegiate
Academy

By: _____
Name

By: _____
Name

Title

Title

Address

Address

Date: _____

Date: _____

CIVICA Nevada is not currently seeking approval to operate a program of Dual Enrollment during the start-up phase of the elementary and middle school programs; therefore, this attachment is not applicable.

a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

CIVICA Nevada will not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling in CIVICA Nevada have an IEP that has transportation as an accommodation, CIVICA Nevada will honor their IEP. CIVICA Nevada will work to partner with the RTC or CCSD, as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

b. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

CIVICA Nevada plans on providing food services at the school and anticipates participating in the National School Lunch Program. CIVICA NV will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

c. Facilities maintenance (including janitorial and landscape maintenance)

CIVICA Nevada has a multi-tiered plan for maintaining the facility:

1. On-Site CIVICA Nevada will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. CIVICA Nevada will contract with a janitorial company to provide a cleaning service 5 nights a week.
3. CIVICA Nevada's EMO Academica coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

d. School health and nursing services

The school provides health services to all students identified in need of such services.

Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

e. Purchasing processes

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573)

f. Safety and security (include any plans for onsite security personnel)

CIVICA Nevada proposed campuses will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, CIVICA Nevada's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

CIVICA Nevada has not entered into a facility agreement for the occupancy of their proposed site. CIVICA will submit such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 386.3265.

As previously discussed in sections “Meeting the Need” and “Academic Plan” CIVICA has selected the region of North Las Vegas as a proposed location for the school in order to provide students and families an additional option for a quality education.

CIVICA Nevada's expanded insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, Directors & Officers/Employment Practices, student accident, and Worker's Compensation. All required insurance coverages will be in place at or above Nevada-mandated baseline requirements, adjusting as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

<u>Coverages:</u>	<u>2019- 2020</u>	<u>Notes</u>
General Liability Aggregate	\$17,000,000	Includes Umbrella/Excess Limits of \$15M
General Liability Per Occurrence	\$16,000,000	
Products/Completed Operations Aggregate	\$17,000,000	
Personal and Advertising Injury	\$16,000,000	
Abuse or Molestation Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Abuse or Molestation Aggregate	\$17,000,000	
Student Accident - per accident	\$25,000	
Employee Benefits Liability Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Employee Benefits Liability Aggregate	\$17,000,000	
Commercial Auto Liability	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Building Limit	100% Replacement	
Employee Dishonesty/Crime	\$10,000,000	
Educators Legal Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/EPLI
Educators Legal Liability Aggregate	\$10,000,000	
Directors & Officers Liability Per Occurrence	\$10,000,000	Shared Limits with Educators/EPLI
Directors & Officers Liability Aggregate	\$10,000,000	
Employment Practices Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/Educators
Employment Practices Liability Aggregate	\$10,000,000	
Workers Compensation	\$1,000,000	
Excess/Umbrella Liability	\$3,000,000	

CIVICA Nevada (CIVICA NV) Budget Narrative

The following narrative provides an overview of CIVICA NV's projected revenue and expenses. *The budget is based off of 98.50% of planned enrollment.*

Revenue

Per-Pupil Revenue:

The budget created for CIVICA NV includes the per-pupil revenue assumption of \$7,288 for the first fiscal year of operation (2021-2022), with an estimated 1.30% increase each subsequent year thereafter. Assumption of \$7,288 was based on the 2020-2021 per-pupil state and local revenue amount of \$7,288.

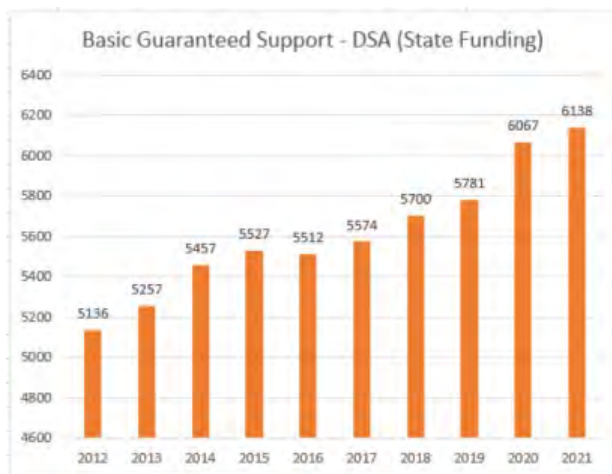
Sec. 4. 1. The basic support guarantee for school districts, charter schools and university schools for profoundly gifted pupils for operating purposes for Fiscal Year 2020-2021 is an estimated weighted average of \$6,288 per pupil.

2. On or before April 1, 2020, the Executive Director of the Department of Taxation shall provide to the Superintendent of Public Instruction the certified total of the amount of ad valorem taxes to be received by each school district for Fiscal Year 2020-2021 pursuant to the levy imposed under subsection 1 of NRS 387.195 and credited to the county's school district fund pursuant to subsection 4 of that section.

3. Pursuant to NRS 362.115, on or before March 15 of each year, the Department of Taxation shall provide the estimates required by that section.

4. For the purposes of establishing the basic support guarantee, the estimated basic support guarantee per pupil for each school district for Fiscal Year 2020-2021 for operating purposes are:

School District	Basic Support Guarantee Before Adjustment	Estimated Ad Valorem Adjustment	Estimated Basic Support Guarantee As Adjusted
Carson City	\$6,315	\$970	\$7,285
Churchill	\$5,988	\$1,180	\$7,168
Clark	\$4,989	\$1,149	\$6,138
Douglas	\$3,435	\$2,697	\$6,132
Elko	\$6,947	\$1,068	\$8,015
Esmeralda	\$17,954	\$3,994	\$21,948
Eureka	(\$8,089)	\$19,174	\$11,085
Humboldt	\$5,968	\$1,707	\$7,675
Lander	(\$5,828)	\$8,805	\$2,977
Lincoln	\$11,030	\$1,285	\$12,315
Lyon	\$7,028	\$812	\$7,840
Mineral	\$9,107	\$1,242	\$10,349
Nye	\$6,412	\$1,618	\$8,030
Pershing	\$7,370	\$2,413	\$9,783
Storey	(\$8,495)	\$13,066	\$4,571
Washoe	\$4,788	\$1,296	\$6,084
White Pine	\$6,978	\$1,911	\$8,889



National School Lunch Program (NSLP):

The budget created CIVICA NV includes an assumptive NSLP reimbursement rate of \$3.00 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day.

Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year. Student SPED counts are budgeted at 12% of the anticipated student enrollment.

SPED Discretionary Unit:

Anticipated \$3,455 per SPED student – Revenue is budgeted based upon prior year SPED counts. Student SPED counts are budgeted at 12% of the anticipated student enrollment. CIVICA NV will not be eligible to receive this funding during their first year of operations.

Expenses

Expense Categories:

1. Personnel	pg. 2
2. Benefits	pg. 4
3. Payroll Services	pg. 4
4. Contractual	pg. 4
5. Contracted Services	pg. 5
6. Equipment	pg. 5
7. Supplies	pg. 6
8. Facility	pg. 6
9. National School Lunch Program (NSLP)	pg. 7
10. Athletics	pg. 7
11. Travel	pg. 7
12. Accounting, Audit, Legal Fees	pg. 8
13. Technology	pg. 8
14. Other	pg. 8

Personnel:

Approx. 36.42% of the budget (Year 1 – Year 6)

CIVICA NV will begin in Year 1 with a total staff of 36, including 28 total teachers and 8 total administrative and support staff; with a starting enrollment of 570 students. By Year 6, CIVICA NV will be projected to expand to a total staff of 120 and a total student enrollment of 1,650; projected to add throughout Years 2-6, 52 teachers and 32 administrative and support staff. Below are the anticipated staffing positions for each year:

Principal - \$100,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$55,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$57,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$57,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Classroom Teachers (Core) - \$42,500/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - \$42,500/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - \$42,500/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Office Manager - \$40,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

School Nurse - \$50,000/year – *Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional and social health needs.*

Teacher Assistants - \$13.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Receptionist - \$13.00/hour – *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*

National School Lunch Program (NSLP)/Cafeteria Manager - \$14.00/hour – *Manages/Oversees all aspects of the school nutrition program including menu planning, record keeping, sanitation, etc.*

Campus Monitor - \$13.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

Position	21-22	22-23	23-24	24-25	25-26	26-27
Principal	1	1	1	1	1	1
Assistant Principal	1	2	2	3	3	3
Classroom Teachers (Core)	22	30	38	47	54	60
Classroom Teachers (Special)	3	5	5	8	11	11
Special Education Teachers	3	4.5	5.5	7	8	9
ELL Coordinator	1	1	1	1	1	1
Counselor/ Student Support Advocate	0	1	1	2	3	3
Curriculum Coach	0	0	1	2	2	2
Office Manager	1	1	1	1.5	1.5	2
Registrar	0	1	1	1	1.5	2
School Nurse	0	0	0	0	0	1
Clinic Aide / FASA	0	1	1	1	2	2
Receptionist	1	1	2	2	2	2
Teacher Assistants (Including SPED)	1	5	6	8	14	16
Campus Monitor/Custodian	1	1	1	2	2	2
NSLP/Cafeteria Manager	1	1	2	2	2	3
Total Staff:	36	55.5	68.5	88.5	108	120
Total Staff Costs:	\$ 1,545,600	\$ 2,334,120	\$ 2,879,951	\$ 3,804,798	\$ 4,584,629	\$ 5,197,284

**All salaries are expected to increase by 1.50% each year.*

**Additional staff positions will be added in the following years based on school growth*

Benefits:

Approx. 17.08% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 46.50% of salaries in the 21-22 school year, increasing by 0.25% each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	21-22	22-23	23-24	24-25	25-26	26-27
Total Salaries and Wages:	\$ 1,545,600	\$ 2,334,120	\$ 2,879,951	\$ 3,804,798	\$ 4,584,629	\$ 5,197,284
Benefits % of Salaries:	46.50%	46.75%	47.00%	47.25%	47.50%	47.75%
Total Cost of Benefits:	\$ 718,704	\$ 1,091,201	\$ 1,353,577	\$ 1,797,767	\$ 2,177,699	\$ 2,481,703

Payroll Services:

Approx. 0.23% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee. Includes a cushion for potential overages.

Contractual:

Approx. 6.44% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to CIVICA NV shall include, but may not be limited to, the following:

- Identification, design, and procurement of facilities and equipment

- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

CIVICA Nevada (“Licensee”) will enter into a Trademark License Agreement with CIVICA, Inc. (“Licensor”). CIVICA, Inc. grants CIVICA Nevada a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of CIVICA Nevada in the State of Nevada. The budget reflects this agreement as the CIVICA, Inc. Affiliation fee. This fee is 1% of state revenue, half going to CIVICA, Inc. for its collaboration and support and the other half of which goes back to the school for professional development which includes both internal and external sources.

Contracted Services:

Approx. 3.46% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$175 per student the first year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Substitute Teachers - \$165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) CIVICA NV will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 3.36% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada’s standing relationship with the lending institution Vectra Bank will allow CIVICA NV to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. CIVICA NV budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years.

Below is a yearly breakdown of the anticipated FFE Lease cost over the first 6 years, including the total anticipated borrowed amounts and lease payments each year:

	21-22	22-23	23-24	24-25	25-26	26-27
Planned Enrollment:	570	790	1010	1270	1475	1650
Projected Borrowed Amount:	\$ 570,000.00	\$ 790,000.00	\$ 1,010,000.00	\$ 1,270,000.00	\$ 1,475,000.00	\$ 1,650,000.00

Year	21-22	22-23	23-24	24-25	25-26	26-27	Total	School Year
2022	\$ 105,013.60						\$ 105,013.60	2021-2022
2023	\$ 157,520.40	\$ 40,531.52					\$ 198,051.92	2022-2023
2024	\$ 157,520.40	\$ 60,797.28	\$ 40,531.52				\$ 258,849.20	2023-2024
2025	\$ 157,520.40	\$ 60,797.28	\$ 60,797.28	\$ 47,900.96			\$ 327,015.92	2024-2025
2026	\$ 52,506.80	\$ 60,797.28	\$ 60,797.28	\$ 71,851.44	\$ 37,768.08		\$ 283,720.88	2025-2026
2027		\$ 20,265.76	\$ 60,797.28	\$ 71,851.44	\$ 56,652.12	\$ 32,241.04	\$ 241,807.64	2026-2027
2028			\$ 20,265.76	\$ 71,851.44	\$ 56,652.12	\$ 48,361.56	\$ 197,130.88	
2029				\$ 23,950.48	\$ 56,652.12	\$ 48,361.56	\$ 128,964.16	
2030					\$ 18,884.04	\$ 48,361.56	\$ 67,245.60	
2031						\$ 16,120.52	\$ 16,120.52	

Copier/Printing – Anticipated copier lease at a rate of roughly \$50,000 annually. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases. CIVICA NV has also budgeted \$3,000 for pre-operational printing.

Supplies:

Approx. 1.82% of the budget (Year 1 – Year 6)

Consumables – \$100 per student except for the first year of operation where most of the materials are incorporated into the FFE Lease. This includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

Facility:

Approx. 23.09% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The CIVICA Nevada Board will secure a facility lease in time for the commencement of school operations. Assumes CIVICA NV will utilize a facility of approx. 65,000 sq. ft. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$820,000, increasing each year. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Facility/School Insurance - \$40,000 annually - based upon the figures provided by other charter schools working with Academica Nevada. Increasing by 5% each subsequent year thereafter

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as

well. CIVICA NV is budgeting roughly \$91,000 in Year 1 for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what similar charter schools working with Academica are paying for janitorial expenses.

Custodial Supplies - \$15 per student

Facility Maintenance – basic facility maintenance of \$20,000 in Year 1, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care - basic lawn care assumption of \$1,000 per month, \$12,000 annually in Year 1. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – Assumption of \$10,000 in Year 1, increasing as student enrollment increases and to account for general AC wear and tear.

Fire & Security Alarms - Assumption of \$8,000 in Year 1, based upon the actual expenses of other charter schools working with Academica Nevada. Increasing by 3% each subsequent year thereafter.

National School Lunch Program (NSLP):
Approx. 5.24% of the budget (Year 1 – Year 6)

As outlined in [Section 3: Meeting the Need](#) of this application, CIVICA NV projects 95% of the student population will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$2.50 per student for 180 school days.

Athletics:
Approx. 0.17% of the budget (Year 1 – Year 6)

Athletics – CIVICA NV has budgeted \$1,000 in Years 1 and 2 for athletic expenses. Increasing to \$20,000 in Year 3 when the high school grades are projected to open; incrementally increasing each year thereafter as the high school begins to fill to capacity.

Travel:
Approx. 0.03% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$2,000 annually. CIVICA NV has also budgeted \$8,800 for pre-operational travel, professional development and recruiting.

Accounting, Audit, and Legal Fees:

Approx. 0.25% of the budget (Year 1 – Year 6)

Audit/Accounting - An accounting firm that is familiar with federal and state accounting practices and is familiar with Nevada charter school audits, will provide CIVICA NV's annual audit. CIVICA NV will not incur an audit fee in the first year of operation as the first audit will take place in September following the first fiscal year. CIVICA NV based pricing on the rates given by Binder Dijker Ote (BDO), an accounting firm, who has and is currently serving charter schools similar in size of the proposed charter. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance; are priced at \$20,000 per year.

Legal Fees – CIVICA NV aims to contract with one or more legal firms to provide legal expertise for any school specific issues that may arise during the schools' operation. Pricing is based on the rates given by Wolfe & Wyman LLP a law firm, who has and is currently serving charter schools similar in size of the proposed charter. CIVICA NV will research firms to ensure quality legal services, which include business/tax/regulatory issues; priced at \$5,000 each year. CIVICA NV has also budgeted \$2,500 for pre-operational legal fees.

Technology:

Approx. 1.13% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$42.00 per year per student).

Intellatek IT Set-up Fees – Intellatek's initial start-up fee in Year 1 is \$15,000; to setup all of the new computer and laptop equipment for the school. After Year 1, that fee will be slightly reduced but still accounting for each year's increase in student enrollment.

Infinite Campus - \$4,000 recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students. CIVICA NV has also budgeted \$4,000 for pre-operational set-up/implementation.

Website - \$4,000 annual expense each year; includes the pre-operational year.

Phone & Communications – annual anticipated contract expense of \$25,000 in Year 1 for phone/internet connection, incrementally increasing as student enrollment increases.

Other:

Approx. 1.48% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Dues and Fees - Assumption of \$5,000 annually, incrementally increasing each year.

Postage – Projected annual expense of \$1,250. CIVICA NV has also budgeted \$2,100 for pre-operational postage/ mailing expenses.

Background and Fingerprinting - \$70 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,000 per year, increasing to \$2,000 each year in Year 3, for miscellaneous expenses that may arise throughout the year. CIVICA NV has also budgeted \$1,850 for miscellaneous pre-operational expenses.

Marketing/Advertising – All marketing expenses are assumed in the pre-operational budget included in Attachment 21 (Budget). CIVICA NV will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

Market Statistics for School

CIVICA Nevada

Mike Dang

702.486.8879

C:\Users\Kyle.McOmber\Dropbox\CIVICA Nevada\CIVICA Charter Development Jan 2020\Attachments\[A16_Financial Plan Workbook - CIVICA - 01.06.20.xlsx]CF Y1 Mo

Location(s) under consideration: (Address or cross street, City, County)

Site 1 1625 East Carey Avenue, North Las Vegas, NV 89030

Site 2 -

Specific address recommended but not required.

Charter Contract Operations Term

SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2020	2021	2022	2023	2024	2025	2026
SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027

ENROLLMENT

Number of grade levels

Number of classrooms

-	8	9	10	11	12	13
-	-	-	-	-	-	-

K	-	100	125	125	125	125	125
1st	-	100	100	125	125	125	125
2nd	-	75	100	100	125	125	125
3rd	-	75	100	100	125	125	125
4th	-	50	75	100	125	125	125
5th	-	50	50	100	100	100	125
6th	-	60	120	120	100	150	150
7th	-	60	60	120	150	150	150
8th	-	-	60	60	120	150	150
9th	-	-	-	60	120	120	150
10th	-	-	-	-	60	120	120
11th	-	-	-	-	-	60	120
12th	-	-	-	-	-	-	60

Total Student Enrollment	-	570	790	1,010	1,275	1,475	1,650
Student / Classroom (w/o teachers)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Potential Site 1 (You only need to submit 1 site)

1625 East Carey Avenue, North Las Vegas, NV 89030

	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Capacity	Over Capacity	Distance fr school
1	Sample nearby school (Overwrite this)	1	K-6	200	100	100	1.0 mi
2	UNABLE TO MAKE CHANGES DUE TO SHEET BEI			-	-	-	-
3	UNABLE TO MAKE CHANGES DUE TO SHEET BEI			-	-	-	-
4	UNABLE TO MAKE CHANGES DUE TO SHEET BEI			-	-	-	-
5	UNABLE TO MAKE CHANGES DUE TO SHEET BEI			-	-	-	-
6	UNABLE TO MAKE CHANGES DUE TO SHEET BEI			-	-	-	-
7	UNABLE TO MAKE CHANGES DUE TO SHEET BEI			-	-	-	-
8	UNABLE TO MAKE CHANGES DUE TO SHEET BEI			-	-	-	-

		SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
		2020	2021	2022	2023	2024	2025	2026
		SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027
9	UNABLE TO MAKE CHANGES DUE TO SHEET BEI				-	-	-	-
10	UNABLE TO MAKE CHANGES DUE TO SHEET BEI				-	-	-	-
					200	100	100	1.0 mi

	Ethnicity					Special Population					
	Asians	Black	C-White	Hispanic	I-Native American	Multiple	Pacific Islander	FRL	IEP	ELL	SPED
1	Sample nearby school (O	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
2	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
3	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
4	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
5	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
6	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
7	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
8	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
9	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-
10	UNABLE TO MAKE CH	UNABLE TO MAKE CHANGES DUE TO		-	-	-	-	-	-	-	-

Potential Site 2

	All potential source Public, Private, Charter Schools	NSPF Rtg	Grade Level(s)	Enrollment	Capacity	Over Capacity	Distance fr school
1	Test			-	-	-	-
2				-	-	-	-
3				-	-	-	-
4				-	-	-	-
5				-	-	-	-
6				-	-	-	-
7				-	-	-	-
8				-	-	-	-
9				-	-	-	-
10				-	-	-	-
				-	-	-	#DIV/0!

	Ethnicity							Special Population			
	Asians	Black	C-White	Hispanic	I-Native American	Multiple	Pacific Islander	FRL	IEP	ELL	SPED
1 Test	-	-	-	-	-	-	-	-	-	-	-
2 -	-	-	-	-	-	-	-	-	-	-	-

		SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6			
		2020	2021	2022	2023	2024	2025	2026			
		SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027			
3 -	-	-	-	-	-	-	-	-	-	-	-
4 -	-	-	-	-	-	-	-	-	-	-	-
5 -	-	-	-	-	-	-	-	-	-	-	-
6 -	-	-	-	-	-	-	-	-	-	-	-
7 -	-	-	-	-	-	-	-	-	-	-	-
8 -	-	-	-	-	-	-	-	-	-	-	-
9 -	-	-	-	-	-	-	-	-	-	-	-
10 -	-	-	-	-	-	-	-	-	-	-	-

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

Thank you for utilizing the Financial Plan Workbook to record your school plan and assumptions before and during the six-year contract. This is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

Enter your assumptions in the light yellow cells of the various tabs of this workbook, beginning with the Cover "tab" or "worksheet." Overwrite any placeholder assumptions currently in those cells.

FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time use a decimal to indicate the portion. Contact or inform the State Public Charter School Authority of this if you perceive any issues in the related expensses and other impacts in this budget tool.

Summary tab

No entry needed on this tab

Market tab

Use this tab to show your target market, planned enrollments and potential demand and demographics of the "feeder" schools in your planned service area.

Enrol Staff & Exp tab

Basic Information, Rows 1-76

The Distributive School Account (DSA) funding per student is automatically populated depending on the county where the school is located (Cell F57). If the school will be multi-district (e.g. a virtual school), the applicant must enter an estimated number of students per county in the County DSA tab to generate an appropriate figure. A conservative assumption would be to assume 100 percent of students are from the county with the lowest DSA.

The Inflation Adjuster in 'F46' is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for most charter school operators.

Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.

Any remaining revenue entries can be manually accounted for in the following subgroups:

- Charter Start-Up Funds**
- Other Start-Up Grant Funds**
- Student Fees (As allowed by other public schools)**
- Investment Income**
- Private fundraising (foundations, corporate)**
- Private Fundraising**

Staffing and Compensation Assumptions, rows 79+ (in above tab)

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

Instructional Days, rows 105-108 (in above tab)

General Operating Expense Assumptions, rows 1387+ (in above tab)

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school. Schools should set aside an amount of 4 to 5% of revenues into a general reserve account.

Transportation, rows 1454-1476

Facilities tab

Complete either the Lease or the Purchase section.

Facilities Wkst tab

This sheet is optional. It is provided to help you consider your space requirements. Some schools may seek more/less space than is shown in the sample ranges. You do not need to include this tab in your print range but leave it in the working Excel file you submit.

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

See "Note FFE" tab for a note regarding the depreciation approach used in this model.

Marketing tab

Use this tab to show your marketing plan to reach your target market.

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

Insurance tab

Use this tab to show your insurance plan/budget.

Incubation tab

Use this tab to show your pre-opening plan/budget.

EMO-CMO tab

Use this tab to show your plan/budget -- if you use a EMO/CMO.

Cashflow Year 1 tab

Use this tab to "spread" your year 1 expenses out on a monthly basis.

DSA Rates tab

FYI

Other

Questions? Contact:

Mike Dang, 702.486.8879, mdang@spcsa.nv.gov
Michael Hutchins, 775.687.9239, M.Hutchins@spcsa.nv.gov

Mike Dang

702.486.8879

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Proposed Name of School

CIVICA Nevada

2021

Planned school year starting in August

SYE 2022

Name of lead contact(s)

Phone number

email address

1	Matt Padron	702-431-6260	matt.padron@academicanv.com
2			

Location(s) under consideration: (Addresses or cross streets, City)(1 minimum, 2 maximum)

1	1625 East Carey Avenue, North Las Vegas, NV 89030
2	

Specific address recommended but not required . Target cross streets required at a minimum.

Supporting documentation attached? (y/n)

n

Three sample Listings of buildings in targeted/planned zip code being considered.
Listing must show available square footage, lease rates, location. (E.g., Loopnet)

y

For start-up funding

n

For fundraising

Budget Summary Report

CIVICA Nevada

Mike Dang
702.486.8879

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			SY 0/Incubation	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'		2020	2021	2022	2023	2024	2025	2026
			2021	2022	2023	2024	2025	2026	2027
Number of Students	1,650	-	570	790	1,010	1,275	1,475	1,650	
Number of Employees	114	-	36	56	69	90	103	114	
Number of Occupants	1,764	-	606	846	1,079	1,365	1,578	1,764	
Growth, # students				39%	28%	26%	16%	12%	
Number of Teachers (SPED)	9	-	3	5	6	8	9	9	
Number of Teachers (ELL)	9	-	3	3	4	5	6	9	
Number of Teachers (Grade)	79	-	26	40	49	63	73	79	
Number of Teachers (Total)	97	-	32	48	59	76	88	97	
Student/Teacher	18		18	16	17	17	17	17	
Student/Classroom w/o Teacher			-	-	-	-	-	-	
Number of Admin	5	-	2	3	3	4	4	5	
Student/Admin ratio	369	-	285	263	337	319	369	330	
Teacher/Admin ratio	22	-	16	16	20	19	22	19	
Number of Office (non Admin)	3	-	1	2	2	3	3	3	
Student/Office ratio	570		570	395	505	425	492	550	
Teacher/Office ratio	32		32	24	30	25	29	32	
Salaries: Administrator	\$88,153		\$87,500	\$85,833	\$88,408	\$88,784	\$91,448	\$86,946	
Salaries: Office staff	\$40,308		40,000	41,200	42,436	38,245	39,393	40,575	
Salaries: Teachers (SPED)	\$42,262		42,500	39,614	41,746	41,367	43,520	44,825	
Salaries: Teachers (ELL)	\$33,650		34,040	35,061	32,623	32,651	32,715	34,810	
Salaries/Teachers-Grade Level	\$43,787		41,585	40,931	42,423	43,934	46,015	47,832	
Title IIA Professional Dev	\$357		62	58	60	59	59	60	
Revenue/pupil	\$9,226		\$8,881	\$9,096	\$9,317	\$9,544	\$9,779	\$8,742	
Expenses/pupil	\$8,064		7,841	8,137	8,210	8,394	8,343	7,458	
Net/p	\$6,976		\$1,040	\$959	\$1,107	\$1,151	\$1,436	\$1,283	
Square Feet (Facility, Conditioned)	115,715		63,630	63,630	63,630	86,105	86,105	115,715	
Sq ft / Students	58		112	81	63	68	58	70	
Sq ft / Occupants	55		105	75	59	63	55	66	

REVENUE	Total								
DSA Funding	\$53,752,566	83%	\$0	\$4,128,481	\$5,893,588	\$7,760,886	\$10,091,073	\$12,024,206	\$13,854,331
DSA Sponsorship Fee	(671,907)	(1.04%)	-	(51,606)	(73,670)	(97,011)	(126,138)	(150,303)	(173,179)
Title I	4,502,050	7%	-	379,050	525,350	671,650	847,875	980,875	1,097,250
Title IIA	23,695	0%	-	1,995	2,765	3,535	4,463	5,163	5,775
Title III	-	-%	-	-	-	-	-	-	-
Federal Breakfast Program	-	-%	-	-	-	-	-	-	-
Federal Lunch Program	3,473,010	5%	-	292,410	405,270	518,130	654,075	756,675	846,450

			SY 0/Incubation	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'		2020	2021	2022	2023	2024	2025	2026
IDEA	861,144	1%	-	72,504	100,488	128,472	162,180	187,620	209,880
State Special Education Funding	2,843,400	4%	-	239,400	331,800	424,200	535,500	619,500	693,000
Transportation	-	-%	-	-	-	-	-	-	-
R&E start-up funds	-	-%	-	-	-	-	-	-	-
Other start-up funds	-	-%	-	-	-	-	-	-	-
Student fees	-	-%	-	-	-	-	-	-	-
Investment Income	-	-%	-	-	-	-	-	-	-
School level fundraising	-	-%	-	-	-	-	-	-	-
Private fundraising (foundations, corpora	-	-%	-	-	-	-	-	-	-
Private fundraising (individuals)	-	-%	52,500	-	-	-	-	-	-
TOTAL REVENUE	\$64,783,957	100%	\$52,500	\$5,062,234	\$7,185,592	\$9,409,862	\$12,169,027	\$14,423,736	\$14,423,736

EXPENSES	Total		SY 0/Incubation	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
Personnel	\$31,228,460	48%	\$ -	\$2,275,244	\$3,519,132	\$4,416,079	\$5,969,993	\$7,047,010	\$8,001,002
EMO Payments	3,099,000	5%	-	269,000	375,500	474,500	573,750	663,750	742,500
General Operating Expenses	7,566,062	12%	-	667,532	905,105	1,132,480	1,417,806	1,628,993	1,814,146
FFE&T	1,757,080	3%	-	162,280	253,160	314,040	385,100	340,900	301,600
Facilities	12,252,370	19%	-	1,055,159	1,335,159	1,915,159	2,315,395	2,585,395	3,046,103
Marketing	26,250	0%	26,250	-	-	-	-	-	-
Transportation	-	-%	-	-	-	-	-	-	-
Athletic Program	-	-%	-	-	-	-	-	-	-
Insurance	240,000	0%	-	40,000	40,000	40,000	40,000	40,000	40,000
Other Pre-approval & Pre-Opening	26,250	0%	26,250	-	-	-	-	-	-
Other									
TOTAL EXPENSES	\$56,195,471	87%	\$52,500	\$4,469,215	\$6,428,056	\$8,292,258	\$10,702,044	\$12,306,047	\$12,306,047

SURPLUS/(DEFICIT)	\$8,588,486	13%	\$ -	\$593,020	\$757,535	\$1,117,604	\$1,466,983	\$2,117,689	\$2,117,689
<i>Per student</i>				<i>\$1,040</i>	<i>\$959</i>	<i>\$1,107</i>	<i>\$1,151</i>	<i>\$1,436</i>	<i>\$1,436</i>
SURPLUS/(DEFICIT)(Cumulative)			\$ -	\$593,020	\$1,350,555	\$2,468,159	\$3,935,143	\$6,052,831	\$8,170,520

<i>Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees</i>			<i>\$(52,500)</i>	<i>\$353,620</i>	<i>\$425,735</i>	<i>\$693,404</i>	<i>\$931,483</i>	<i>\$1,498,189</i>	<i>\$1,424,689</i>
<i>Surplus/(Deficit) (Cumulative)</i>				<i>\$353,620</i>	<i>\$779,355</i>	<i>\$1,472,759</i>	<i>\$2,404,243</i>	<i>\$3,902,431</i>	<i>\$5,327,120</i>
<i>Non Revenue Sources of funds</i>			<i>\$ -</i>						
<i>Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees (Cumulative)</i>			<i>-</i>	<i>\$593,020</i>	<i>\$1,350,555</i>	<i>\$2,468,159</i>	<i>\$3,935,143</i>	<i>\$6,052,831</i>	<i>\$8,170,520</i>

# students > Bkeven				67	83	120	154	217	242
% students > Bkeven				12%	11%	12%	12%	15%	15%
Ending Fund Balance (cumulative)				\$593,020	\$1,350,555	\$2,468,159	\$3,935,143	\$6,052,831	\$8,170,520

PERCENT TOTAL REVENUE									
REVENUE									
DSA Funding	83%	0%		82%	82%	82%	83%	83%	96%
DSA Sponsorship Fee	(1%)	(0%)		(1%)	(1%)	(1%)	(1%)	(1%)	(1%)
State Special Education Funding	4%	0%		5%	5%	5%	4%	4%	5%

	SY 0/Incubation		SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'	2020	2021	2022	2023	2024	2025	2026
Title I	7%	0%	7%	7%	7%	7%	7%	8%
Title IIA	0%	0%	0%	0%	0%	0%	0%	0%
Title III	-%	-%	-%	-%	-%	-%	-%	-%
Federal Breakfast Program	-%	-%	-%	-%	-%	-%	-%	-%
Federal Lunch Program	5%	0%	6%	6%	6%	5%	5%	6%
IDEA	1%	0%	1%	1%	1%	1%	1%	1%
Transportation	-%	-%	-%	-%	-%	-%	-%	-%
R&E start-up funds	-%	-%	-%	-%	-%	-%	-%	-%
Other start-up funds	-%	-%	-%	-%	-%	-%	-%	-%
Student fees	-%	-%	-%	-%	-%	-%	-%	-%
Investment Income	-%	-%	-%	-%	-%	-%	-%	-%
School level fundraising	-%	-%	-%	-%	-%	-%	-%	-%
Private fundraising (foundations, corpora	-%	-%	-%	-%	-%	-%	-%	-%
Private fundraising (individuals)	-%	-%	-%	-%	-%	-%	-%	-%
TOTAL REVENUE	100%	0%	100%	100%	100%	100%	100%	100%

EXPENSES								
Personnel	48%		45%	49%	47%	49%	49%	55%
EMO Payments Net	5%		5%	5%	5%	5%	5%	5%
Marketing	0%		-%	-%	-%	-%	-%	-%
General Operating Expenses	12%		13%	13%	12%	12%	11%	13%
Transportation	-%		-%	-%	-%	-%	-%	-%
Athletic Program	-%		-%	-%	-%	-%	-%	-%
Facilities	19%		21%	19%	20%	19%	18%	21%
FFE&T	3%		3%	4%	3%	3%	2%	2%
Insurance	0%		1%	1%	0%	0%	0%	0%
Financing Fees & Points	-%		-%	-%	-%	-%	-%	-%
Interest Exp	-%		-%	-%	-%	-%	-%	-%
FFE&T	-%		-%	-%	-%	-%	-%	-%
SURPLUS/(DEFICIT)	13%		12%	11%	12%	12%	15%	15%
<i>Per student</i>			<i>\$1,040</i>	<i>\$959</i>	<i>\$1,107</i>	<i>\$1,151</i>	<i>\$1,436</i>	<i>\$1,436</i>

Ending Fund Balance	\$0	\$0	\$593,020	\$1,350,555	\$2,468,159	\$3,935,143	\$6,052,831	\$8,170,520
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PER PUPIL								
REVENUE								
DSA Funding	\$46,850		\$7,243	\$7,460	\$7,684	\$7,915	\$8,152	\$8,397
DSA Sponsorship Fee	(586)		(91)	(93)	(96)	(99)	(102)	(105)
State Special Education Funding	2,520		420	420	420	420	420	420
Title I	3,990		665	665	665	665	665	665
Title IIA	21		4	4	4	4	4	4
Title III	-		-	-	-	-	-	-
Federal Breakfast Program	-		-	-	-	-	-	-
Federal Lunch Program	3,078		513	513	513	513	513	513
IDEA	763		127	127	127	127	127	127
Transportation	-		-	-	-	-	-	-

		SY 0/Incubation	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'	2020	2021	2022	2023	2024	2025	2026
R&E start-up funds	-		-	-	-	-	-	-
Other start-up funds	-		-	-	-	-	-	-
Student fees	-		-	-	-	-	-	-
Investment Income	-		-	-	-	-	-	-
School level fundraising	-		-	-	-	-	-	-
Private fundraising (foundations, corpora	-		-	-	-	-	-	-
Private fundraising (individuals)	-		-	-	-	-	-	-
TOTAL REVENUE	\$56,637		\$8,881	\$9,096	\$9,317	\$9,544	\$9,779	\$9,779
EXPENSES								
Personnel	\$27,128		3,992	4,455	4,372	4,682	4,778	4,849
EMO Payments Net	2,767		472	475	470	450	450	450
Marketing	-		-	-	-	-	-	-
General Operating Expenses	6,754		1,171	1,146	1,121	1,112	1,104	1,099
Transportation	-		-	-	-	-	-	-
Athletic Program	-		-	-	-	-	-	-
Facilities	10,852		1,851	1,690	1,896	1,816	1,753	1,846
FFE&T	1,632		285	320	311	302	231	183
Insurance	243		70	51	40	31	27	24
Financing Fees & Points	-		-	-	-	-	-	-
Interest Exp	-		-	-	-	-	-	-
FFE&T	-		-	-	-	-	-	-
TOTAL EXPENSES	\$49,376		\$7,841	\$8,137	\$8,210	\$8,394	\$8,343	\$8,452
								\$0
SURPLUS/(DEFICIT) Per Pupil	\$7,261 /pp		\$1,040 /pp	\$959 /pp	\$1,107 /pp	\$1,151 /pp	\$1,436 /pp	\$1,436 /pp
<i>Surplus % pp funding</i>			<i>12%</i>	<i>11%</i>	<i>12%</i>	<i>12%</i>	<i>15%</i>	<i>15%</i>

School Information				Enrollment Projections														Special Student Subgroups					
Elementary	Grades	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168
169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192
193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216
217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264
265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288
289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312
313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336
337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384
385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408
409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432
433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456
457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504
505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528
529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552
553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576
577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624
625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648
649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672
673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696
697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744
745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768
769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792
793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816
817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840
841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864
865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888
889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912
913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936
937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984
985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008
1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032
1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056
1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080
1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104
1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128
1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152
1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176
1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200
1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224
1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248
1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272
1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296
1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320
1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344
1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368
1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392
1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412				

Appendix: Budget Overview

City of Seattle

10/10/2023

10/10/2023

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Fall 2024		2024		2024		2024		2024		2024		2024		2024	
2024		2024		2024		2024		2024		2024		2024		2024	
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2024		2024		2024		2024		2024		2024		2024		2024	
2024		2024		2024		2024		2024		2024		2024		2024	
2024		2024		2024		2024		2024		2024		2024		2024	
2024		2024		2024		2024		2024		2024		2024		2024	
2024		2024		2024		2024		2024		2024		2024		2024	
2024		20													

Attachment 16: Financial Plan Workbook

Attachment 16: Financial Plan Workbook

Attachment 16: Financial Plan Workbook

Attachment 16: Financial Plan Workbook

Attachment 16: Financial Plan Workbook

Attachment 16: Financial Plan Workbook

Attachment 16: Financial Plan Workbook Page 502

Facilities
CIVICA Nevada
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FACILITIES
SELECT "Purchase" or "Lease"
Lease

LEASE OPTION	
Square feet leased	Per sq ft
Custodial (Non CAM)	\$1.32 /sf/yr
Utilities	\$1.75 /sf/yr
CAM (Common Area Maintenance & Other)	\$0.50 /sf/yr
Campus security	\$8,000 /yr
Security Deposit(s)(post to Cashflow ("CF Y1 Mo	1
Capital Outlay (building renovations, Tenant Improvements)	
Capital Outlay depreciation expense	
Total cash cost to lease	
Total lease book expense	

If Lease, then facility type: Retail/shopping, office, industrial, school, church, other
City/County sign off of improvement plans--all required work identified

PURCHASE OPTION	
Square feet purchased	0
Purchase price per sq ft	\$0.00 Per sq ft
Purchase price	\$0
Renovation cost per sq ft	\$0.00 Per sq ft
Total renovation costs	\$0
Purchase price and renovation costs	\$0
Equity	0.00% % of purchase price
Amount Financed	\$ -
Loan Term (years)	0
Bank Fees & Points	
Interest Rate	0.00%
Monthly Debt Service	\$0
Annual Debt Service	\$ -
Estimated annual interest expense (based on PV of all interest payments)	#DIV/0!
Custodial Services	\$0.00 Per sq ft
Utilities	\$0.00 Per sq ft
Maintenance	\$0.00 Per sq ft
Campus security	\$0.00 Per year
Equity (down payment)	-
Financing costs (6 months during planning year)	
Total cash costs to purchase	#DIV/0!
Total purchase book expense	-

TOTAL FACILITIES CASH COSTS	\$12,252,370	\$-	\$1,055,159	\$1,335,159	\$1,915,159	\$2,315,395	\$2,585,395	\$3,046,103
TOTAL FACILITIES Book Expense	\$12,252,370	\$-	\$1,055,159	\$1,335,159	\$1,915,159	\$2,315,395	\$2,585,395	\$3,046,103
Total lease book expense	\$12,252,370	\$-	\$1,055,159	\$1,335,159	\$1,915,159	\$2,315,395	\$2,585,395	\$3,046,103
Difference		\$-	\$-	\$-	\$-	\$-	\$-	\$-

Potential location(s) under consideration: (Address or cross street, City, County)

1625 East Carey Avenue, North Las Vegas, NV 89030

0

SY 0/Incubatio	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2020	2021	2022	2023	2024	2025	2026
2021	2022	2023	2024	2025	2026	2027
570	790	1,010	1,275	1,475	1,650	
112 sf/p	81 sf/p	63 sf/p	68 sf/p	58 sf/p	70 sf/p	
63,630 sf	63,630 sf	63,630 sf	86,105 sf	86,105 sf	115,715 sf	
\$12.89	\$17.29	\$26.40	\$23.23	\$26.36	\$22.69	
-%	34%	53%	(12%)	14%	(14%)	
\$12.89	\$17.29	\$26.40	\$23.23	\$26.36	\$22.69	
\$1.07	\$1.44	\$2.20	\$1.94	\$2.20	\$1.89	
\$10,495,000	\$820,000	1,100,000	1,680,000	2,000,000	2,270,000	2,625,000
632,036	83,992	83,992	83,992	113,659	113,659	152,744
837,926	111,353	111,353	111,353	150,684	150,684	202,501
239,408	31,815	31,815	31,815	43,053	43,053	57,858
48,000	8,000	8,000	8,000	8,000	8,000	8,000
-	-	-	-	-	-	-
-	-	-	-	-	-	-
\$ -	\$1,055,159	\$1,335,159	\$1,915,159	\$2,315,395	\$2,585,395	\$3,046,103
\$ -	\$1,055,159	\$1,335,159	\$1,915,159	\$2,315,395	\$2,585,395	\$3,046,103
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Facility Specifications - resource worksheet

CIVICA Nevada

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C:\Users\Kyle.McOmber\Dropbox\CIVICA Nevada\CIVICA Charter Development Jan 2020\Attachments\A16_Financial Plan Workbook - CIVICA - G # Classrooms

Enrollment

Students/Classroom

SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2021	2022	2023	2024	2025	2026
2022	2023	2024	2025	2026	2027
570	790	1010	1275	1475	1650
0	0	0	0	0	0
#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

This space planning worksheet may assist you in considering your facility needs. You are not required to complete this. You may need less/more space.

Type of Space	Common Specifics	Low	High	Avg	Example 1		Example 2		Applicant yr1		Applicant yr3	
Enrollment	500 Students				500		400		570		1275	
Grade levels	9th-12th											
Students per CR	25:1				25		25		#DIV/0!		#DIV/0!	
Interior Space PS-full size	Classroom, circulation, other PS	55 sf	100 sf	78 sf	600 s	46,500	800 s	62,000	500 s	38,750	700 s	54,250
Detailed Analysis												
Core classrooms SF	20 cls @ 850 SF each = 17,000 SF	750	1,000	850	20	17,000 sf	16	13,600 sf	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Science labs SF	2 cls @ 1000 SF each	850	1,200	1,000	2	2,000	2	2,000	-	-	2.0	2,000
Computer labs / media centers	1 room @ 1000 SF	850	1,200	1,000	1	1,000	1	1,000	-	-	1.0	1,000
SPED Specialty offices / classrooms	SPED, counseling room(s) - 2 @ 400 SF each, 4 @ 100 SF each			400	2	800	2	800	-	-	2.0	800
ELL Specialty offices / classrooms	SPED, ELL, counseling rooms - 2 @ 400 SF each, 4 @ 100 SF each			100	4	400	4	400	-	-	4.0	400
Reception area / offices	Reception area @ 400 SF			400	1	400	1	400	0.3	100	1.0	400
Administrative offices	Four offices at 100 SF each	70	100	100	4	400	4	400	2.0	200	4.0	400
Conference room(s)	400 SF			400	1	400	1	400	1.0	400	1.0	400
Teacher lounge / work room	600 SF			600	1	600	1	600	-	-	1.0	600
Commons / lunch area	1,500 SF			1,500	1	1,500	1	1,500	-	-	1.0	1,500
Kitchen / prep room	200 SF (prep only)			200	1	200	1	200	0.5	100	1.0	200
Bathrooms (students)	Students - 2 @ 400 SF each			400	2	800	2	800	2.0	800	2.0	800
Bathrooms (staff)	Staff 3 @ 100 SF each			100	3	300	3	300	3.0	300	3.0	300
Multi-purpose room / gymnasium (A)	MPR / small gym @ 4,000 SF			4,000	1	4,000	0	-	-	-	-	-
" " (B)	OR--by sf/pupil	7	10	---	-	-	7 sf/p	2,800	7 sf/p	3,990	7 sf/p	8,925
Elective classrooms	(1) music @ 1,000 SF			1,000	1	1,000	1	1,000	-	-	1.0	1,000
Storage closets	2 @ 300 SF each			300	2	600	2	600	1.0	300	2.0	600
Custodial closet	150 SF			150	1	150	1	150	0.2	30	1.0	150
Mechanical & IT closet	250 SF			250	1	250	1	250	0.2	50	1.0	250
Other (drama, media, parent room, health, etc.)	Parent room @ 200 SF			200	1	200	1	200	0.5	100	1.0	200
Space requirements pre circulation					32,000		27,400		#DIV/0!		#DIV/0!	
Circulation (hallways)	@ 15%(up to 20%) total = 4,800			15%	4,800		4,110		#DIV/0!		#DIV/0!	
Total estimated square feet	32,000 + 4,800 = 36,800				36,800 sf		31,510 sf		#DIV/0!		#DIV/0!	
Total square feet per student	73.6 SF per student				74 sf/p		79 sf/p		#DIV/0!		#DIV/0!	

Common specifics

Elementary (K-6) 25/classroom

Middle School (7-8) 27/classroom

High School (9-12) 27/classroom

Furnishings, Fixtures, Equipment & Technology

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SY 0/Incubation	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2020	2021	2022	2023	2024	2025	2026
2021	2022	2023	2024	2025	2026	2027

ASSUMPTIONS

Copier (monthly lease rate)	\$4,167	Per month							
	2,000	Students per copier							
Desktop computer costs (faculty and computers for carts)	\$1	Per laptop							
Desktop computers	0	Per grade level							
Cart costs		Per cart							
Student enrollment			570	790	1,010	1,275	1,475	1,650	
Number of copiers needed			1	1	1	1	1	1	
Monthly copier lease			50,000	50,000	50,000	50,000	50,000	50,000	
Copier - usage fee	\$4	Per student	2,280	3,160	4,040	5,100	5,900	6,600	
New Laptops - faculty (acquisition cost)	\$0	Per new laptop	-	-	-	-	-	-	
Laptop replacement (acquisition cost)	3 year life								
Laptop depreciation expense	per NV Personal Property Manual		-	-	-	-	-	-	
Mobile lap top cart and/or student desktops (acquisition costs)	0	Per grade level	-	-	-	-	-	-	
Mobile lap top cart and/or student desktops replacements (acquisition costs)	3 year life								
Mobile lap top cart and/or student desktops depreciation expense	per NV Personal Property Manual		-	-	-	-	-	-	
FTE cell phone handset (acquisition cost)	\$0	Per handset	-	-	-	-	-	-	
FTE cell phone handset replacement (acquisition cost)	3 year life								
FTE cell phone handset depreciation expense	per NV Personal Property Manual		-	-	-	-	-	-	
FTE Cell phones (monthly coverage)	\$0	Per month	-	-	-	-	-	-	
Internet setup	\$0	Setup fee	-	-	-	-	-	-	
Server (acquisition cost)	\$0	Per server	-	-	-	-	-	-	
Server replacement (acquisition cost)	5 year life								
Server depreciation expense	per NV Personal Property Manual		-	-	-	-	-	-	
Classroom technology (acquisition cost)	\$0	Per classroom	-	-	-	-	-	-	
Classroom technology replacement (acquisition cost)	3 year life								
Classroom technology depreciation expense	per NV Personal Property Manual		-	-	-	-	-	-	
Educational software/curriculum	\$0	Per student	-	-	-	-	-	-	
Technology Support Services	\$0	Per month	-	-	-	-	-	-	
Internet and phone monthly service	\$0	Per month	-	-	-	-	-	-	
Other Equipment (security system)(Hardware costs, setup fees) (acquisition cost)	\$0	Setup cost	110,000	200,000	260,000	330,000	285,000	245,000	
Other Equipment replacement (acquisition cost)	\$0	Expected years	-	-	-	-	-	-	
Depreciation expense (please calculate depreciation on a straight line basis)	\$0		110,000	200,000	260,000	330,000	285,000	245,000	
Monthly equipment cost	\$0	Per month	-	-	-	-	-	-	
Computer Hardware (not already included in prior lines) (acquisition cost)	\$0	Per new FTE	-	-	-	-	-	-	
Computer Hardware replacement (cost of acquisition)	3 year life								
Computer Hardware depreciation expense	per NV Personal Property Manual		-	-	-	-	-	-	
Computer Software	\$0	Per FTE	-	-	-	-	-	-	
Faculty furniture (acquisition cost)	\$0	Per new FTE	-	-	-	-	-	-	
Student furniture (acquisition cost)	\$0	Per new student	-	-	-	-	-	-	
Furniture depreciation (based on 15 year life, per NV Personal Property Manual)			-	-	-	-	-	-	
TOTAL FFE & T COSTS (cash acquisition cost)	\$1,757,080	\$-	\$162,280	\$253,160	\$314,040	\$385,100	\$340,900	\$301,600	
TOTAL FFE & T COSTS (book expense)	\$1,757,080	\$-	\$162,280	\$253,160	\$314,040	\$385,100	\$340,900	\$301,600	

Insurance Coverage

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Check with your attorney or insurance agent as to what types of insurance you may need.

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Insurance types (Depending on coverage)	Minimum Coverage	Covered but		Totals 6 yr+0	SYE 0 SYE 2021	SY 1 SYE 2022	SY 2 SYE 2023	SY 3 SYE 2024	SY 4 SYE 2025	SY 5 SYE 2026	SY 6 SYE 2027
		Bundled? y/n	Annual Cost								
	Premium/SYr			\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Abuse or Molestation: Aggregate	\$ -		-	-		-	-	-	-	-	-
Abuse or Molestation: Per Occurrence	-		-	-		-	-	-	-	-	-
Accident Insurance - For volunteers or students due to accident at school.	-		-	-		-	-	-	-	-	-
Automobile - Coverage for any owned automobiles by the school.			-	-		-	-	-	-	-	-
Building Limit			-	-		-	-	-	-	-	-
Commercial Auto Liability	-		-	-		-	-	-	-	-	-
Cyberliability- Coverage due to loss if computer systems hacked.	-		-	-		-	-	-	-	-	-
Directors & Officers Liability Aggregate	-		-	-		-	-	-	-	-	-
Directors & Officers Liability Per Occurrence	-		-	-		-	-	-	-	-	-
Directors and Officers - For director or officers of the school.	-		-	-		-	-	-	-	-	-
Educators Legal Liability Aggregate	-		-	-		-	-	-	-	-	-
Educators Legal Liability Per Occurrence	-		-	-		-	-	-	-	-	-
Educators' legal liability insurance	-		-	-		-	-	-	-	-	-
Employee Benefits Liability Aggregate	-		-	-		-	-	-	-	-	-
Employee Benefits Liability Per Occurrence	-		-	-		-	-	-	-	-	-
Employee Dishonesty/Crime	-		-	-		-	-	-	-	-	-
Employment benefits liability insurance			-	-		-	-	-	-	-	-
Employment Practices Liability - discrimination, termination, harassment.			-	-		-	-	-	-	-	-
Employment Practices Liability Aggregate			-	-		-	-	-	-	-	-
Employment practices liability insurance			-	-		-	-	-	-	-	-
Employment Practices Liability Per Occurrence			-	-		-	-	-	-	-	-
Errors and Omissions (of sponsor and governing body of charter school)			-	-		-	-	-	-	-	-
Excess/Umbrella Liability			-	-		-	-	-	-	-	-
General Liability Aggregate			40,000	240,000		40,000	40,000	40,000	40,000	40,000	40,000
General Liability Per Occurrence			-	-		-	-	-	-	-	-
General liability insurance			-	-		-	-	-	-	-	-
i. Coverage for molestation and sexual abuse			-	-		-	-	-	-	-	-
ii. Broad form policy, with the named insureds as follows:			-	-		-	-	-	-	-	-
iii. The sponsor of the charter school;			-	-		-	-	-	-	-	-
iv. All employees: former, present and future			-	-		-	-	-	-	-	-
v. Volunteers at the charter school; and			-	-		-	-	-	-	-	-
vi. Directors, including, without limitation, executive directors.			-	-		-	-	-	-	-	-
Liability - Liability coverage for premises you rent or own.			-	-		-	-	-	-	-	-
Liability insurance for sports and athletic participation			-	-		-	-	-	-	-	-
Motor vehicle liability insurance if applicable			-	-		-	-	-	-	-	-
Personal and Advertising Injury			-	-		-	-	-	-	-	-
Products/Completed Operations Aggregate			-	-		-	-	-	-	-	-
Professional Liability - Coverage for teachers and professional educators			-	-		-	-	-	-	-	-
Property- Coverage for building or personal property you own.			-	-		-	-	-	-	-	-
Student Accident - per accident			-	-		-	-	-	-	-	-
Umbrella - Coverage due to claim exhausting Liability limits.			-	-		-	-	-	-	-	-
Umbrella liability insurance			-	-		-	-	-	-	-	-
Workers Compensation			-	-		-	-	-	-	-	-
Workers Compensation - Coverage for injury or accident for employees.			-	-		-	-	-	-	-	-
(Add other coverages here)			-	-		-	-	-	-	-	-
(Add other coverages here)			-	-		-	-	-	-	-	-
(Add other coverages here)			-	-		-	-	-	-	-	-
(Add other coverages here)			-	-		-	-	-	-	-	-
(Add other coverages here)			-	-		-	-	-	-	-	-
			\$40,000	\$240,000	\$ -	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000

Worksheet: Incubation Year**Test Academy**

Nevada State Public Charter School Authority

Mike Dang

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			2019 SYE 2020
Pre-Approval & Pre-Opening			
Position Description	Number of Staff Per Position (FTE's)	Average Salary for Position	Uses
Principal	-	\$ -	-
Assistant Principal	-	-	-
Deans	-	-	-
Office Manager	-	-	-
Administrative Assistant	-	-	-
Teachers	-	-	-
Teacher Aides	-	-	-
Subtotal			\$ -
FICA Expense	-		-
Medicare Expense	-		-
DUE TO CELLS BEING LOCKED TOTAL SUMS HERE		\$26,250	26,250
Other		\$0	-
Subtotal			\$26,250
Sample items below (erase at will)			\$ -
Travel / Prof. Dev. / Recruiting		\$8,800	-
Marketing / Advertising		\$0	-
Legal Fees		\$2,500	-
Copier / Printing		\$3,000	-
Infinite Campus (SiS Software)		\$4,000	-
Postage		\$2,100	-
Other Purchases		\$1,850	-
Staff Recruitment/Hiring			-
Board Recruitment and Screening			-
Website Development		\$4,000	-
Brochures/Information			-
Nonprofit Incorporation			-
Admissions Lottery			-
		\$26,250	
TOTAL USES THROUGH PRE-OPENING			\$26,250
SOURCES OF FUNDS TO COVER PRE-APPROVAL AND PRE-OPENING COSTS			
			\$ -
			-
			-
			-
TOTAL SOURCES THROUGH PRE-OPENING			\$ -
Sources > Uses (<, less than)			\$(26,250)

Attach supporting documentation regarding sources of funds included.

Attachment 16: Financial Plan Workbook

1/11/2020 at 7:12 PM Mike 702.486.8879

A16_Financial Plan Workbook - CIVICA - 01.06.20 Incubation

EMO-CMO Budget Worksheet
CIVICA Nevada

Mike Dang
702.486.8879

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Education Management Organization (EMO)
Charter Management Organization (CMO)

Consider a cost plus model of hiring specific services you may need, such as accounting/payroll. But also consider the value of full service providers. There can be greater savings from exercising a service cost plus a margin for services providers specializing in specific areas. There can be more peace of mind from "one-stop" providers. Some schools may start with one model and shift to another. Make sure your contracts provide the flexibility you deserve.

Table with 10 columns: SY 0, SY 1, SY 2, SY 3, SY 4, SY 5, SY 6, and rows for Enrollment, Total Revenue, Total Expenses, and EMO/CMO Services / Fee basis/Type.

Table with 4 columns: EMO, CMO ala carte services to charter school, Incl'd in fee?, Perform Service?, and Cost Pass Thru? Y/N.

Total EMO-CMO-ESP Planned Expenses
Does the EMO provide the service or do they help you choose the service which you will pay for--separate from the EMO fee?

Year 1 Cash Flow Worksheet
CIVICA Nevada

Mike Dang
702.486.8879

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Fall 2021 School Operations Year 1
Winter, Spring 2022 (This is a year 1 budget. It is not a pre-opening budget)
Sponsorship Fee 1.25%
(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
REVENUES															
Distributive School Acct	\$4,128,481	\$ -	\$4,128,481		\$375,316	\$375,316	\$375,316	\$375,316	\$375,316	\$375,316	\$375,316	\$375,316	\$375,316	\$375,316	\$375,316
DSA Sponsorship Fee	(51,606)	-	(51,606)	-	(4,691)	(4,691)	(4,691)	(4,691)	(4,691)	(4,691)	(4,691)	(4,691)	(4,691)	(4,691)	(4,691)
Title I	379,050	379,050	-												-
Title IIA	1,995	1,995	-												-
Title III	-	-	-												-
Federal Breakfast Program	-	-	-			-	-	-	-	-	-	-	-	-	-
Federal Lunch Program	292,410	-	292,410			29,241	29,241	29,241	29,241	29,241	29,241	29,241	29,241	29,241	29,241
IDEA	72,504	42,052	30,452				3,384	3,384	3,384	3,384	3,384	3,384	3,384	3,384	3,384
State SPED Funding	239,400	239,400	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Start up funds	-	-	-												
Other start-up grant funds	-	-	-												
School level fundraising	-	-	-												
Student Fees	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Investment Income	-	-	-												
Private Fundraising (w/Ltr of :)	-	-	-		-	-									
Fundraising Donations (w/Ltr	-	-	-							-					
Total Revenues	\$5,062,234	\$662,497	4,399,737	\$ -	\$370,625	\$399,866	\$403,250	\$403,250	\$403,250	\$403,250	\$403,250	\$403,250	\$403,250	\$403,250	\$403,250
Total Revenues Y-T-D	!*			0	370,625	770,491	1,173,741	1,576,990	1,980,240	2,383,489	2,786,739	3,189,988	3,593,238	3,996,488	4,399,737
% Revenue YTD				-%	8%	18%	27%	36%	45%	54%	63%	73%	82%	91%	100%
OPERATING EXPENDITURES & OTHER CASH OUTLAYS															
Salaries	\$1,545,600	\$ -	\$1,545,600	-	140,509	140,509	140,509	140,509	140,509	140,509	140,509	140,509	140,509	140,509	140,509
Benefits	721,004	(0)	721,004	-	65,546	65,546	65,546	65,546	65,546	65,546	65,546	65,546	65,546	65,546	65,546
Part-Time Wages	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Performance Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	8,640	-	8,640	-	785	785	785	785	785	785	785	785	785	785	785
Instructional Supplies	386,032	(0)	386,032	-	200,000	18,603	18,603	18,603	18,603	18,603	18,603	18,603	18,603	18,603	18,603
Contracts	25,000	(269,000)	294,000	-	26,727	26,727	26,727	26,727	26,727	26,727	26,727	26,727	26,727	26,727	26,727
Food Costs	256,500	-	256,500	-	-	25,650	25,650	25,650	25,650	25,650	25,650	25,650	25,650	25,650	25,650
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lease/Mortgage	820,000	(191)	820,191	-	74,563	74,563	74,563	74,563	74,563	74,563	74,563	74,563	74,563	74,563	74,563
Custodial	83,992	(0)	83,992	-	7,636	7,636	7,636	7,636	7,636	7,636	7,636	7,636	7,636	7,636	7,636
Utilities	111,353	(1)	111,353	-	10,123	10,123	10,123	10,123	10,123	10,123	10,123	10,123	10,123	10,123	10,123
CAM/Maintenance	31,815	-	31,815	-	2,892	2,892	2,892	2,892	2,892	2,892	2,892	2,892	2,892	2,892	2,892
Campus Security	8,000	-	8,000	-	727	727	727	727	727	727	727	727	727	727	727
Capital Outlay (TI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security Deposits (Site Lease)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FFE&T	162,280	-	162,280	-	14,753	14,753	14,753	14,753	14,753	14,753	14,753	14,753	14,753	14,753	14,753
Insurance	40,000	-	40,000	-	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636
Total Expenditures	\$4,200,215	\$(269,192)	\$4,469,407	\$ -	\$547,898	\$392,151	\$392,151	\$392,151	\$392,151	\$392,151	\$392,151	\$392,151	\$392,151	\$392,151	\$392,151
Net Change in cash from operations	!*		\$(69,670)	\$ -	\$(177,273)	\$7,715	\$11,099	\$11,099	\$11,099	\$11,099	\$11,099	\$11,099	\$11,099	\$11,099	\$11,099
Total Expenses Y-T-D					547,898	940,049	1,332,200	1,724,351	2,116,501	2,508,652	2,900,803	3,292,954	3,685,105	4,077,256	4,469,407
% Budget YTD				-%	12%	21%	30%	39%	47%	56%	65%	74%	82%	91%	100%

Fall
Winter, Spring
Sponsorship Fee

2021
2022
1.25%

School Operations Year 1
(This is a year 1 budget. It is not a pre-opening budget)

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
YTD (Rev > Exp)				#DIV/0!	0.7	0.8	0.9	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

FINANCING ACTIVITIES

	SY1 Ending 0	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
Loans/Financing Acquired	\$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loans/Financing Repaid	\$ -	-	-	-	-	-	-	-	-	-	-	-	-
Loan Balance		-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense (assumes 24% APR)	\$ -	-	-	-	-	-	-	-	-	-	-	-	-
Net change in cash from financing	\$ -	-	-	-	-	-	-	-	-	-	-	-	-

Projected Cash Balance Statement

Net change in Cash (F/B)	(69,670)	0	(177,273)	7,715	11,099	11,099	11,099	11,099	11,099	11,099	11,099	11,099	11,099
Begin Cash Balance(F/B)		0	0	(177,273)	(169,558)	(158,459)	(147,360)	(136,262)	(125,163)	(114,064)	(102,966)	(91,867)	(80,768)
End Cash Balance (F/B)	(69,670)	0	(177,273)	(169,558)	(158,459)	(147,360)	(136,262)	(125,163)	(114,064)	(102,966)	(91,867)	(80,768)	(69,670)

Cash/Expense X	-	(0.5)	(0.4)	(0.4)	(0.4)	(0.4)	(0.3)	(0.3)	(0.3)	(0.3)	(0.3)	(0.2)	(0.2)
----------------	---	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

Percentage of Revenue

REVENUES													
Distributive School Acct	94%	-%	101%	94%	93%	93%	93%	93%	93%	93%	93%	93%	93%
DSA Sponsorship Fee	(1%)	-%	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)
Title I	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Title IIA	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Title III	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Federal Breakfast Program	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Federal Lunch Program	7%	-%	-%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%
IDEA	1%	-%	-%	-%	1%	1%	1%	1%	1%	1%	1%	1%	1%
State SPED Funding	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Charter Start up funds	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Other start-up grant funds	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
School level fundraising	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Student Fees	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Investment Income	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Private Fundraising	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Fundraising Donations	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Total Revenue	100%	-%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Revenues Y-T-D		0%	8%	18%	27%	36%	45%	54%	63%	73%	82%	91%	100%

Percentage of Expense

EXPENDITURES													
Salaries	35%	#DIV/0!	26%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%
Benefits	16%	#DIV/0!	12%	17%	17%	17%	17%	17%	17%	17%	17%	17%	17%
Part-Time Wages	-%	#DIV/0!	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Performance Bonuses	-%	#DIV/0!	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Payroll Services	0%	#DIV/0!	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Fall	2021	School Operations Year 1													
Winter, Spring	2022	(This is a year 1 budget. It is not a pre-opening budget)													
Sponsorship Fee	1.25%														
(Carry over totals and input to appropriate worksheets)															
	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
Instructional Supplies			9%	#DIV/0!	37%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Contracts			7%	#DIV/0!	5%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%
Food Service			6%	#DIV/0!	-%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%
Transportation			-%	#DIV/0!	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Athletics			-%	#DIV/0!	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Marketing			-%	#DIV/0!	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Lease/Mortgage			18%	#DIV/0!	14%	19%	19%	19%	19%	19%	19%	19%	19%	19%	19%
Utilities			2%	#DIV/0!	1%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Custodial			2%	#DIV/0!	2%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
CAM			1%	#DIV/0!	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Capital Outlay			0%	#DIV/0!	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
FFE&T			4%	#DIV/0!	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Insurance			1%	#DIV/0!	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Total Expenditures			100%	#DIV/0!	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Expenses Y-T-D				0%	12%	21%	30%	39%	47%	56%	65%	74%	82%	91%	100%
% of available cash at start of month				0.00%	#DIV/0!	-221.21%	-231.28%	-247.48%	-266.12%	-287.79%	-313.31%	-343.80%	-380.86%	-426.87%	-485.52%
% of available cash at end of month				#DIV/0!	-309.07%	-231.28%	-247.48%	-266.12%	-287.79%	-313.31%	-343.80%	-380.86%	-426.87%	-485.52%	-562.87%
Projected Cash Balance Statement															
Net change in Cash (F/B)	0	-%		(48%)	2%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Begin Cash Balance(F/B)		0		-	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
End Cash Balance (F/B)	0	-		(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Benefits/Salaries Exp				#DIV/0!	47%	47%	47%	47%	47%	47%	47%	47%	47%	47%	47%
# Employees				56	56	56	56	56	56	56	56	56	56	56	56
Benefits/Employee				\$ -	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170
Salaries/Employee				\$ -	\$2,509	\$2,509	\$2,509	\$2,509	\$2,509	\$2,509	\$2,509	\$2,509	\$2,509	\$2,509	\$2,509

DSA Rates
CIVICA Nevada

Mike Dang
702.486.8879

DRAFT

County District	SYE-20 Rates			Planned Enrollment	Subtotal	Pmt Freq	Index		Pd Pmt Amounts	
	DSA	Outside Revenue	Total				OSRev/Tot	Rev/CCSD	Qrtr	Mon
Carson City	\$ 7,184	\$ 1,245	\$ 8,429	0	\$ -	-	15%	116%	\$ -	\$ -
Churchill	7,006	1,320	8,326		-	-	16%	115%	-	-
Clark	6,067	1,176	7,243	570	4,128,481	Mo	16%	100%	-	344,040
Douglas	6,086	3,254	9,340	-	-	-	35%	129%	-	-
Elko	7,891	1,529	9,420	-	-	-	16%	130%	-	-
Esmeralda	20,750	9,469	30,219	-	-	-	31%	417%	-	-
Eureka	11,032	20,036	31,068	-	-	-	64%	429%	-	-
Humboldt	7,431	2,258	9,689	-	-	-	23%	134%	-	-
Lander	3,517	8,536	12,053	-	-	-	71%	166%	-	-
Lincoln	12,131	1,685	13,816	-	-	-	12%	191%	-	-
Lyon	7,724	1,043	8,767	-	-	-	12%	121%	-	-
Mineral	10,152	1,654	11,806	-	-	-	14%	163%	-	-
Nye	7,967	1,827	9,794	-	-	-	19%	135%	-	-
Pershing	9,691	3,203	12,894	-	-	-	25%	178%	-	-
Storey	6,136	10,216	16,352	-	-	-	62%	226%	-	-
Washoe	6,034	1,417	7,451	-	-	-	19%	103%	-	-
White Pine	8,512	2,604	11,116	-	-	-	23%	153%	-	-
Multi-District	\$ 7,243			570	\$4,128,481					
Avg/St					\$7,243 /st					

Note on Depreciation+

CIVICA Nevada

Mike Dang

702.486.8879

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Generic Facilities and FFE narrative

New to this application is built in capitalization and depreciation/amortization. This applies to capital outlays on leases (such as tenant improvements) and several categories of FFE&T. Capital outlays are depreciated based on a 15-year schedule. The FFE&T tab states what depreciation schedule is being used for each category. These schedules are based on the Nevada Personal Property Manual's expected life for each category. You can access the version of the NV Personal Property Manual used here: https://tax.nv.gov/LocalGovt/PolicyPub/ArchiveFiles/PersonalPropertyManual/2020-2021_Personal_Property_Manual_rev_03282019/. The values used come from the Information Systems section on page 11, and the Office Furniture, Retail Sales Equipment, Other section on page 16.

The primary purpose of these additions is to give a better picture of what an audited full accrual basis Statement of Activities will look like for an applicant while still allowing for an analysis of the cash cost and cash flow outlook of operating the proposed school. With the exception of the rows for "Other Equipment", these calculations will all be done automatically for you and require no additional inputs.

Charter School Name	Name of Campus (if more than one)	Year Opened	Year EMO Began Ngmt	City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Doral Academy of Nevada	Cactus	2014												
	Fire Mesa	2015												
	Pebble	2017		Las Vegas	Nv	Bridget Phillips	Executive Director	Bridget.Phillips@doralacademynv.org	(702) 431-6260					
	Red Rock	2016												
Mater Academy of Nevada	Saddle	2013												
	Mt. Vista	2015		Las Vegas	Nv	Renee Fairless	Executive Director	Renee.Fairless@materacademynv.org	(702) 485-2400					
	Bonanza	2017												
Pinecrest Academy of Nevada	Cadence	2016												
	Horizon	2012		Henderson	Nv	Carrie Buck	Executive Director	Carrie.Buck@pinecrestnv.org	(702) 431-6260	SPCSA	Patrick Gavin	Executive Director	pgavin@spcsa.nv.gov	775-687-9174
	Inspirada	2015												
SLAM Academy of Nevada	St. Rose	2015												
		2016		Henderson	Nv	Dan Triana	Principal	Dan.Triana@slamnv.org	(702) 473-5735					
	Allante	2018												
Somerset Academy of Las Vegas	Lone Mountain	2015												
	Loosee	2013		Las Vegas	Nv	John Barlow	Executive Director	John.Barlow@somersetnv.org	(702) 487-5411					
	North Las Vegas	2011												
	Sky Canyon	2018												
	SkyPointe	2012												
	Stephanie	2011		Henderson										

INDEPENDENT AUDIT DATA

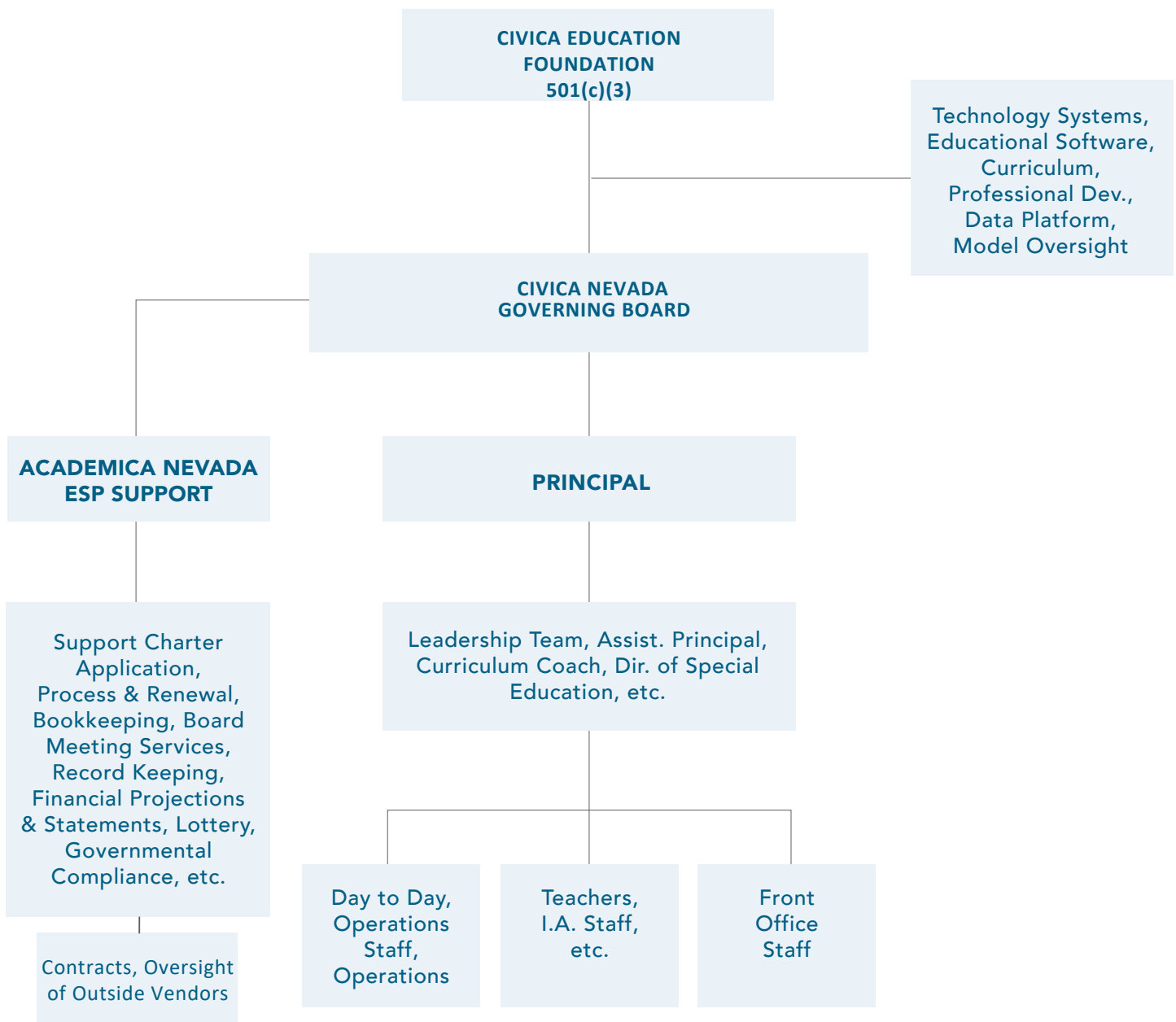
- Supply the requested data from each independent audit performed for the organization or a school in the past four years
- Please check the calculated values below and make sure they correspond with internal records
- Discrepancies between published data and reported data must be thoroughly explained on next tab

Entity Descriptions Data						Independent Audit Data																	
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets	Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding	Expenditures	Change in Net Assets	Current Ratio	Unrestricted Days	Debt to Asset Ratio	Surplus Margin	Cash Flow	Net Position (Beginning of Year)	Net Position (End of Year)
NV	46-5122331		Mater Academy of Nevada	2017-2018	2018	\$ 1,148,834	\$ 2,692,207	\$ 1,019,659	\$ 3,711,862	\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,328	\$ 16,118,578	\$ 16,183,403	\$ 135,175	1.61	25.91	2.63	0.01	\$ 784,110	\$ 487,151	\$ 622,326
NV	46-1907920		Doral Academy of Nevada	2017-2018	2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736	\$ 37,763,267	\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,138	\$ 40,161,058	\$ 40,296,127	\$ (135,069)	2.47	66.64	1.45	(0.00)	\$ 2,453,338	\$ 288,205	\$ 133,136
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018	2018	\$ 4,820,215	\$ 6,421,426	\$ 2,064,927	\$ 8,486,353	\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,663)	\$ 33,862,243	\$ 34,610,981	\$ (748,738)	2.17	50.83	2.96	(0.02)	\$ 2,298,770	\$ (600,924)	\$ (1,349,662)
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018	2018	\$ 12,990,269	\$ 22,651,001	\$ 81,543,668	\$ 104,197,669	\$ 5,233,509	\$ 127,051,103	\$ 132,284,612	\$ (8,423,766)	\$ 52,196,541	\$ 52,197,610	\$ (1,069)	4.33	90.84	1.27	(0.00)	\$ 6,192,714	\$ (9,423,668)	\$ (9,424,737)
NV	81-1668405		SLAM Academy of Nevada	2017-2018	2018	\$ 515,858	\$ 729,115	\$ 466,470	\$ 1,195,585	\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120	\$ 5,770,865	\$ 57,255	1.31	32.63	2.51	0.01	\$ 515,858	\$ 369,868	\$ 427,123
NV	46-5122331		Mater Academy of Nevada	2016-2017	2017	\$ 364,724	\$ 1,493,205	\$ 462,215	\$ 1,955,420	\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,587,679	\$ 9,708,043	\$ (208,364)	1.47	13.71	3.04	(0.02)	\$ 356,208	\$ 687,515	\$ 487,151
NV	46-1907920		Doral Academy of Nevada	2016-2017	2017	\$ 4,904,242	\$ 5,660,581	\$ 2,563,608	\$ 8,164,189	\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,581,449	\$ 29,762,798	\$ (261,349)	1.76	60.14	2.35	(0.01)	\$ 2,727,428	\$ 529,554	\$ 268,205
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017	2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463	\$ 7,578,291	\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075	\$ 28,912,184	\$ 392,891	1.81	31.83	2.36	0.01	\$ 1,437,951	\$ (993,815)	\$ (600,924)
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017	2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597	\$ 54,708,786	\$ 5,079,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649	\$ 48,334,574	\$ (1,318,925)	2.56	51.33	1.46	(0.03)	\$ 592,318	\$ (8,104,743)	\$ (9,423,668)
NV	81-1668405		SLAM Academy of Nevada	2016-2017	2017	\$ -	\$ 448,520	\$ 431,549	\$ 880,069	\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755	\$ 3,307,887	\$ 369,868	0.98	0.00	0.88	0.10	\$ -	\$ -	\$ 369,868
NV	46-5122331		Mater Academy of Nevada	2015-2016	2016	\$ 8,516	\$ 942,949	\$ 487,174	\$ 1,430,123	\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515	\$ 6,557,805	\$ 6,028,026	\$ 529,779	1.35	0.52	1.66	0.08	\$ (9,632)	\$ 157,736	\$ 687,515
NV	46-1907920		Doral Academy of Nevada	2015-2016	2016	\$ 2,176,814	\$ 3,879,919	\$ 1,549,618	\$ 5,429,537	\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798	\$ 17,316,796	\$ 739,002	2.05	45.88	1.78	0.04	\$ 690,337	\$ (209,448)	\$ 529,554
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016	2016	\$ 1,083,494	\$ 3,212,540	\$ 1,521,307	\$ 4,733,847	\$ 1,785,354	\$ 5,094,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570	\$ 16,256,319	\$ 1,409,251	1.80	24.33	1.45	0.08	\$ (78,315)	\$ (2,403,066)	\$ (993,815)
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016	2016	\$ 6,205,237	\$ 18,817,850	\$ 34,828,815	\$ 53,646,665	\$ 4,552,047	\$ 62,872,574	\$ 67,474,621	\$ (8,104,743)	\$ 39,665,718	\$ 39,382,738	\$ 282,980	4.13	57.51	1.26	0.01	\$ 2,250,201	\$ (8,387,723)	\$ (8,104,743)
NV	46-5122331		Mater Academy of Nevada	2014-2015	2015	\$ 18,148	\$ 234,180	\$ 248,284	\$ 482,464	\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736	\$ 2,165,379	\$ 2,007,643	\$ 157,736	0.78	3.30	0.99	0.07	\$ 18,148	\$ -	\$ 157,736
NV	46-1907920		Doral Academy of Nevada	2014-2015	2015	\$ 1,486,477	\$ 2,551,892	\$ 1,058,788	\$ 3,610,680	\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448)	\$ 11,540,277	\$ 9,970,714	\$ 1,569,563	2.15	54.42	1.13	0.14	\$ 976,173	\$ (1,779,011)	\$ (209,448)
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015	2015	\$ 1,161,809	\$ 1,845,812	\$ 507,728	\$ 2,353,540	\$ 715,222	\$ 3,680,102	\$ 4,395,324	\$ (2,403,066)	\$ 6,788,349	\$ 6,647,802	\$ 154,547	2.58	63.79	1.87	0.01	\$ (460,432)	\$ (2,455,654)	\$ (2,403,066)
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015	2015	\$ 3,955,036	\$ 13,406,000	\$ 32,421,200	\$ 51,827,280	\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824	\$ 30,105,962	\$ 1,454,862	5.50	47.95	1.15	0.05	\$ 2,231,253	\$ (9,842,585)	\$ (8,387,723)
NV	46-1907920		Doral Academy of Nevada	2013-2014	2014	\$ 510,304	\$ 1,017,714	\$ -	\$ 1,017,714	\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517	\$ 4,168,522	\$ 751,995	4.11	44.68	0.26	0.15	\$ 510,304	\$ -	\$ 751,995
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014	2014	\$ 1,622,241	\$ 1,776,283	\$ 21,274	\$ 1,797,557	\$ 338,444	\$ -	\$ 338,444	\$ 1,459,113	\$ 6,060,552	\$ 5,339,215	\$ 721,337	5.25	110.90	0.19	0.12	\$ 660,279	\$ 737,776	\$ 1,459,113
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014	2014	\$ 1,723,783	\$ 3,904,921	\$ 173,984	\$ 4,876,905	\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500	\$ 18,097,343	\$ 1,371,157	3.14	34.77	0.33	0.07	\$ 514,475	\$ 1,359,772	\$ 2,730,929
NV	45-5065099		Pinecrest Academy of Nevada	2012-2013	2013	\$ 961,962	\$ 1,314,206	\$ -	\$ 1,314,206	\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906	\$ 4,021,130	\$ 737,776	2.96	87.32	0.34	0.16	#REF!	\$ -	\$ 737,776
NV	27-5393412		Somerset Academy of Las Vegas	2012-2013	2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199	\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000	\$ 10,585,090	\$ 900,910	2.55	41.70	0.39	0.08	\$ 154,430	\$ 458,862	\$ 1,359,772
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012	2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736	\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089	\$ 6,073,194	\$ 250,895	1.75	63.40	0.95	0.04	\$ 1,054,878	\$ -	\$ 250,895

CIVICA Nevada has no plan to hire a regional director or expand to multiple sites until the performance of the school can be assessed; therefor, this attachment is not applicable.

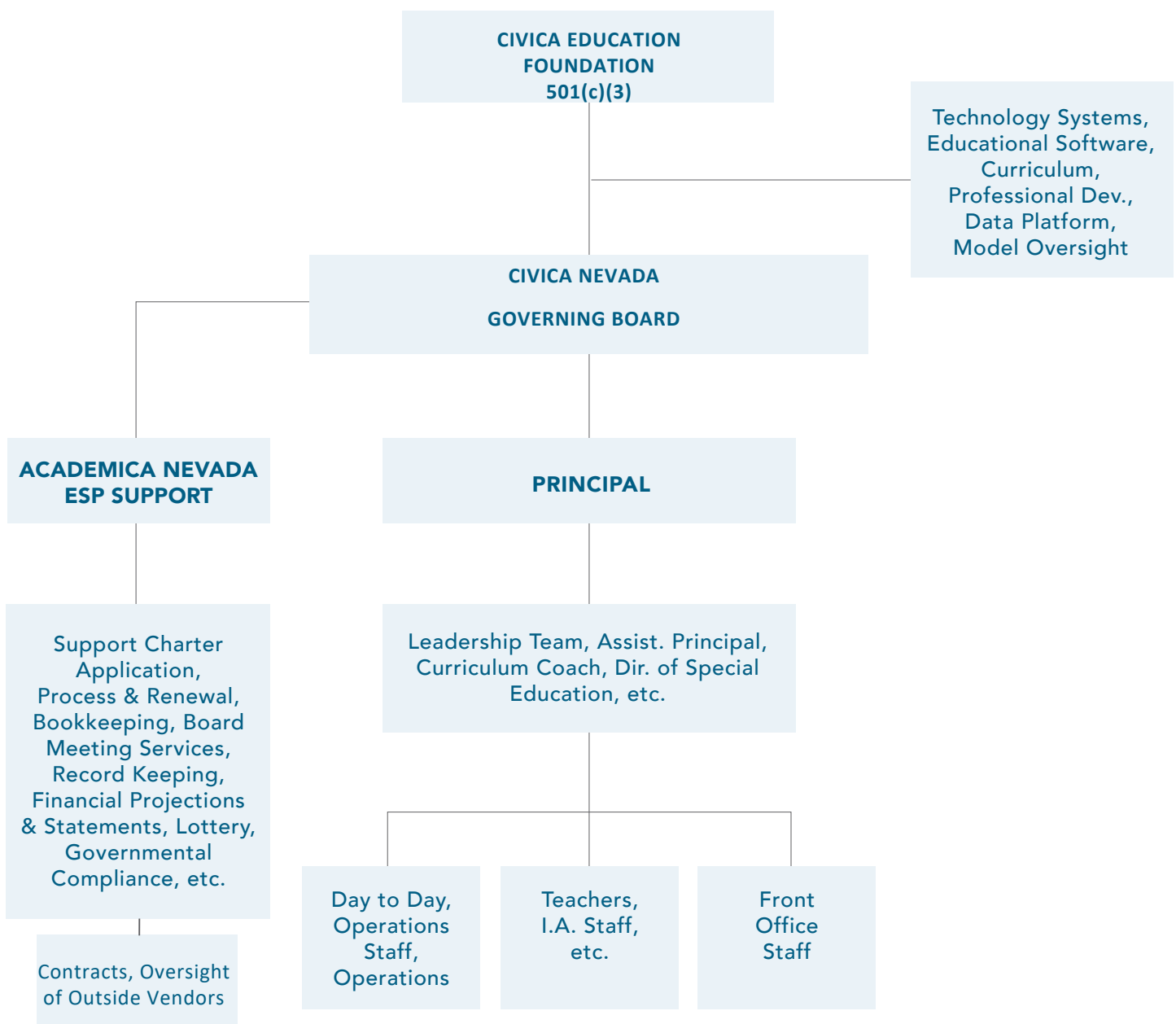
ORGANIZATIONAL CHART

YEAR 1



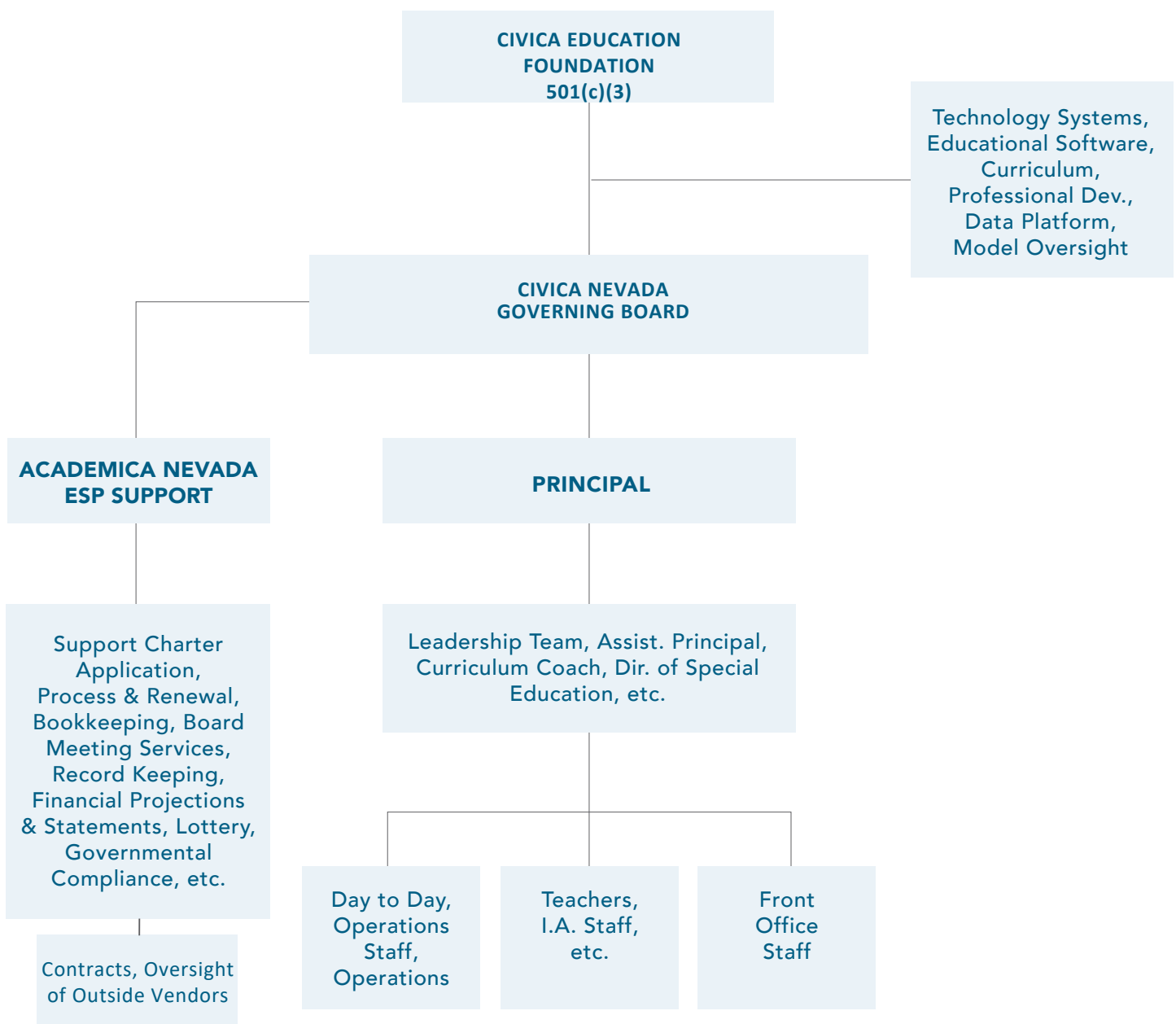
ORGANIZATIONAL CHART

YEAR 3



ORGANIZATIONAL CHART

YEAR 6



Academica Nevada, the EMO, will not function as an Operator; therefore, this attachment is not applicable. However, a 6 Year Budget is included below for the CIVICA Nevada school.

CIVICA NV	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
WFE Gross Value	\$ -	\$ 7,288	\$ 7,383	\$ 7,479	\$ 7,576	\$ 7,674	\$ 7,774
Total Students (FTEs)	-	570	790	1,010	1,270	1,475	1,650
Kinder	-	100	125	125	125	125	125
1st Grade	-	100	100	125	125	125	125
2nd Grade	-	75	100	100	125	125	125
3rd Grade	-	75	100	100	125	125	125
4th Grade	-	50	75	100	100	125	125
5th Grade	-	50	50	100	100	100	125
6th Grade	-	60	120	120	150	150	150
7th Grade	-	60	60	120	120	150	150
8th Grade	-	-	60	60	120	150	150
9th Grade	-	-	-	60	120	120	150
10th Grade	-	-	-	-	60	120	120
11th Grade	-	-	-	-	-	60	120
12th Grade	-	-	-	-	-	-	60
Total Students (FTEs)	-	570	790	1,010	1,270	1,475	1,650
Prior Year Numbers	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
SPED	-	68	95	121	152	177	198
FRL %	-	95%	95%	95%	95%	95%	95%
TEACHING STAFF	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
Classroom Teachers	0	22	30	38	47	54	60
SPED Teachers	0	3	4.5	5.5	7	8	9
Art Teacher	0	1	1	1	1	2	2
Music	0	1	1	1	1	2	2
PE Teacher	0	1	1	1	1	2	2
Dance	0	0	0	0	0	0	0
Technology (STEM)	0	0	0	0	1	1	1
Additional Core	0	0	0	0	0	0	0
Spanish / Language	0	0	1	1	2	2	2
Additional Elective Teachers	0	0	1	1	2	2	2
Total Teaching Staff	0.00	28.00	39.50	48.50	62.00	73.00	80.00
ADMIN & SUPPORT	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
Executive Director & Assistant	0	0	0	0	0	0	0
Principal	0	1	1	1	1	1	1
Assistant Principal	0	1	2	2	3	3	3
ELL Coordinator	0	1	1	1	1	1	1
Counselor/ Student Support Advocate	0	0	1	1	2	3	3
Curriculum Coach	0	0	0	1	2	2	2
Office Manager	0	1	1	1	1.5	1.5	2.0
Registrar	0	0	1	1	1	1.5	2.0
Clinic Aide/ FASA	0	0	1	1	1	2	2
Receptionist	0	1	1	2	2	2	2
Teacher Assistants (Including SPED)	0	1	5	6	8	14	16
Campus Monitor/Custodian	0	1	1	1	2	2	2
NSLP/Cafeteria Manager	0	1	1	2	2	2	3
SPED Facilitator	0	0	0	0	0	0	0
Speech Pathologist	0	0	0	0	0	0	0
School Psychologist	0	0	0	0	0	0	0
School Nurse	0	0	0	0	0	0	1
Gate Teacher	0	0	0	0	0	0	0
Total Admin & Support	0.00	8.00	16.00	20.00	26.50	35.00	40.00

Total # Teachers	0.00	28.00	39.50	48.50	62.00	73.00	80.00
Total # Admin & Support	0.00	8.00	16.00	20.00	26.50	35.00	40.00
Total Staff	0.00	36.00	55.50	68.50	88.50	108.00	120.00
Total Salaries & Benefits as % of Expenses		52.52%	54.76%	52.37%	54.30%	55.97%	56.36%
Instruction Salaries as % of Total Salaries		76.99%	73.11%	73.76%	72.51%	71.89%	70.58%
Admin & Support Salaries as % of Total Salaries		23.01%	26.89%	26.24%	27.49%	28.11%	29.42%
Rent as % of Expenses		18.60%	17.23%	20.37%	19.02%	18.45%	18.93%
REVENUE (@ 98.50%)							
Budget Revenue	-	4,091,848	5,744,882	7,440,204	9,477,126	11,149,988	12,635,015
National School Lunch Program (NSLP)	-	292,410	405,270	518,130	651,510	756,675	846,450
Special Ed Funding (Part B)	-	28,500	64,980	90,060	115,140	144,780	168,150
SPED Discretionary Unit	-	-	236,322	327,534	418,746	526,542	611,535
Other: Pre-Operational Loan	52,500	-	-	-	-	-	-
Total Revenues	52,500	4,412,758	6,451,454	8,375,928	10,662,522	12,577,985	14,261,150
EXPENSES							
Personnel Costs	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
Principal	-	100,000	101,500	103,023	104,568	106,136	107,728
Assistant Principal(s)	-	75,000	151,125	153,392	230,693	234,153	237,665
ELL Coordinator	-	57,000	57,855	58,723	59,604	60,498	61,405
Curriculum Coach	-	-	-	57,000	114,855	116,578	118,326
Counselor / Student Support Advocate/Dean	-	-	55,000	55,825	111,662	170,337	229,892
Teachers Salaries	-	1,062,500	1,512,000	1,883,400	2,447,500	2,934,750	3,255,350
SPED Teachers	-	127,500	194,400	240,900	311,500	361,200	412,650
Office Manager/ Registrar / Banker	-	40,000	80,600	81,809	108,036	136,657	188,707
Secretary & FASA	-	19,760	40,280	61,560	62,700	85,120	86,640
Teacher Assistants (including SPED)	-	18,720	95,400	116,640	158,400	282,240	328,320
Campus Monitors	-	24,960	25,440	25,920	52,800	53,760	54,720
Unrestricted Salaries	-	1,525,440	2,313,600	2,838,191	3,762,318	4,541,429	5,081,404
Restricted Salaries							
SPED Facilitator	-	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-	50,000
Cafeteria Manager	-	-	-	-	-	-	-
NSLP Manager	-	20,160	20,520	41,760	42,480	43,200	65,880
On Campus Sub	-	-	-	-	-	-	-
Total Salaries and Wages	-	1,545,600	2,334,120	2,879,951	3,804,798	4,584,629	5,197,284
PERS - 29.25%	-	452,088	682,730	842,386	1,112,903	1,341,004	1,520,206
Insurances/Employment Taxes/Other Benefits	-	266,616	408,471	511,191	684,864	836,695	961,498
Incentives / Bonuses	-	-	-	-	-	-	-
Tuition Reimbursements	-	5,000	5,000	5,000	5,000	5,000	5,000
Subst. Teachers (10 days/Teacher)	-	46,200	65,175	80,025	102,300	120,450	132,000
Total Payroll / Benefits and Related	-	2,315,504	3,495,496	4,318,553	5,709,865	6,887,778	7,815,988

Operations	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
Consumables	-	14,250	79,000	101,000	127,000	147,500	165,000
Zion's FFE Lease - payments	-	110,000	200,000	260,000	330,000	285,000	245,000
Office Supplies	-	7,410	10,270	13,130	16,510	19,175	21,450
Classroom Supplies	-	15,390	21,330	27,270	34,290	39,825	44,550
Copier Supplies	-	2,280	3,160	4,040	5,080	5,900	6,600
Nursing Supplies	-	1,710	2,370	3,030	3,810	4,425	4,950
SPED Supplies	-	8,208	11,376	14,544	18,288	21,240	23,760
Athletics	-	1,000	1,000	20,000	25,000	30,000	35,000
Dues and Fees	-	5,000	5,500	6,000	6,500	7,000	8,000
National School Lunch Program (NSLP)	-	243,675	337,725	431,775	542,925	630,563	705,375
Travel / Prof. Dev. / Recruiting	8,800	2,000	2,000	2,000	2,000	2,000	2,000
Special Education Contracted Services	-	99,750	146,150	196,950	254,000	331,875	379,500
Contracted Data Services	-	-	-	-	-	-	-
Management Fee	-	256,500	355,500	454,500	571,500	663,750	742,500
Payroll Services	-	10,640	15,320	18,440	23,240	27,920	30,800
Audit/Tax	-	-	20,000	21,000	22,050	23,153	24,310
Legal Fees	2,500	5,000	5,000	5,000	5,000	5,000	5,000
IT Services - Monthly	-	23,940	33,180	42,420	53,340	61,950	69,300
IT Set-up Fees	-	15,000	10,000	10,000	10,000	10,000	10,000
Website	4,000	4,000	4,120	4,244	4,371	4,502	4,637
Copier / Printing	3,000	50,000	52,500	55,125	57,881	60,775	63,814
Infinite Campus	4,000	4,000	4,000	4,000	4,000	4,000	4,000
State Administrative Fee (1.25%)	-	51,927	72,905	94,419	120,268	141,497	160,343
Affiliation Fee - Inc. (1/2 of 1%)	-	20,771	29,162	37,768	48,107	56,599	64,137
Affiliation Fee - Professional Development (1/2 of 1%)	-	20,771	29,162	37,768	48,107	56,599	64,137
Phone and Communications (with E-rate discount)	-	25,000	27,500	30,000	31,500	33,075	34,729
Postage	2,100	1,250	1,250	1,250	1,250	1,250	1,250
Background and Fingerprinting	-	2,520	1,365	1,000	1,400	1,365	1,000
Facility and School Insurances	-	40,000	42,000	44,100	46,305	48,620	51,051
Marketing/Advertising	26,250	-	-	-	-	-	-
Loan Payments	-	12,500	20,000	20,000	-	-	-
Other Purchases	1,850	1,000	1,000	2,000	2,000	2,000	2,000
Total	52,500	1,055,492	1,543,844	1,962,772	2,415,723	2,726,558	2,974,193
Facilities	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27
Public Utilities	-	91,000	102,375	130,000	180,000	202,500	225,000
Fire and Security alarms	-	8,000	8,240	8,487	16,742	17,244	17,761
Contracted Janitorial	-	68,640	77,220	85,800	125,400	129,162	133,037
Custodial Supplies	-	8,550	11,850	15,150	19,050	22,125	24,750
Facility Maintenance / Repairs / Capital Outlay	-	20,000	21,000	22,050	23,153	24,310	25,526
Lawn Care	-	12,000	12,360	12,731	13,113	13,506	13,911
AC Maintenance & Repair	-	10,000	10,500	11,025	11,576	12,155	12,763
Total	-	218,190	243,545	285,243	389,033	421,002	452,748
Total Expenses	52,500	3,589,186	5,282,885	6,566,568	8,514,621	10,035,338	11,242,929
Scheduled Lease Payment	-	820,000	1,100,000	1,680,000	2,000,000	2,270,000	2,625,000
Anticipated Bond Payment Addition	-	-	-	-	-	-	-
Surplus (Revenues-Total Expenses-Lease-Bond)	-	3,572	68,569	129,360	147,901	272,647	393,221
CIVICA NV	0.0%	0.1%	1.1%	1.5%	1.4%	2.2%	2.8%
	20-21 (Pre-Op)	21-22	22-23	23-24	24-25	25-26	26-27

As a part of the application, the SPCSA has requested the three most recent audits of the EMO, Academica Nevada be provided. Academica Nevada requests that the Deputy Attorney General arrange for a private review of the audited financial statements.

(a) TERM SHEET

Proposed Duration of Contract: The proposed initial term of the contract is to be two years. Thereafter, the contract shall automatically renew for the full term of the initial Charter Agreement (which is expected to be an additional four [4] years), absent notice of termination. Following the term of the initial Charter Agreement, the Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that the Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

Roles and Responsibilities

School Governing Board: The Governing Board will determine the academic direction and oversees the operation of the School. It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The Board will hire, evaluate, and oversee the school principal. The Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The Committee to Form agrees that, as the Board of CIVICA NV, it will need to identify opportunities for growth for the administrator of the school and provide the administrator support to ensure the school achieves 4 or 5 Star status consistently. This will be an ongoing process. However, to ensure early success, CIVICA NV will partner with CIVICA Education Foundation, Inc., which will provide the administrator with training, share best practices, and collaborate on educational programs and initiatives. This partnership will provide CIVICA NV's administrator with an immediate knowledge base and support team that will facilitate early and consistent success.

It is the responsibility of the Board to carry out the provisions of NRS 386.490 to 386.610. It shall be the responsibility of the Board to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Board Chair will assure that the training and orientation will focus on preparing the Board to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt. The Board's legal counsel will not be an employee or Board Member of Academica Nevada or CIVICA Education Foundation, Inc.

School Staff: The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines. The School's on site administration (principal, assistant principal, and lead staff) will ensure the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the School. The principal, as the instructional leader, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The Principal will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents' and the community.

The School's on-site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student-related issues. The administrative staff, as instructional leaders, will

make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person authorized to draw purchase orders for payment of the school's money. The Principal will have authority to delegate additional administrative tasks to supporting administrative positions including but not limited to assistant principal, lead teacher, office manager, grade/departments chairs, etc.

Service Provider: The role of Academica Nevada and CIVICA Education Foundation, Inc., is to serve at the will and guidance of the Board. We expect Academica Nevada to carry out the defined responsibilities found in the contract and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision.

The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution and contract preparation and review.
- Assist the Board in renewing the School's charter.

It is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by CIVICA Nevada to benefit or subsidize schools located outside of Nevada.
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist CIVICA NV in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help CIVICA NV serve more students and maintain financial surpluses without compromising the educational goals of the school.

The school will affiliate with CIVICA Education Foundation, Inc. to provide the following services:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;

- Technology training; and
- Help attain accreditation.

None of the services provided by CIVICA Education Foundation, Inc. will overlap those provided by Academica Nevada.

Performance Evaluation Measures and Mechanisms: The board expects Academica Nevada to perform each of the specific duties of the contract. Academica Nevada is expected to work in such a manner that school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the principals to focus on educational goals. The principals should be able to discuss and get immediate advice on day to day operational issues.

The board expects CIVICA Education Foundation, Inc. to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and student assessments. We expect CIVICA Education Foundation, Inc. to successfully assist in completing the accreditation process, and to work closely with the principal and instructors in developing open and ongoing communication which includes assistance in problem solving, successful planning strategies, and shared technology programs and training.

Annually, each Board Member and the Principals will evaluate the service provider in eight areas, including Financial Reporting, Financial Management, Human Resource Management, School Operations Management, Start-up and Expansion, Mission Support, Job Knowledge, and Executive Leadership. In evaluating the Service Provider, the Board Members and the Principal will use the following Service Evaluation rubric:

Service Evaluation

Check the appropriate box next the performance level and provide comments when needed.

Board Management			
Responsibilities: Staff coordinates Board meeting dates, times, and locations.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.
Comments:			
Responsibilities: Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff has no communication with System Leaders during	Occasionally System Leaders receive	Without fail staff works with System Leaders to	Staff provides a high level of service, consistently

preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, and deadlines are often missed.	communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda access in additional locations.
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Comments:

Responsibilities: Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings.	Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting.	Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to begin on time and run efficiently.	Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.

Comments:

Responsibilities: Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.

Comments:

Facilities Maintenance			
Responsibilities: Dispatch vendors to the school site for repairs and maintenance through the Facilities Ticket System. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some jobs entered into the ticket system are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Jobs entered into the Facilities Ticket System are responded to within 5-10 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up when entered into the Facilities Ticket System.
Comments:			
Responsibilities: Secure vendors and bids for ongoing contracted services (janitorial, landscaping, fire inspection, etc.) <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for quotes/bids are ignored. Little or no attempt is made to find vendors.	Less than three quotes/bids are presented for ongoing contracted services. There is a delay in providing quotes of more than 40 days.	A minimum of three quotes/bids are presented for ongoing contracted services. Quote/Bids are provided in less than 35 days.	More than three vendors are brought forward with quotes/bids for ongoing contractual services. Quote/Bids are provided within less than 25 days.
Comments:			
Responsibilities: Communicate with site based personnel on requested projects/repairs. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is provided regarding service projects or repairs.	Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information.	Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.	Highly consistent level of communication is provided to schools with frequent updates regarding the status of outstanding requests. Follow up is provided to ensure schools are highly satisfied with the outcome.
Comments:			
Finance – Accounting			
Responsibilities: Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Budget to actuals are never provide accurately or timely Board. No explanations of what makes up the differences.	Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.

Comments:			
Responsibilities: Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.
Comments:			
Responsibilities: Provide Office Managers with support and training to meet their needs (including QB and SGF Account support).			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Office Managers were never trained, questions are never addressed.	Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Received appropriate training and questions are addressed in a timely manner (within 1 business day).	Receives continuous training and communicates effectively to resolve questions.
Comments:			
Finance – Accounts Payable			
Responsibilities: AP Clerk answers all my questions in a timely manner and provides constant guidance.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
AP Clerk does not respond to questions and ignores requests for assistance.	AP Clerk will occasionally respond to questions and provides moderate support and guidance.	AP Clerk addresses inquires effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is requested.	AP Clerk regularly takes the initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on policies and procedures.
Comments:			
Responsibilities: AP Clerk makes payments to vendors in a timely manner.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn-around time when processing payments.
Comments:			

Responsibilities: AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
AP Clerk <i>makes no attempt</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	AP Clerk <i>makes a moderate effort</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	AP Clerk <i>exceeds expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
Comments:			
Finance – Budgets and Bonds			
Responsibilities: Prepare budgets that are realistic and keep the school compliant with state and debt requirements. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication with the school when prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	Little communication of the budget. Budget is shared but little explanation of the budget. Options are not readily explored with the school.	The budget is communicated with the school and overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	The budget is explained to the school and the school has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all required state and debt covenants.
Comments:			
Responsibilities: Facilitating the purchasing of buildings and management of the bonds. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bond with the proper staff/board members happens timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.
Comments:			
Finance – Payroll			
Responsibilities: Complete personnel changes in the payroll system, assist with the overall payroll processing and requests. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for assistance are ignored and/or no attempt	Some requests are looked into immediately while	Requests are completed within 24 hours of being	Requests are handled immediately upon sending

is made to assist. Communication regarding the request is poor.	others take longer to address. Communication regarding the requests needs improvement.	notified. Communication regarding the request is open and prompt.	the initial request. Communication regarding the request exceeds expectations.
Comments:			
Responsibilities: Submit PERS payroll report to the state on time and accurately.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
PERS Reporting is not completed on time and it is not accurate when submitted.	PERS reporting is often completed on time and it is at times accurate.	PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	PERS reporting is completed prior to the deadline and it is completely accurate.
Comments:			
Legal Services			
Responsibilities: Providing day-to-day legal support and advice in coordination with counsel hired by the board.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for legal support and/or advice receive a response in a timely manner. The Academia Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues.
Comments:			
Responsibilities: Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for written policies or other documents are ignored.	Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or corrections.	Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear, concise, and consistent.	Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free.
Comments:			
Responsibilities: Work with campus leaders to resolve legal issues regarding parents, staff, and students.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Academica Legal Staff is unwilling or unable to assist the school in these legal issues.	Academica Legal Staff occasionally assists in these legal issues.	Academica Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff	Academica Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming

		member or student.	to a resolution that is most beneficial to the school.
Comments:			
Marketing/Design			
Responsibilities: Confer with clients to determine marketing strategy and design of school marketing materials.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up with the client's wishes.	Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time to time.	Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget price point.	Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding the targeted audience for the material.
Comments:			
Responsibilities: Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Opinions and wishes on creative direction are followed rarely.	Some designs reflect wishes and direction of client.	Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Products are professional and meets or exceeds client's expectations in final design and presentation.
Comments:			
National School Lunch Program (NSLP)			
Responsibilities: Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.
Comments:			
Responsibilities: Provide support in preparation and throughout the NSLP Administrative Review process.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Minimal support is	Limited support is provided	Frequent support is	Initiated and highly

provided in preparation and throughout the Administrative Review process.	in preparation and throughout the Administrative Review process.	provided in preparation and throughout the Administrative Review process.	consistent support is provided in preparation and throughout the Administrative Review process.
Comments:			
Responsibilities: Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.
Comments:			
Procurement			
Responsibilities: Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled.	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school.
Comments:			
Responsibilities: Assist in creating the Summer Purchasing Budget for the school, and provide regular progress reporting on budget as purchases are made. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Budgets are not communicated with the school administration, school administration is not aware of how much money they have spent and how much money that have left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration on a normal basis.	Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated.
Comments:			
Responsibilities: Assist as a Liaison for and oversee summer furniture installation. <input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>

No communication is made with the school, installers and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met.	The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded.
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Comments:

Responsibilities: Assist as a Liaison between the school and curriculum vendors.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	School is aware of purchases being made and is kept apprised of any backorders or shipping delays communicated to us by the vendor. Any digital access updates are processed in a timely manner.	School is provided with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders are processed as quickly as possible and updates are quickly made to digital access platforms.

Comments:

Registration

Responsibilities: Manage lottery database and communication.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely send acceptances nor monitor databases. Rarely update waitlists. Does not assist with needed phone communication. Rarely responds in a professional and timely manner.	Sporadically sends out acceptances when reminded. Sporadically maintaining waitlists. Makes phone calls as needed within a week. Sporadically responds in a professional and timely manner.	Consistently sends out acceptances when asked. Waitlists and lotteries consistently maintained as asked. Makes phone calls as needed or requested within 72 hours. Consistently responds in a professional and timely manner.	Always monitors numbers and send out acceptances as needed. Establish and maintains accurate and up-to-date waitlists. Makes phone calls as needed or requested within 24 hours. Always responds in a professional and timely manner.

Comments:

Responsibilities: Manage Information for Annual Enrollment Audit, attend and assist during in-person DOE audit processes.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely monitors Infinite Campus Master Registry to maintain accurate registration numbers.	Sporadically monitors Infinite Campus Master Registry to maintain accurate registration numbers.	Consistently monitors Infinite Campus Master Registry to maintain accurate registration numbers as requested.	Always monitors Infinite Campus Master Registry to maintain accurate registration numbers. Provides step-by-step

No audit preparation guidance or assistance provided. No training provided for reporting procedures.	Audit assistance provided in person but no preparation materials provided. Only provides training for new processes and does not review currently used procedures.	Provides information for audit preparation with guidance. Person on-site to assist as needed. Provides training for reporting procedures and new processes when asked.	information for audit preparation with individual guidance. Full participation assistance provided during attendance audit. Provides continual, on-going assistance and training for reporting procedures and new processes.
Comments:			
Responsibilities: Manage Infinite Campus Census and Attendance information and assist in accurate monthly and quarterly attendance reporting.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Rarely provides up-to-date state required attendance reporting procedures and codes. Always provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Sporadically provides up-to-date state required attendance reporting procedures and codes. Sporadically provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Consistently provides up-to-date state required attendance reporting procedures and codes. Consistently provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.	Always provides up-to-date state required attendance reporting procedures and codes. Always provides assistance with Campus Census procedures such as building households, ad hocs, attendance coding, immunizations, flags, enrollments and withdrawals.
Comments:			
School Resource Development (Grants, Charter Applications, Amendments, Renewals, School Programs)			
Responsibilities: Coordinate the development, writing, and submission of grant proposals.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the grant's purpose and/or school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles or submit grant proposal by deadline.	Demonstrated vague understanding of the grant's purpose or school's requests/needs for the grant. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and school's request/needs for the grant. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted grant by or before deadline.
Comments:			

Responsibilities: Coordinate the development, writing, and submission of charter applications, amendments, renewals & various programs

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the project's purpose. Did not identify various stakeholder responsibilities or provide update of submission progress. Failed to execute designated roles or submit project by deadline.	Demonstrated vague understanding of the project's purpose. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of project's purpose. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted project by deadline.	Demonstrated clear understanding of the project's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted application by or before deadline.

Comments:

State Reporting

Responsibilities: Alert the school system, responsible party and/or Academics Departments of items or information coming due to the State, both from the Authority and the Department of Education.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely.	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.

Comments:

Responsibilities: Works with each school system, responsible party and/or Academics departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.

☐ **UNABLE TO RATE THIS CATEGORY**

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide assistance to ensure the	Staff at times will work to facilitate the gathering of	Staff regularly works with systems or necessary staff	Staff provides a high level of service in working with

timely and accurate submission of items or information. Nor does staff work to gain additional information when questions arise.	information or items for submission. Staff inconsistently attempts to gather additional information from various agencies, however, little follow up takes place in this regard.	to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.
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Comments:

Responsibilities: Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academics departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.

☐ UNABLE TO RATE THIS CATEGORY

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant-funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate or late information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular basis with various agencies inquiring about spending projections.	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant reimbursements or other grant related questions.	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting in timely reimbursement processing.

Comments:			
Teacher Recruitment			
Responsibilities: Track and advertise job openings for the school site. Facilitate the sharing of job openings across school systems to facilitate coordinated recruiting efforts.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.
Comments:			
Responsibilities: Track teacher licensure and notify teachers of license expiration.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses. Requests for assistance with licensure questions are ignored.	Licensed staff are inconsistently notified of upcoming license expiration at least 6 months in advance. A modest attempt is made to notify licensed staff and administration when a staff member's license lapses. Minimal assistance is offered when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses. Effective assistance is given to licensed staff and administration when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 week of a staff member's license lapsing. Expert assistance is given when licensure questions arise.
Comments:			
Responsibilities: Organize and execute teacher hiring fairs. Coordinate attendance at out of state recruiting fairs for administrators as needed.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Recruitment team makes little or no attempt to organize hiring fairs during the school year. School sites have minimal opportunity to effectively hire teachers and support staff from	Recruitment team prepares and executes 2 hiring fairs per school year. There is limited organization to the hiring fairs, which leads to inconsistent recruitment opportunities for school	Recruitment team effectively prepares and executes 2 hiring fairs per school year. The hiring fairs are organized and frequently assist the school sites with teacher and	Recruitment team effectively prepares and executes 2 highly-organized hiring fairs per school year. The school sites are consistently given the opportunity to hire

these events.	sites.	support staff recruitment for the current or upcoming school year.	teachers and support staff at these events. Feedback is acquired from school sites and implemented in future hiring fairs.
Comments:			
Travel			
Responsibilities: To book travel for school employees in accordance with governmental regulations.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Inadequate communication with the school and requests are not handled timely. Travel does not meet the school budget requirements (GSA standards).	Limited communication with the school. Modest attempt is made to book travel with in the school budget requirements (GSA guidelines). Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and within school budgetary requirements (GSA guidelines).	Highly consistent communication with the school. Travel is booked in a timely manner and meets school budget requirements (GSA guidelines). Helps with travel problems when they occur.
Comments:			
Responsibilities: Registers school employees for conferences when requested.			
<input type="checkbox"/> UNABLE TO RATE THIS CATEGORY			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests are ignored and conference is not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).
Comments:			

Detailed Explanation of all fees and compensation to be paid to the provider: The fee that Academica Nevada charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the state legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

CIVICA Education Foundation, Inc. charges a fee 1% of annual revenues in exchange for the support services detailed above and the use of the CIVICA Inc. name and logo. The CIVICA Education Foundation, Inc. fees will support the staff travel and materials necessary to provide the professional development services and accreditation support provided for in the services agreement.

Financial Controls and Oversight: The Board will adopt sound financial policies and accounting procedures in accordance with Nevada Law, which will be found in the CIVICA NV's "Financial Policies and Procedures Manual." These policies ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities.

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The EMO, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal.

School invoices relating to daily operations will be managed by the Board-approved EMO. The principal will manage the daily operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal and EMO will report on a monthly basis to the Governing Board on all payroll reports, financial statements, and any other information requested by the Board.

The Board will contract with an independent accounting and audit firm to perform internal control testing and review annually. School Administration, Office Managers, and Academics Nevada staff are required to work closely with the independent accounting and audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting at all campus locations.

Methods of Contract Oversight and Enforcement by the Governing Board and/or School Staff: The Board will hire independent counsel to advise and guide the Board in any necessary contract oversight and enforcement. The independent counsel will NOT represent Academics Nevada in any capacity.

Investment Disclosure: Academics Nevada does not invest any school funds.

Conditions for Renewal and Termination of the Contract: Please see Paragraphs 21 through 23 of the Proposed Management Contract, attached hereto as Attachment 23b.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT
BETWEEN
THE BOARD OF DIRECTORS FOR
CIVICA COLLEGIATE AND CAREER ACADEMY OF NEVADA, A NEVADA PUBLIC CHARTER SCHOOL
AND
ACADEMICA NEVADA, LLC

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This is an Agreement to provide services and support to a Charter School by and between the CIVICA Collegiate and Career Academy of Nevada Board of Directors (“Board”) and Academica Nevada LLC (“Service Provider”)

WHEREAS, CIVICA Collegiate and Career Academy of Nevada (the “School” or “CIVICA NV”) may have a contract (“the Charter”) with the Nevada State Public Charter School Commission (the “State”) to operate a charter school;

WHEREAS, the School is governed by the Board;

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, the Board desires to ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider's officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider and its affiliate companies provides services and supports a national network of charter schools and believes that there are benefits to having combined purchasing power and a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of CIVICA NV, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, CIVICA NV and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

CIVICA NV engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of HRS 302D-12 regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with all legal requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board ("the accounting firm"), and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. Staff Administration

If instructed by the Board, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be **CIVICA NV** employees or employees leased to **CIVICA NV**, and will not be employees of Service Provider. At the Board's direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Service Provider will prepare and maintain all financial records at the direction of the Board and in compliance with Nevada public accounting standards and regulations, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. **CIVICA NV** will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and

generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be the Manager of Academica Nevada, LLC Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the-State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of **CIVICA NV**, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Public Charter School Commission and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on July 1, 2020 and continue initial term of two (2) years, through June 30, 2022.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, **CIVICA NV** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, **CIVICA NV** shall only be required to pay Service Provider for services rendered through the date of

the notice of termination for cause.

(c) Duties upon termination. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to **CIVICA NV** any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

CIVICA NV shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that **CIVICA NV** receives such funds. The fee shall be payable in equal monthly installments, provided that **CIVICA NV** shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee may be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2020-21 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider may lower the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of **CIVICA NV**, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the school's financial records.

OTHER MATTERS

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect **CIVICA NV** the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

CIVICA Collegiate and Career Academy of Nevada -- Academica Nevada LLC -- Charter Services and Support Contract

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Nevada.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**
6630 Surrey Street
Las Vegas, NV 89119
Attention: Robert Howell

If to **Board**: CIVICA Collegiate and Career Academy of Nevada
6630 Surrey Street
Las Vegas, NV 89119
Attention: CIVICA NV Board Chair

CIVICA Collegiate and Career Academy of Nevada -- Academica Nevada LLC -- Charter Services and Support Contract

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of **CIVICA NV** held on the _____ day of _____ 20___. At that meeting, the undersigned Chair of **CIVICA NV** was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

CIVICA COLLEGIATE AND CAREER ACADEMY OF NEVADA

By: _____
_____, Board President

Date: _____

ACADEMICA NEVADA LLC

By: _____
Robert Howell, CEO

Date: _____

Academic Framework		
Section	School Goal	EMO Responsibility
Student Progress Over Time		
2.1.a Are schools making adequate progress based on the school's Median Student Growth Percentiles in reading?	Goal No. 1: At least eighty (80) percent of students enrolled at the school for a three (3) consecutive year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the sixth-ninth grade.	Academica Nevada does not set school-based performance goals.
2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math?		
2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading?		
2.1.d Are students making adequate growth based on the percentage of students meeting AGP in math?	Goal No. 2: At least eighty (80) percent of students enrolled at the school for a three-year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the ninth-twelve grade.	
2.1.e Using Adequate Growth results, are schools meeting AGP in reading when compared with traditional school that charter school students would otherwise attend?		
2.1.f Using Adequate Growth results, are schools meeting AGP in math when compared with traditional school that charter school students would otherwise attend?		
2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading?	Goal No. 3: If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent	
2.1.h Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in math?		

	(without reducing the rigor and performance of the general student population). This goal will be measured by CIVICA NV’s diagnostic assessments and screeners. These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.	
Student Achievement		
2.2.a Are students achieving proficiency on state examinations in reading?	Goal No. 1: At least eighty (80) percent of students enrolled at the school for a three (3) consecutive year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state’s annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the sixth-ninth grade.	Academica Nevada does not set school-based performance goals.
2.2.b Are students achieving proficiency on state examinations in math?		
2.2.c Using proficiency rates, are schools achieving proficiency in reading when compared with the traditional school that charter school student would otherwise attend?	Goal No. 2: At least eighty (80) percent of students enrolled at the school for a three-year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state’s annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the ninth-twelve grade.	
2.2.d Using proficiency rates, are schools achieving proficiency in math when compared with the traditional school that charter school student would otherwise attend?		
2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading?	Goal No. 3: If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and	
2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in		

math?	other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population). This goal will be measured by CIVICA NV's diagnostic assessments and screeners. These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.	
Career and College Readiness		
2.3.a Based on scores obtained from SBAC, are students making adequate growth points for being college ready by the time they graduate?	100% of students in grades 3-8 will complete the SBAC summative to demonstrate adequate progress towards college and career readiness.	Academica Nevada does not set school-based performance goals.
2.3.b Are students on target for being college ready by the time they graduate as measured by the SBAC benchmarks in English and Math?		
English		
Math		
2.3.c Are students graduating from high school?		
2.3.d Do students have the content and skill knowledge needed to succeed beyond high school?		
Financial Framework		
Near Term Measures		
1. Current Ratio	Maintain 1.1 ratio or greater, establish a reserve of cash on hand, forecast enrollment, maintain all debts current (no delinquent accounts)	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the
2. Unrestricted days cash on hand		
3. Enrollment forecast accuracy		
4. Debt default		

		Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board’s chosen accounting firm in their annual audit.
Sustainability Measures		
1. Total Margin		Academica Nevada is responsible for developing the school’s annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board’s chosen accounting firm in their annual audit.
2. Debt to asset ratio		
3. Cash Flow		
4. Debt service coverage ratio		
	Maintain positive total margin, debt to asset ratio, positive cash flow, debt serves coverage ratio	
Operational Framework		
Educational Program		

1. Essential terms of the charter agreement	Charter contract compliance, curriculum and instruction, student support services	Academica Nevada works with the School's administration to procure curriculum, Academica Nevada will help Kamalani Academy of Nevada identify a 3 rd party Student Support Organization.
2. Education requirements		
3. Students with disabilities		
4. English Language Learner Students		
Financial Management & Oversight		
1. Financial Reporting and compliance	Compliance with state reporting guidelines, annual independent audit	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
2. Financial management and oversight		
Governance & Reporting		
1. Governance and reporting	Nevada Statute and Academic Code compliance, board governance, annual evaluation of school leadership and the EMO, accurate and timely	Academica Nevada provides policy support and legal counsel, Academica Nevada
2. Management accountability		
3. Reporting requirements		

	reporting	maintains board meeting notifications and provides board support.
Students & Employees		
1. Rights of students	Highly qualified teachers, attendance records	Academica Nevada is a school resource for questions or issues related to HR services, Academica Nevada assists the Board in staff recruitment and hiring and HQ status, Academica Nevada works to identify and procure data management systems for the school.
2. Attendance goals		
3. Staff credentials		
4. Employee rights		
5. Background checks		
School Enrollment		
1. Facilities and transportation	Maintain safe and respectful learning environment	Academica Nevada manages 3 rd party contractors for the maintenance and repair of Kamalani Academy of Nevada, under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations, Academica is responsible for procurement of the School's furniture, fixtures, and equipment.
2. Health and safety		
3. Information management		
Additional Obligations		
1. Additional obligations	Not Applicable	Not Applicable

SECRETARY OF STATE



NEVADA STATE BUSINESS LICENSE

ACADEMICA NEVADA, LLC

Nevada Business Identification # NV20111037666

Expiration Date: 01/31/2021

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.

Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.

License must be cancelled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which, by law, cannot be waived.



Certificate Number: B20191107351238

You may verify this certificate
online at <http://www.nvsos.gov>

IN WITNESS WHEREOF, I have hereunto set my
hand and affixed the Great Seal of State, at my
office on 11/07/2019.

A handwritten signature in black ink that reads "Barbara K. Cegavske".

BARBARA K. CEGAVSKE
Secretary of State

English Language Arts

Grades 6-8 English Courses

Course Title: English/Language Arts 6 Block

Grade Level: 6

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 6th grade English requirement and the reading requirement for promotion.

Course Title: English/Language Arts 6 Block Accelerated

Grade Level: 6

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend level-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 6th grade English requirement and the reading requirement for promotion.

Course Title: English/Language Arts 7 Block

Grade Level: 7

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi- paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 7th grade English requirement and the reading requirement for promotion.

Course Title: English/Language Arts 7 Block Accelerated**Grade Level: 7**

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 7th grade English requirement and the reading requirement for promotion.

Course Title: English 8**Grade Level: 8**

This course emphasizes the development of critical reading and writing skills using a variety of literature and informational text of steadily increasing sophistication. Pupils conduct “close” readings, careful writing, in-depth class discussions and presentations, and deepen their ability to independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening. This course fulfills the 8th grade English requirement.

Grades 9-12 English Courses**Course Title: English 9****Credit: 1.00****Grade Level: 9-12**

This course provides instruction in the all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with

writing, concentrating on conventions of grammar, usage, and mechanics. This course satisfies one credit of the English graduation requirement.

Course Title: English 9 Honors

Credit: 1.00

Grade Level: 9-12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Proficient on 8th grade standardized test scores in Reading/Writing & Teacher approval.

Course Title: English 10

Credit: 1.00

Grade Level: 9-12

This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. This course satisfies one credit of the English graduation requirement.

PREREQUISITE: English 9

Course Title: English 10 Honors

Credit: 1.00

Grade Level: 9-12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global

text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: English 9 & Teacher approval

Course Title: English 11

Credit: 1.00

Grade Level: 9-12

This course provides instruction in all of the Common Core English language arts strands and domains. This course provides instruction in the English Language Arts strands reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around themes and perspectives found in literary, non-fiction, and expository texts by American authors. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of literary works in various genres, as they illustrate distinctive national qualities and ethnic and cultural diversity. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. This course satisfies one credit of the English graduation requirement.

PREREQUISITE: English 10

Course Title: English 11 Honors

Credit: 1.00

Grade Level: 9-12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course promotes excellence in English language arts through enriched experiences in all of the Common Core English language arts strands and domains. This course provides instruction in the English Language Arts strands reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

The course is also structured around themes and perspectives found in literary, non-fiction, and expository texts by American authors. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of literary works in various genres, as they illustrate distinctive national qualities and ethnic and cultural diversity. Vocabulary, grammar, and usage are studied in

conjunction with literature and writing. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: English 10 and Teacher approval

Course Title: English 12

Credit: 1.00

Grade Level: 9-12

This course promotes excellence in English language arts through experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. This course satisfies one credit of the English graduation requirement.

PREREQUISITE: English 11

Course Title: English 12 Honors

Credit: 1.00

Grade Level: 12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work.

This course promotes excellence in English language arts through enriched experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: English 11 and Teacher approval

Course Title: Advanced Placement English Language and Composition

Credit: 1.00

Grade Level: 11-12

Advanced Placement English Language and Composition provides pupils with college- level curriculum to study the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This college- level curriculum engages Pupils in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Pupils develop individual writing styles adaptable to writing needs in college. This course is designed with an emphasis on meeting the requirements of

the College Board Advanced Placement AP English Language and Composition examination. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

Advanced Placement English Literature and Composition provides pupils with college-level curriculum to study and practice writing and literature. Pupils learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Pupils acquire an understanding of the resources of the language and an understanding of the writer's craft. Pupils develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITES: English 11/H and teacher approval.

Mathematics

Grades 6-8 Mathematics Courses

Course Title: Mathematics 6

Grade Level: 6

This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 6th grade.

Course Title: Mathematics Accelerated 6

Grade Level: 6

This accelerated course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; 2) completing and understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is

an essential component of this course. This course fulfills the mathematics requirement for 6th Grade.

Course Title: Mathematics 7

Grade Level: 7

This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation.

Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 7th Grade.

Course Title: Mathematics Accelerated 7

Grade Level: 7

This accelerated course will focus on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 7th Grade.

Course Title: Pre-Algebra 8

Grade Level: 8

This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using

functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution.

Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 8th Grade.

**Advanced and Advanced Gifted Courses* will be offered depending on the need of the student population. Advanced and Advanced Gifted Courses will be offered depending on the need of the student population. At the middle school level, it is recommended that students enrolled in 8th grade Algebra 1 Honors or Honors Gifted and Algebra 2 Honors/Gifted for their 9th grade year and then Geometry Honors/Gifted for 10th Grade. Students enrolled in 9th grade Algebra 1, 9th grade Algebra 1 Honors or 9th grade Algebra 1 Honors should take Geometry in their 10th grade year to better prepare themselves for the SBAC.

Students requiring further strengthening in mathematics will be enrolled in M/J Intensive Mathematics.

Senior High School Credit(s) - Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. The Algebra I EOC will be administered to eligible students in grades 6 through 8 enrolled in Algebra I or an equivalent course. The student must earn a passing score on the EOC assessment in Algebra I to earn course credit.

Grades 9-12 Mathematics Courses

Course Title: Algebra I

Credit: 1.00

Grade Level: 9-12

This course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. Through this course, pupils will increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Course Title: Geometry**Credit: 1.00****Grade Level: 9-12**

Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, formulas pertaining to the measurement of plane and solid figures, coordinate geometry and transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, properties of circles, and right triangle trigonometry. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course satisfies the Geometry graduation requirement.

PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.**Course Title: Geometry Honors****Credit: 1.00****Grade Level: 9-10**

Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course provides pupils with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformation, geometry, trigonometry, measurement, and probability. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course satisfies the Geometry graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.**Course Title: Algebra II****Credit: 1.00****Grade Level: 10-12**

Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, varied solution strategies including the quadratic formula for quadratic equations, conic sections and their applications, data analysis including measures of central tendency and dispersion, and probability, permutations, and combinations. This course satisfies one credit of the Mathematics graduation requirement.

PREREQUISITE: Geometry or Geometry Honors and teacher approval.**Course Title: Algebra II Honors****Credit: 1.00****Grade Level: 10-12**

Algebra II Honors is a rigorous course designed to continue the study and expands upon the concepts and procedures learned in Algebra I H and Geometry H. It provides the foundation for applying these skills to other mathematical and scientific fields. Emphasis is on the study of polynomial, exponential, logarithmic,

and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connection to other areas of mathematics and applications to other disciplines are integrated into the course. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Geometry or Geometry Honors and teacher approval.

Course Title: Pre-Calculus AB Honors

Credit: 1.00

Grade Level: 10-12

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra. This rigorous course is designed for pupils with a strong background in advanced algebra and will prepare the pupil for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytical geometry, vectors, matrices, relations and functions and introductory concepts of calculus. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra II or Algebra II Honors and teacher approval.

Course Title: Pre-Calculus BC Honors

Credit: 1.00

Grade Level: 10-12

This one-year college level course is intended for pupils who have a thorough knowledge of Algebra II/Trigonometry and are going to take the second year course, AP Calculus BC. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course prepares pupils to sit for the AP Calculus BC College Board exam after taking the second year AP Calculus BC Course.

PREREQUISITE: Algebra II Honors and teacher approval.

Course Title: Advanced Placement Calculus AB

Credit: 1.00

Grade Level: 11-12

Advanced Placement Calculus AB provides pupils with college-level curriculum addressing single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus. Algebraic, numerical and graphical representations are emphasized throughout the course. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Pre-Calculus AB and teacher approval.

Course Title: Advanced Placement Calculus BC

Credit: 1.00

Grade Level: 11-12

Advanced Placement Calculus BC provides pupils with college-level curriculum addressing single-variable calculus that includes all the topics of Advanced Placement Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar and vector functions) and series. This course is an extension of Advanced Placement Calculus AB. Algebraic, numerical and graphical representations are emphasized throughout the course.

This course will emphasize on meeting the requirements of the College Board Advanced Placement AP Calculus BC examination. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Advanced Placement Calculus AB and teacher approval.

Course Title: Advanced Placement Statistics

Credit: 1.00

Grade Level: 11-12

This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics Examination. The course provides pupils with college-level curriculum and addresses the major concepts and tools for collecting, analyzing and drawing conclusions from data. Pupils are exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra II or Algebra II Honors and teacher approval.

Course Title: Math Intervention Lab

Credit: 1.00

Grade Level: 6-12

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil's needs for remedial instruction identified, test-taking skills, and strategies for mathematics.

Special Note: This course requires guidance placement. This is course is for elective credit only unless otherwise stipulated in IEP or 504. Elective credit is only available in grades 9-12.

Interventions: If a student scored at Level 1 or Level 2 on the 6th - 8th grade SBAC Mathematics exam and/or if a student does not pass their respective End of Course Exam, in Algebra or Geometry, the School, in consultation with the student's parent, will implement a Progress Monitoring Plan (PMP) to assist the student to meet state and district levels for proficiency. Remediation will be offered through a content specific Intensive Mathematics course, simultaneous to the mathematics course to earn the necessary credit for graduation. These interventions are designed to assist students in strengthening student's abilities in the areas of identified need. The classroom teacher examines the student's data, determines the student's areas of strength and areas for improvement, and designs a plan to assist the student in improving mathematically. When appropriate, the classroom teacher and the other support personnel will provide and coordinate the activities to support remediation and mastery of the NVACS (and/or Common Core State Standards, as adopted). Intervention classes will utilize multitude of resources such as technology, peer tutoring, classroom aides, and school volunteers to assist struggling students. Cooperative groups, one-to-one tutoring,

and guided instruction will be used to help strengthen the student's area of weakness. Mastery of the NVACS benchmarks (and/or Common Core State Standards, as adopted) will be continually monitored. Immediate feedback will be provided and appropriate interventions applied to ensure the individual student's success.

Technology will also be integrated into the mathematics curriculum to enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of an effective mathematics program.

Science

Grades 6-8 Science Courses

Course Title: Science 6

Grade Level: 6

This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as pupils develop a foundation for scientific literacy in life, earth, and physical science content. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course. This course fulfills the science requirement for 6th grade.

Course Title: Science Accelerated 6

Grade Level: 6

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Pupils develop a foundation for scientific literacy in life, earth, and physical science content and are required to use critical thinking, collaboration, and communication skills. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world.

For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the

properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course. This course fulfills the science requirement for 6th grade.

Course Title: Science 7

Grade Level: 7

The purpose of this course is to build upon previously learned scientific concepts. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course. This course fulfills the science requirement for 7th grade.

Course Title: Science Accelerated 7

Grade Level: 7

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course. This course fulfills the science requirement for 7th grade.

Course Title: Science 8

Grade Level: 8

This course provides the physical science explanations that extend understandings developed in previous science courses. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course. This course fulfills the science requirement for 8th grade.

Course Title: Science Accelerated 8

Grade Level: 8

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate

use of technology will be an essential component of this course. This course fulfills the science requirement for 8th grade.

Grades9-12 Science Courses

Course Title: Biology I

Credit: 1.00

Grade Level: 9-12

This course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem- solving techniques while developing an understanding of major biological concepts. The course also familiarizes pupils with the nature of science and technology. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

Course Title: Biology I Honors

Credit: 1.00

Grade Level: 9-12

Biology I Honors will provide opportunities to pupils for general exploratory experiences and activities in the fundamental concepts of life. Emphasis is placed on developing research skills, and laboratory techniques. Independent study projects and inquiry- based learning experiences are integral parts of the course requirements. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course earns weighted GPA credit.

PREREQUISITE: Algebra I & Teacher approval.

Course Title: Chemistry I

Credit: 1.00

Grade Level: 10-12

Chemistry I will provide opportunities for pupils to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course satisfies one credit of the Science graduation requirement.

PREREQUISITE: Biology I and Algebra I.

Course Title: Chemistry I Honors

Credit: 1.00

Grade Level: 10-11

Chemistry I Honors will provide pupils with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Biology I, Algebra I, and teacher approval.

Course Title: Advanced Placement Chemistry**Credit: 1.00****Grade Level: 10-12**

Advanced Placement Chemistry provides pupils with college-level curriculum addressing the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

PREREQUISITE: Chemistry I and teacher approval.

Special Note: This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.

Course Title: Advanced Placement Biology**Credit: 1.00****Grade Level: 9-12**

Advanced Placement Biology provides pupils with a college-level curriculum addressing the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology examination. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course earns weighted GPA credit.

PREREQUISITE: Biology H and Chemistry H and teacher approval.

Course Title: Physics I**Credit: 1.00****Grade Level: 10-12**

Physics I will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement.

PREREQUISITE: Algebra II (pupil may be concurrently enrolled).

Course Title: Physics I Honors**Credit: 1.00****Grade Level: 10-12**

Physics I Honors will provide pupils with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra II (pupil may be concurrently enrolled) and teacher approval.

Course Title: Advanced Placement Physics I**Credit: 1.00****Grade Level: 11-12**

This one- year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics I examination. This college- level curriculum is the equivalent to a first- semester college course in algebra- based physics. The course covers Newtonian mechanics; work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course earns weighted GPA credit.

High School: Students are required to complete a minimum of three credits of high school science for graduation. After the completion of the core courses, it is recommended that students continue to take at least one science course per year from the electives list. At minimum, the 3-year required minimum recommended sequence will include: Earth/Space Science, Biology I, and Chemistry or Physics (beyond the school requirement of Biology and Chemistry) students are encouraged to take Physics or another advanced science course with a lab component - or an equally rigorous science course, in fulfillment of graduation requirements).

Social Studies

Grades 6-8 Social Studies Courses

Social Studies - World History

Grade Level: 6

The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world; characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

Social Studies - World History Accelerated 6

Grade Level: 6

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

Social Studies – US/Nevada History

Grade Level: 7

This course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course fulfills the social studies requirement for 7th Grade.

Social Studies – US/Nevada History Accelerated 7

Grade Level: 7

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. Pupils will study Nevada from statehood to

present day and American history from the time of the American Revolution through World War II. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course fulfills the social studies requirement for 7th Grade.

Social Studies –World Geography 8

Grade Level: 8

The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. They study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Pupils examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course fulfills the social studies requirement for 8th grade.

Social Studies –World Geography Accelerated 8

Grade Level: 8

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. They study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Pupils examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course fulfills the social studies requirement for 8th grade.

Grades 9-12 Social Studies Courses

Course Title: World History

Credit: 1.00

Grade Level: 9-12

World History will provide pupils the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. This course satisfies the World History/Geography or Social Studies graduation requirement.

Course Title: World History Honors

Credit: 1.00

Grade Level: 9-12

World History Honors will provide pupils the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical

reasoning and interpretation. This course satisfies the World History/Geography or Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement World History

Credit: 1.00

Grade Level: 9-12

Advanced Placement World History is a college-level course that offers motivated pupils the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the pupils, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the World History/Geography or Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement European History

Credit: 1.00

Grade Level: 10-12

Advanced Placement European History provides pupils with college-level curriculum addressing the relevant cultural, economic, political, and social developments that played a fundamental role in shaping the European world. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Pupils will also develop: an understanding of some of the principal themes in modern European History; an ability to analyze historical evidence and historical interpretation; and an ability to express historical understanding in writing. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: United States History

Credit: 1.00

Grade Level: 11-12

United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation.

PREREQUISITE: None.

Special Note: This course satisfies the United States History graduation requirement.

Course Title: United States History Honors

Credit: 1.00

Grade Level: 11-12

United States History Honors will provide pupils with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry

process, historical reasoning and interpretation, and the issues of external and internal validity. This course satisfies the United States History graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement United States History

Credit: 1.00

Grade Level: 11-12

Advanced Placement United States History is a college-level course designed to provide pupils with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares pupils for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Pupils should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the United States History graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: United States Government

Credit: 1.00

Grade Level: 12

This course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Pupils will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. This course satisfies the United States Government graduation requirement.

PREREQUISITE: None.

Course Title: United States Government Honors

Credit: 1.00

Grade Level: 12

Pupils will acquire a comprehensive understanding of American government and political behavior. This course is designated as honors level by the accelerated instructional pacing and depth of content. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic

participation in democratic political processes. This course satisfies the United States Government graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement United States Government & Politics

Credit: 1.00

Grade Level: 12

Advanced Placement United States Government & Politics is a college-level course which provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the United States Government graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Economics

Credit: 0.50

Grade Level: 11-12

Economics will provide pupils the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The pupil will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. This course satisfies one-half credit of the Social Studies graduation requirement.

Course Title: Economics Honors

Credit: 0.50

Grade Level: 11-12

Economics Honors will provide pupils the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed system. This course satisfies one-half credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement Macroeconomics

Credit: 0.50

Grade Level: 11-12

Advanced Placement Macroeconomics is a college-level course designed to give pupils a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops familiarity with economic performance measures, economic growth, and international economics. This course will prepare pupils for possible college credit. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one-half credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement Microeconomics

Credit: 0.50

Grade Level: 11-12

Advanced Placement Microeconomics is a college-level course which provides pupils with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course will prepare pupils for possible college credit. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one-half credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Psychology I

Credit: .50

Grade Level: 9-12

Psychology I will provide pupils with an understanding of human behavior, behavioral interaction, and the progressive development of individuals with an emphasis on CTE Career Exploration psychology. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

Special Note: This course satisfies one-half credit of the Social Studies graduation requirement.

Course Title: Psychology II

Credit: .50

Grade Level: 10-12

Psychology II provides pupils an opportunity to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction. This course satisfies one-half credit of the Social Studies graduation requirement.

PREREQUISITE: Psychology I.

Course Title: Advanced Placement Psychology

Credit: 1.00

Grade Level: 10-12

Advanced Placement Psychology is a college-level course, which will introduce pupils to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Pupils also learn about the ethics and methods psychologists use in their science and practice. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Electives

General Electives:**CHARACTER EDUCATION**

Character Education is an overview of performance and ethical principles. The six units encourage and educate students to be lifelong learners, think through problems, be diligent and capable, interact positively in social settings, respect others, assume responsibility, act ethically, and live according to a noble purpose.

SUGGESTED GRADE LEVEL: 6 - 12

PREREQUISITES: None

CRIMINOLOGY & FORENSICS

Criminology and Forensics is targeted for students at a beginner level of understanding of the topics of crime and forensic procedures. The course is designed to encourage students to be introspective and intrigued by the topics in the course. It covers topics on crime and criminology, witnesses and perpetrators, and the crime lab. The course follows a storyline of two college interns who discover a series of connected crimes in a suburban setting.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: None

CRIMINOLOGY & JUSTICE

Criminology and Justice is targeted for high school students at a beginner level of understanding of the topics of crime and the justice system. The course is designed to encourage students to be introspective and intrigued by the topics in the course. This course covers topics on the criminal justice system, non-forensic evidence, and what happens inside the courtroom. The course follows the storyline of two college interns who discovered a series of connected crimes in a suburban setting; the characters address the issues as a result, following the crime through the criminal justice process.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: None

FINANCIAL LITERACY

It is never too early to learn about monetary concepts related to financial literacy. This course will help you understand budgeting, work income, money management, and key concepts of banking and credit. Another important component of sound financial planning is to learn the basics of saving and investing. The Financial Literacy and Personal Finance course will educate you on how to spend, save, and invest money in order to achieve your financial goals.

SUGGESTED GRADE LEVEL: 10 - 12

PREREQUISITES: None

GAMING UNLOCKED

Games have been played for thousands of years. Man has loved to find ways to entertain himself. Students will learn the basics of gaming: from what makes a game fun to what makes a game work. Students will explore all types of games in this course, from mental games to board games to video games. The focus of the course is on developing a student's ability to recognize good game play mechanics as well as the steps necessary to produce a game. This course will NOT require students to know or learn a programming language. The emphasis is on the history of games and the design of games, as well as learning about the different careers available in the game industry.

SUGGESTED GRADE LEVEL: 8

PRE-REQUISITES: None

PSYCHOLOGY A

Psychology A surveys the basic concepts and theories of human behavior and careers in psychology. Emphasis is on the stages of human development, how the body affects the mind and emotions, as well as how the mind, and emotions affects the body. This course introduces psychological research techniques and methodology.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: None

PSYCHOLOGY B

Psychology B focuses on the scientific study of individual behavior in the context of society. Students explore how psychological theories and research methods can contribute to understanding, prediction, and promotion of psychological health. Areas of study include the personality, the causes and treatment of mental disorders, and the role of social psychology today.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: Psychology A

SOCIOLOGY A

Sociology is much more than conducting surveys or analyzing census data. Sociology is all about studying people and the groups they are part of. Sociology examines social trends and cultural changes. It involves asking questions and solving problems. Questions such as, what causes social inequalities, poverty, racism, or sexism. In Sociology A the student will be introduced to the origins, research methods, and the work of sociologists.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: None

SOCIOLOGY B

Everyone belongs to one or more groups, and the groups we belong to influence the way we think, feel, and act. The study of sociology gives us tools to define and understand social groups. With those tools, the student will learn how social groups affect our beliefs and actions, and how their members interact with each other. The emphasis in Sociology B is on learning about social institutions and social change with an emphasis on understanding groups in contemporary American society.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: Sociology A

WORLD RELIGIONS

In World Religions, students learn many of the major world religions and their origins. They will learn how religion can help define a believer's purpose, ethics, and judgment. Students also see how cultures have intrinsic values that define it and are often expressed in the religions of that culture. This course is an overview of the major world religions, including Native American, Hinduism, Buddhism, Judaism, Christianity, Islam, and more. Each religious group has a point of emphasis, which serves as the focus. The course objective is to appreciate the diversity of the world's religions.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: None

Fine Arts

2 DIMENSIONAL DESIGN

This course introduces students to the study of basic two-dimensional design. Students will learn the definitions of the design elements (line, shape, value, form, texture, and color) and the principles of design that act upon the elements. Verbal and visual definition of the elements includes practical assignments each week.

SUGGESTED GRADE LEVEL: 10 - 12

PREREQUISITES: None

ART HISTORY: ORIGINS

Art History: Origins is designed to introduce students to the history of art. In this course, students journey through time, learning about prehistoric and ancient art, ancient Mediterranean and medieval art, and early European art from the Renaissance through Mannerism. Students also learn how to read and interpret art on a basic level. Since art is best learned through experience and expression, students have opportunities to experience the art and react to it through discussion

boards and projects. The goal is to show learners how art relates to their own lives, even art from long ago!

SUGGESTED GRADE LEVEL: 10 - 12

PREREQUISITES: None

ART HISTORY: MODERN

Art History: Modern is designed to introduce students to the history of art. In this course, students will journey through time, learning about early European art (from the Renaissance through 1750), late European art (from 1750 through 1900), modern and postmodern art (from 1900 through 2010), then look around their world as they study global art. Students should already be familiar with how to read and interpret art, from taking Art History: Origins; however, if they aren't, there are some helpful hints and links available to them. Since art is best learned through experience and expression, students will have opportunities to experience the art and react to it through discussion boards and projects. The goal is to show learners how art relates to their own lives, even art from long ago!

SUGGESTED GRADE LEVEL: 10 - 12

PREREQUISITES: None

CHILD DEVELOPMENT

Students will explore the physical, emotional, social, and intellectual development of children. From conception through adolescence, students read about current research that continues to unlock how the brain develops. Students will also see how child development theory applies to everyday life as they study each stage of development.

SUGGESTED GRADE LEVEL: 11 - 12

PREREQUISITES: None

COMPUTER BASICS

This course will help the student learn the basics of computer operations. The student will work with basic software programs such as word processing, spreadsheets, and presentations. Students will also have the opportunity to improve their keyboarding speed and accuracy.

SUGGESTED GRADE LEVEL: 6 - 12

PREREQUISITES: None

FASHION DESIGN

Fashion Design is an introductory course to the fashion design industry and its careers. It is written for high school aged students; designed in a way that it is accessible for any level from first-year students on. This course is an introductory course, so will not be as rigorous as a required course.

SUGGESTED GRADE LEVEL: 9 - 12

PREREQUISITES: None

INTERIOR DESIGN

Students will be introduced to the basic concepts of interior design. The course will start with a look at what interior design is, what careers are available in the field, and how to go about working towards a career in the interior design field. Then, students will dive into the fundamental principles of interior design, including analyzing color and design elements, environmental concerns, and setting up rooms with furniture and decorations.

SUGGESTED GRADE LEVEL: 9 - 12

PREREQUISITES: None

RETAILING

This course communicates that retailing goes beyond sales, and explores the skills needed to succeed in real world careers. Students learn that opening a store requires research, strategy, and planning. A successful retail store requires careful merchandise selection, as well as buying and pricing expertise. In addition, it gives attention to service and management of employees at various levels.

SUGGESTED GRADE LEVEL: 10 - 12

PREREQUISITES: None

Health/Physical Education:

HEALTH

In this class students acquire skills, fitness, attitude, and knowledge to lead a healthy life. Health A focuses on the impact of personal decisions and healthy well-being. Topics include: peer pressure, self-esteem, nutrition, drugs, and alcohol.

SUGGESTED GRADE LEVEL: 6 - 12

PREREQUISITES: None

PHYSICAL EDUCATION (PE)

This Physical Education course is designed to provide students with the essential knowledge and skills needed to participate in physical activities that promote individual well-being. Physical education is necessary for healthy living but this course teaches more than just running and jumping. Many aspects of healthy living are covered. Topics discussed include physical fitness, nutrition, healthy peer relationships, stress management, weight and strength training, and a host of others.

SUGGESTED GRADE LEVEL: 6 - 12

PREREQUISITES: None

WORLD LANGUAGES:

FRENCH 1A

French is one of the most-studied languages in the world, with 175 million speakers in more than 50 countries. More than 30% of English words have a basis in French, so learning French will also improve knowledge of English vocabulary. Introductory French prepares the student for basic conversation in such situations as greetings and introductions, describing one's family, expressing opinions, and describing leisure activities.

SUGGESTED GRADE LEVEL: 8 - 9

PREREQUISITES: None

FRENCH 1B

French is one of the most-studied languages in the world, with 175 million speakers in more than 50 countries. More than 30% of English words have a basis in French, so learning French will also improve knowledge of English vocabulary. Introductory French, Part II prepares the student for basic conversation in such situations ordering food in a restaurant, asking for prices and making purchases, telling about yesterday's activities, and planning a vacation.

SUGGESTED GRADE LEVEL: 8 - 9

PREREQUISITES: French 1A

FRENCH 2A

Students will continue their exploration of the structure of the French language. They will further their understanding by communicating with French speaking people from other cultures. The primary focus of French 2A will be the expansion of verb tenses to include the passé composé with the verbs avoir and être, and reflexive verbs. Students will expand their vocabulary to describe daily occurrences and confidently speak about the French culture.

SUGGESTED GRADE LEVEL: 9 - 10

PREREQUISITES: French 1B

FRENCH 2B

Students will continue their exploration of the structure of the French language. They will further their understanding by communicating with French speaking people from other cultures. The primary focus of French 2B will be the expansion of verb tenses to include the passé composé, the imparfait, the subjunctive, and the conditional. Students will expand their vocabulary to describe daily occurrences and confidently speak about the French culture.

SUGGESTED GRADE LEVEL: 9 - 10

PREREQUISITES: French 2A

SPANISH 1A

Spanish is spoken in 21 countries, making it one of the most commonly spoken languages in the world. Knowing Spanish will enable the student to connect with a wider range of people in their daily life, perhaps even leading to a job where speaking another language is an advantage, as in medicine or business. This course teaches the student how to greet others, describe their friends and family, exchange telephone numbers, and talk about their daily life, including school and home.

SUGGESTED GRADE LEVEL: 8 - 9

PREREQUISITES: None

SPANISH 1B

Spanish is spoken in 21 countries, making it one of the most commonly spoken languages in the world. Knowing Spanish will enable students to connect with a wider range of people in their daily lives. It will open doors that may even lead to a job where speaking another language is an advantage, as in medicine or business.

SUGGESTED GRADE LEVEL: 8 - 9

PREREQUISITES: Spanish 1A

SPANISH 2A

Students will continue to explore the Spanish language and the study of its structure to learn to speak at greater length with Spanish-speaking people of other cultures. The primary focus of Spanish 2A will be the expansion of verb tenses to include the simple past (preterite) and the imperfect, as well as vocabulary useful for all modes of transportation and travel.

SUGGESTED GRADE LEVEL: 9 - 10

PREREQUISITES: Spanish 1B

SPANISH 2B

Students will continue to practice expressing themselves on a variety of topics aimed at Spanish-speaking people of other cultures. The primary focus of Spanish 2B will be the expansion of verb tenses to include the subjunctive and the future, learning vocabulary for extending invitations and making requests, and expressing plans for the future.

SUGGESTED GRADE LEVEL: 9 - 10

PREREQUISITES: Spanish 2A

SPANISH 3A

Spanish 3A is a continued study of essential Spanish grammar and Spanish-speaking cultures. The course provides continued practice and development of reading, writing, and speaking skills in Spanish. The readings and multimedia content are designed to help students develop the vocabulary and grammar needed to express themselves in a growing variety of settings, with focus on regional differences in customs and pronunciation when presenting grammar and vocabulary in context. The course includes expansion of verb tenses to include the present and present perfect subjunctive, which are used in impersonal expressions ("It is probable that...") and complex sentences that express emotions of doubt, uncertainty, and hope. By the end of the course, students are capable of comparing and describing what they want and feel as they express their opinions on a variety of topics.

SUGGESTED GRADE LEVEL: 10 - 11

PREREQUISITES: Spanish 2B

SPANISH 3B

Spanish 3B is a study of essential Spanish grammar and Spanish-speaking cultures, building on the learning that students experienced in Spanish 3A. This course provides practice and development of reading, writing, and speaking skills in Spanish. Using readings and multimedia instruction, students learn verb tenses including the present and imperfect subjunctive, conditional, present perfect, past perfect, future perfect, and past progressive, along with the correct sequence of tenses.

By the end of the course, students are capable of comparing and describing what they want and feel as they express their opinions on a variety of topics. The course is designed to help students gain the vocabulary and sentence structure needed to express themselves in a variety of settings, with a focus on regional differences in customs and pronunciation in context. In addition, the course uses numerous creative works from Spanish-speaking authors and artists to illuminate concepts and provide real-world practice opportunities.

SUGGESTED GRADE LEVEL: 10 - 11

PREREQUISITES: Spanish 3A

English Electives

Course Title: Speech and Debate I

Credit: 1.00

Grade Level: 9-12

The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication, argumentation, and problem solving. The content includes, but is not limited to, the forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking, logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations. This course fulfills one of the elective credits required for high school graduation.

Course Title: Speech and Debate II

Credit: 1.00

Grade Level: 10-12

The purpose of this course is to continue the development of skills related to formal and informal oral communication, debate and forensic activities. The content should include, but not be limited to, the following: formal class discussions, public speaking assignments, oral interpretation, elements of debate, principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Speech and Debate I

Course Title: Speech and Debate III

Credit: 1.00

Grade Level: 11-12

The purpose of this course is to provide continuing instruction in the skills and techniques of debate. The content should include, but not be limited to, the following: selection of debate topics, elements of argumentation, the use of proof, preparation of debate briefs, cross-examination techniques, and practice in conventional cross-examination debates. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Speech and Debate II

Course Title: Journalism I – Yearbook

Course Title: Journalism I – Newspaper

Credit: 1.00

Grade Level: 9-12

This course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, pupils will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In

connection with workshop experiences, one or more pupil journalistic productions may be included.

Course Title: Journalism I Honors – Newspaper

Course Title: Journalism I Honors – Yearbook

Credit: 1.00

Grade Level: 9-12

The purpose of this course is the same as Journalism I except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions.

Special Note: This course earns weighted GPA credit.

PREREQUISITES: Teacher approval

Course Title: Journalism II – Newspaper

Course Title: Journalism II – Yearbook

Credit: 1.00

Grade Level: 10-12

The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Pupils will practice in the preparation of materials for publication in journalistic media.

PREREQUISITES: Journalism I

Course Title: Journalism II Honors – Newspaper Course

Title: Journalism II Honors – Yearbook Credit: 1.00

Grade Level: 10-12

The purpose of this course is the same as Journalism II except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. This course earns weighted GPA credit.

PREREQUISITES: Journalism I and teacher approval.

Course Title: Journalism III – Newspaper

Course Title: Journalism III – Yearbook

Credit: 1.00

Grade Level: 11-12

The purpose of this course is to provide intermediate instruction in journalistic writing and production skills. The content includes, but is not limited to, instruction and practice in applying all aspects of the writing process, organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, use of personnel, and task organization, and workshop experiences in producing various kinds of journalistic products.

PREREQUISITES: Journalism II

Course Title: Journalism III Honors – Newspaper

Course Title: Journalism III Honors – Yearbook

Credit: 1.00

Grade Level: 11-12

The purpose of this course is the same as Journalism III except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions.

PREREQUISITES: Journalism II and teacher approval.

Special Note: This course earns weighted GPA credit.

Course Title: Journalism IV – Newspaper

Course Title: Journalism IV – Yearbook

Credit: 1.00

Grade Level: 12

The purpose of this course is to provide additional instruction in journalistic writing and production techniques. The content includes, but is not limited to, the following: writing, designing, and managing journalistic enterprises, implementing pupils' creative skills and talents in writing, graphic design, and/or photography, management skills, production techniques for printed journalistic media.

PREREQUISITES: Journalism III

Course Title: Journalism IV Honors – Newspaper

Course Title: Journalism IV Honors – Yearbook

Credit: 1.00 Grade Level: 12

The purpose of this course is the same as Journalism IV except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions.

PREREQUISITES: Journalism III and teacher approval.

Special Note: This course earns weighted GPA credit.

Course Title: Reading/Language Arts Intervention Lab

Credit: 1.00

Grade Level: 6-12

This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil's needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

Special Note: This course requires guidance placement. Elective credit only unless otherwise stipulated in IEP or 504. Elective credit is only available in grades 9-12.

Math Electives

Course Title: Math Intervention Lab

Credit: 1.00

Grade Level: 6-12

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil's needs for remedial instruction identified, test-taking skills, and strategies for mathematics.

Special Note: This course requires guidance placement. This is course is for elective credit only unless otherwise stipulated in IEP or 504. Elective credit is only available in grades 9-12.

Science Electives

Course Title: Intro to Biomedicine 6**Grade Level: 6**

This nine-week course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to biomedicine. This course introduces pupils to the field of medicine and provides a foundation for studies in medicine and allied health fields. Areas of study include anatomy, physiology, bioengineering, microbiology, and genetics. The course will introduce the concepts related to disease classification and origins and allow pupils to investigate different medical practices as they relate to human health. Pupils will explore the timeline of medical history, investigate the role of genetics in current and future medical issues and be able to use medical terminology in the study of biomedicine. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for 6th grade.

Course Title: Biomedicine 7-8**Grade Level: 7-8**

This course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to biomedicine. This course provides pupils the opportunity to gain a basic understanding of biomedical concepts. Areas of study include anatomy, physiology, bioengineering, microbiology, and genetics. Pupils will be able to investigate different medical practices as they relate to human health and use medical terminology in the study of biomedicine. They will integrate technology when measuring, exploring, modeling, and using computational capacity in scientific investigations. They will develop an understanding of diagnostic techniques as they apply to illness. The application of concepts applied to real-world situations is the focus throughout the year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for 7-8th grades.

PREREQUISITE: Intro to Biomedicine

Course Title: Advanced Biomedicine 8**Grade Level: 8**

This course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to biomedicine. This course provides pupils the opportunity to gain an advanced understanding of biomedical concepts. Pupils will apply concepts of genetic technology in the diagnosis of specific medical conditions. They will synthesize information regarding the technologies that have changed the way humans influence the inheritance of desired traits in organisms. They will integrate technology when measuring, exploring, modeling, and using computational capacity in scientific investigations. Pupils will evaluate the current condition of infectious disease treatments and simulate future treatment practices. They will develop an understanding of diagnostic techniques as they apply to illness. The application of concepts applied to real-world situations is the focus throughout the year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for 8th

PREREQUISITE: Intro to Biomedicine & Teacher approval

Course Title: Intro to Biomedical Science**Credit: 1.00****Grade Level: 9-12**

This course introduces pupils to the biomedical sciences and focuses on the interrelationships of biological systems as they relate to a disruption in homeostasis. Through this course, pupils will be

able to explore career opportunities in medicine and related fields. They will learn to apply scientific processes through inquiry and develop a working knowledge of terminology associated with the medical sciences. They will investigate how the interrelationship of body systems within an organism governs homeostatic processes. Pupils will understand how environmental and genetic factors can influence the health of living organisms. They will be able to experience authentic research practices; examine case studies related to biomedical issues; conduct practical laboratory experiences; and perform lab techniques essential to the biomedical science field. Pupils will also evaluate how biomedical engineering and related technological advancements have affected society; They will be able to assess how effective models are created to predict cause and effect relationships found within biological systems and investigate how advancements in our understanding of how organisms change through time have influenced modern medicine. Laboratory experiences, demonstrations, case studies, and mathematical integration are a fundamental component of this course. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Course Title: Principles of Anatomy/Physiology*

Credit: 1.00

Grade Level: 9-12

This course is a survey of the fundamentals of anatomy and physiology in order for pupils to develop an understanding of the organization of the human body. Topics focus on the interrelationships of human body systems. Pupils will explore career opportunities in medicine and related fields. They will analyze the relationship between tissue structure and function to the complexity of organ systems. They will examine the relationships among systems that provide protection, support, and movement; the relationships among systems that provide protection, support, and movement; the relationship between integration and control systems; and the relationship between regulation and maintenance systems. They will develop an understanding of human development and reproduction and will understand the role of each body system in maintaining the homeostatic balance of the human body. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

** In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.*

Course Title: Principles of Anatomy/Physiology Honors*

Credit: 1.00

Grade Level: 9-12

This course is a survey of the fundamentals of anatomy and physiology in order for pupils to develop an understanding of the organization of the human body. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. Pupils will explore career opportunities in medicine and related fields. They will analyze the relationship between tissue structure and function to the complexity of organ systems. They will examine the relationships among systems that provide protection, support, and movement; the relationships among systems that provide protection, support, and movement; the relationship between integration and control systems; and the relationship between regulation and maintenance systems. They will develop an understanding of human development and reproduction and will understand the role of each body system in maintaining the homeostatic

balance of the human body. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Teacher approval

**In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.*

Course Title: Advanced Anatomy/Physiology*

Credit: 1.00

Grade Level: 10-12

This course is designed for pupils with special interests in human anatomy and physiology and/or medicine. Topics include a continued, detailed study of the structures and functions of the organ systems of the body integrated with topics in pathology, epidemiology, microbiology, pharmacology, nutrition, medical ethics, genetics, medical specialties, diagnostics, alternative medicine, and community resources. Pupils will be able to use medical terminology, in verbal and written format, to accurately and effectively communicate information relevant to the human body. They will understand the effects and mechanisms of medicine upon the human body and understand the pathophysiology of diseases as they pertain to organ systems of the human body.

They will be able to explore: 1) topics in epidemiology and microbiology as related to the health of the individual and the global community; 2) specialty areas within the field of medicine; 3) topics in medical ethics; 4) topics in genetics and genetic engineering; and 5) topics in alternative medicine. They will develop an understanding of the role of nutrition in health and disease; and understanding of the anatomical and physiological relationships of the organ systems of the human body and an awareness of community resources pertaining to medicine and related fields. Problem-based learning models involving case studies serve as a format for this class. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

**In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.*

PREREQUISITE: Principles of Anatomy and Physiology

Course Title: Advanced Anatomy/Physiology Honors*

Credit: 1.00

Grade Level: 10-12

This course is designated as honors level by the accelerated instructional pacing and depth of content and intended for pupils with special interests in human anatomy and physiology and/or medicine. Topics include a continued, detailed study of the structures and functions of the organ systems of the body integrated with topics in pathology, epidemiology, microbiology, pharmacology, nutrition, medical ethics, genetics, medical specialties, diagnostics, alternative medicine, and community resources. Pupils will be able to use medical terminology, in verbal and written format, to accurately and effectively communicate information relevant to the human body.

They will understand the effects and mechanisms of medicine upon the human body and understand the pathophysiology of diseases as they pertain to organ systems of the human body. They will be able to explore: 1) topics in epidemiology and microbiology as related to the health of the individual and the global community; 2) specialty areas within the field of medicine; 3) topics in medical ethics; 4) topics in genetics and genetic engineering; and 5) topics in alternative medicine. They will develop an understanding of the role of nutrition in health and disease; and understanding of the anatomical and physiological relationships of the organ systems of the human body and an awareness of community resources pertaining to medicine and related fields. Problem-based learning models involving case studies serve as a format for this class. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Principles of Anatomy and Physiology & Teacher approval

**In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.*

COMPUTER AND CAREER & TECHNICAL EDUCATION ELECTIVE COURSES

Overview

The following elective course offerings afford students opportunities to explore career options, while meeting the requirements for promotion to high school and high school graduation. In middle school, students will have an opportunity to take a Career and Decision Making Skills course. This course will incorporate major concepts of CTE Career Exploration pathways and careers in medicine/health, hospitality/finance, education, and business/management. Students will also take Computer Literacy and/or Technology/media production courses while in middle school. Through these foundation courses, students will learn and apply such skills including but not limited to proper computer skills and safe internet usage, note-taking and marginal notes, study skills, group work, metacognition skills, speech and presentation skills, using presentation software (PowerPoint, Excel Charts and Graphs, Google Videos, GoToMeeting presentations) cooperative learning, organizational skills, and time management. Projects from core curriculum courses will help reinforce these skills in a practical setting. Students will be expected to use computer and keyboarding skills to accurately communicate as well as to create projects within their core classes. Thus, these courses are intended to prepare students with the skills necessary to manage new and challenging coursework, to meet the demands of 21st Century technology, and to acquire the foundation skills to be eventually successful in the workplace.

Computer and CTE Elective Courses

Course Title: Computer Literacy

Grade Level: 6-12

This semester course is designed to provide pupils with fundamental computing skills. Areas of emphasis include Internet use and safety, office productivity applications, and system fundamentals. The appropriate use of technology is an integral part of this course. This course fulfills the one-half computer credit required for high school graduation.

Course Title: Intro to Media Technology

Grade Level: 7-8

This course is designed to provide pupils with introductory skills and knowledge in media technology. Students gain the fundamentals of graphics, animation, video, and the creation and

manipulation of multimedia. Pupils will be able to explore the history, evolution, current trends, and terminology of the media technology field. They will be able to discuss issues related to copyright, invasion of privacy, data security, and the ethical use of information. They will acquire and optimize media for use in various multimedia formats; employ the elements and principles of design in the creation of a multimedia project; and integrate multiple sources of digital information into a single multimedia presentation.

Course Title: Media Production

Grade Level: 7-8

This advanced middle school class incorporates digital art into multimedia projects and presentations. Students will use a variety of graphic art techniques to produce projects combining sound, music, video, and art. The course will provide a culminating experience for pupils who have been who have excelled in their computer classes. Students will also get practical experience preparing materials for the school. Teacher approval required for admission.

PREREQUISITE: Introduction to Media Technology and Teacher approval

Course Title: Career and Decision-Making Skills

Grade Level: 7-8

The purpose of this course is to enable pupils to explore careers/career clusters, learn about the decision-making process and study skills. Activities will enable pupils to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Pupils will learn about their interests, values, skills, learning styles and personal and social development.

Course Title: Computer Applications I

Course Title: Computer Applications II

Credit: .50

Grade Level: 9-12

The purpose of Computer Applications I and II is to provide pupils with intensive hands-on experience with some commonly used software packages. Advanced applications of commercially available software will be emphasized.

PREREQUISITE: For Computer Applications II, Computer Applications I. Each of these courses satisfies the Use of Computers graduation requirement.

Course Title: Web Design

Credit: 1.0

Grade Level: 9-12

The purpose of this course is to enable pupils to plan, develop, and publish well-designed web sites that combine effective navigation with appropriate use of graphics, text, color, and sound. This course satisfies the Use of Computers graduation requirement.

Course Title: Video Production I

Credit: 1.00

Grade Level: 9-12

This course is designed to introduce pupils to the basic elements and skills needed to produce a video. Operating video cameras, script writing, editing equipment, microphones, and the process of On-Air program production are emphasized. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. This course satisfies the Career and Technical Education graduation requirement.

Course Title: Video Production II**Credit: 1.00****Grade Level: 10-12**

This course is a continuation of Video Production I. This course provides intermediate video production pupils with instruction in advanced techniques and processes. Emphasis is placed on the advanced principles in pre/post-production, editing techniques, studio and engineering procedures, and live broadcast skills. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course satisfies the Career and Technical Education graduation requirement.

PREREQUISITE: Video Production I and teacher approval.

Course Title: Video Production II LAB**Credit: 1.00****Grade Level: 10-12**

This course is designed to expand the pupils' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage pupils to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

PREREQUISITE: Concurrent enrollment in Video Production II

Course Title: Video Production III**Credit: 1.00 Grade Level: 11-12**

This course is a continuation of Video Production II. This course provides advanced video production pupils with instruction in advanced techniques and processes. Emphasis is placed on the advanced principles in pre/post-production, editing techniques, studio and engineering procedures, and live broadcast skills. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, pupils will have acquired entry-level skills for employment and be prepared for postsecondary education.

PREREQUISITE: Video Production II and teacher approval.

Course Title: Video Production III LAB**Credit: 1.00****Grade Level: 10-12**

This course is designed to expand the pupils' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage pupils to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

PREREQUISITE: Concurrent enrollment in Video Production III

Course Title: Accounting and Finance I**Credit: 1.00****Grade Level: 9-12**

This course is an introduction to both accounting and finance. This course is an introduction to accounting processes, practices, and concepts as well as an introduction to the world of finance.

Topics include debts and credits, career pathways, and a survey of the many industries associated with accounting and finance such as accounting, banking, insurance and investments. Students will be introduced to standard accounting software.

Course Title: Accounting and Finance II

Credit: 1.00

Grade Level: 9-12

This course is a continuation of Accounting and Finance I. Students will learn occupational skills in accounting such as recording business transactions, preparing financial statements, maintaining cash controls and calculating financial ratios. Students will practice using standard accounting software and apply generally accepted accounting principles.

PREREQUISITE: Accounting and Finance I

Course Title: Accounting and Finance III/Advanced Placement

Credit: 1.00

Grade Level: 11-12

This course is a continuation of Accounting and Finance II and is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. Coursework may include various work-based learning experiences such as internships and job shadowing.

PREREQUISITE: Accounting and Finance II

Course Title: Education and Training I

Credit: 1.00

Grade Level: 9-12

This course provides students with an introduction to the principles of education. This course addresses human development, care, teaching and learning so that students can guide the development of learnings in an educational setting. Study typically includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching learnings. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of education and training careers and begin to develop a career portfolio.

Course Title: Education and Training II

Credit: 1.00

Grade Level: 9-12

This course is a continuation of Education and Training I. This course provides advanced coursework in human development, care, teaching and learning so that students can guide the development of learnings in an educational setting. Study typically includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching learnings. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of education and training careers and continue to develop a career portfolio.

PREREQUISITE: Education and Training I

Course Title: Education and Training III/Advanced Placement

Credit: 1.00

Grade Level: 11-12

This course is a continuation of Education and Training II and is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. Coursework may include various work-based learning experiences such as internships and job shadowing.

PREREQUISITE: Education and Training II

Course Title: Hospitality and Tourism I

Credit: 1.00

Grade Level: 9-12

This course provides students with an introduction to the hospitality and tourism industry. Students will acquire a basic understanding of the industry sectors: lodging, food and beverage, recreation, amusement and attractions, and sales, catering and convention services. Students also study business functions and the importance of guest service. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Course Title: Hospitality and Tourism II

Credit: 1.00

Grade Level: 9-12

This course is a continuation of Hospitality and Tourism I. This course allows intermediate hospitality and tourism students to build on fundamental skills developed in hospitality and tourism I. Students will receive additional training in all aspects of hotel and tourism operations, including business functions and guest service. The appropriate use of technology and industry standard equipment is an integral part of this course.

PREREQUISITE: Hospitality and Tourism I

Course Title: Hospitality and Tourism III/Advanced Placement

Credit: 1.00

Grade Level: 11-12

This course is a continuation of Hospitality and Tourism II and is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. Coursework may include various work-based learning experiences such as internships and job shadowing.

PREREQUISITE: Hospitality and Tourism II

Course Title: Work Experience

Credit: 1.00

Grade Level: 12

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. This course must follow NAC 389.562, 389.564, 389.566 regulations

PREREQUISITE: None

Career Academy Descriptions and Program Standards

NURSING ASSISTANT ACADEMY DESCRIPTION

The Nursing Assistant program provides students with the knowledge and skills required for entry into the healthcare field. Students completing the didactic and clinical practicum are eligible for the Nevada State of Nursing Certifying exam as a Nursing Assistant.

The purpose of this program is to prepare students for postsecondary education and employment in the Nursing Assistant industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: [Nursing Assistant](#)
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CRIMINAL JUSTICE ACADEMY DESCRIPTION

The Criminal Justice program provides students with an understanding of the difference between the civil and criminal codes in the American Legal System, with a particular emphasis on criminal and civil cases decided by local, state and federal courts. Areas of study include civil law, criminal law, legal and ethical issues, corrections, policing and the government.

The purpose of this program is to prepare students for postsecondary education and employment in the Criminal Justice industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: [Criminal Justice](#)
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

EMERGENCY TELECOMMUNICATIONS ACADEMY DESCRIPTION

The Emergency Telecommunications program is designed for the student interested in a career in the emergency communications field. Areas of study will include telecommunication centers, dispatching, use of 911 computer systems, participation in emergency scenarios, and call processing.

The purpose of this program is to prepare students for postsecondary education and employment in the Emergency Telecommunications industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: [Emergency Telecommunications](#)
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)

- Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

FIRE SCIENCE ACADEMY DESCRIPTION

The Fire Science program provides students with an introduction to fire science techniques and processes. The program provides the skills and knowledge affecting wildland fire behavior and suppression, fire investigations, fire prevention, CPR/First Aid, engine companies, and potential hazards and human factors on the fire line.

The purpose of this program is to prepare students for postsecondary education and employment in the Fire Science industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: [Fire Science](#)
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

FORENSIC SCIENCE ACADEMY DESCRIPTION

The Forensic Science program introduces the principles and procedures employed in criminal and civil investigations. Areas of studies include scientific endeavors such as medicine, pathology, psychology, geology, entomology, fingerprint technology, chemistry, and biology. Emphasis will be put on gathering, analyzing, and interpreting physical evidence, using modern laboratory technologies and procedures.

The purpose of this program is to prepare students for postsecondary education and employment in the Forensic Science industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: [Forensic Science](#)
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)



City of Hialeah
Educational Academy
 A Miami Dade County Public Charter School
2590 West 76th Street
Hialeah, FL 33016
PH. 305-362-4006 FX. 305-362-7006
www.hialeaheduacademy.com
SACS Accredited School of Excellence



Title I Parent Workshops and Events 2018-2019

Title I Parent Workshop Title:	Date:
Educational Excellence School Advisory Committee Meeting (EESAC-Quarterly)	September 4, 2019
Title I Annual Parent Meeting	October 3, 2018 7:00 p.m.
The Parent Portal: Monitor your Childs Progress and Access Online Resources on the MDCPS Website (The Parent Academy)	October 16, 2018
Parents Rights and Responsibilities: How to make a difference in your child's education (The Parent Academy)	November 13, 2018
Educational Excellence School Advisory Committee Meeting (EESAC-Quarterly)	November 13, 2018
Gun Safety Awareness (Youth Crime Watch of Miami)	December 11, 2018
Family Appreciation Holiday Breakfast by HEA and CIS	December 18, 2018
Morning Cafecito Distribution (Principal)	December 19, 2018
Connect with MDCPS: Learn how to effectively navigate the school system. (The Parent Academy)	January 15, 2019
Free Application for Federal Student Aid Workshop By Miami Dade College Financial Aid Department	January 22, 2019 5-7:00 p.m.
Educational Excellence School Advisory Committee Meeting (EESAC-Quarterly)	February 5, 2019 6:00 p.m.
Families Building Better Readers: How to share the joy of reading with your child. (The Parent Academy)	February 12, 2019 5 p.m.
Florida Standard Assesments Presentation by COHEA Testing Department Ms. Carbajosa.	February 20, 2019 6-7 p.m.
Transitioning to High School	March 5, 2019
Character Education and Anger Management (Youth Crime Watch of Miami)	March 20, 2019
"Diabetes Awareness: at Neighborhood	March 21, 2019
Violence Prevention (HPD)	April 4, 2019
The Critical Link: The Importance of parental involvement in a child's education. (The Parent Academy)	April 23, 2019
Educational Excellence School Advisory Committee Meeting (EESAC-Quarterly)	May 7, 2019 6:00 p.m.
Citizenship Class Workshop-Open to the Community	June 1st, 2019 10-1:00 p.m.

Notification of parent workshops via: Instagram, school website, flyers, voice, text and email messages.

MATER ACADEMY OF NEVADA AND
CIVICA NEVADA CAREER & COLLEGIATE ACADEMY

MEMORANDUM OF UNDERSTANDING

This Educational Support and Services Agreement (“Agreement”) is made and entered into as of _____ (“Effective Date”), by and between, Mater Academy of Nevada, a Nevada public charter school (“Mater”) and CIVICA Nevada Career & Collegiate Academy, a proposed Nevada public charter school (“CIVICA”). Each entity is referred to individually as a “Party” and the entities collectively are referred to as the “Parties.”

WHEREAS, it is the mission of Mater to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce;

WHEREAS, CIVICA desires to provide a high-quality, rigorous, and career-oriented education that will prepare students for successful progression into college and career pathways, which is consistent with the mission of Mater;

WHEREAS, CIVICA wants to expand instruction to grades kindergarten through fifth (K-5);

WHEREAS, Mater has demonstrated expertise and knowledge in achieving academic success with elementary student populations similar to those CIVICA intends to serve, including achieving Shining Star school designations at multiple Mater campuses;

WHEREAS, Mater is a replication of the successful charter school network Mater Academy, Inc., a Florida non-profit corporation, (“Mater Inc.”) which has a strong record of academic success with diverse students;

NOW THEREFORE, in consideration of the mutual covenants hereinafter contained, the Parties agree as follows:

I. Scope of the Agreement

- A. This Agreement forms the basis of mutual understanding and respective responsibilities between Mater and CIVICA regarding Mater providing educational support and services to CIVICA.

II. Term of Agreement and Modification/Termination

- A. This Agreement shall be in effect from the Effective Date until terminated by either Party.
- B. This Agreement may be modified at any time by written consent of both Parties.

- C. This Agreement may be terminated for any reason, at any time upon giving thirty (30) days written notice to the other Party.

III. Responsibilities

- A. Mater agrees to coordinate and provide educational support and services to CIVICA. These supports and services include but are not limited to the following:
 - 1. Professional Development;
 - 2. Consultation on the selection and use of curriculum;
 - 3. Intervention Strategies; and,
 - 4. English Language Learner Program Consultation
- B. In providing such support and services, CIVICA acknowledges that Mater will incur costs and fees. Costs and fees may include but are not limited to: travel, curriculum, and, time of Mater employees. CIVICA agrees to pay all costs and fees associated with the support and services provided by Mater. All costs and fees must be approved by CIVICA prior to Mater providing the support and services. Mater will invoice CIVICA for approved costs and fees.
- C. All services provided by Mater under this Agreement, is subject to, and Mater shall not provide any services under this Agreement that would violate, the terms of any agreement, contract, and MOU between Mater and Mater Inc.
- D. CIVICA acknowledges that the purpose of this Agreement is for Mater to provide instructional support and that Mater cannot transfer, license, or otherwise use, or allow CIVICA to use any Mater Inc. intellectual property, trade secrets, trademarks, service marks, design marks, trade names, logos, trade dress, copyrights, proprietary materials, and confidential information in violation of any agreement between Mater and Mater Inc. without the prior written consent of and under terms agreeable to Mater Inc.

IV. Liability

CIVICA agrees to mutually defend, hold harmless, and indemnify Mater and Mater Inc., their directors, officers, employees, and agents against and from any and all loss, liability, damage, claim, cost, charge, demand, or expense (including any direct, indirect, or consequential loss, liability, damage, claim, cost, charge, demand, or expense, including without limitation, attorney's fees) for any claim caused by the negligent acts or omissions of CIVICA in the performance of this Agreement. CIVICA's duty to indemnify Mater and Mater Inc. under this Agreement shall not extend to loss, liability, damage, claim, cost, charge, demand, or expense resulting from the other Party's willful misconduct. Nothing in this Agreement shall be construed as a waiver of the limitations of damages against a local government contained in NRS 41.035.

V. Insurance

CIVICA and Mater agree to maintain insurance policies with General Liability Insurance including bodily injury, personal injury, and property damage with limits of at least \$1,000,000.00 per occurrence and \$2,000,000.00 aggregate. CIVICA and Mater will also maintain their own separate Workers' Compensation Insurance. CIVICA and Mater shall be listed as additional insured on any such Policies.

VI. Miscellaneous

- A. Governing Law/Venue: This Agreement shall be governed by the laws of the State of Nevada. Any action arising out of this Agreement shall be brought before a court of competent jurisdiction in Clark County, Nevada.
- B. Employment Status: All employees that provide services from Mater are employees of Mater. Nothing in this Agreement shall create an employment relationship between Mater employees and CIVICA.
- C. Severability: The partial or complete invalidity of any one or more of the provisions of this Agreement will not affect the validity or continuing force and effect of any other provision.
- D. Amendments: Any amendments to this Agreement must be in writing signed by both Parties.
- E. Entire Agreement: This Agreement is intended solely for the benefit of the Parties hereto, represents the entire, integrated agreement between the Parties, and supersedes all prior negotiations, representations, or agreements written or oral.

THE UNDERSIGNED HAVE READ THE FOREGOING AGREEMENT IN ITS ENTIRETY AND FULLY UNDERSTAND AND ACCEPT THE TERMS AND CONDITIONS CONTAINED HEREIN.

Mater Academy of Nevada

CIVICA Nevada Career & Collegiate
Academy

By: _____

By: _____

Name

Name

Title

Title

Address

Address

Date: _____

Date: _____

STATE OF NEVADA**BARBARA K. CEGAVSKE***Secretary of State***OFFICE OF THE
SECRETARY OF STATE***Commercial Recordings & Notary Division**202 N. Carson Street**Carson City, NV 89701**Telephone (775) 684-5708**Fax (775) 684-7138**North Las Vegas City Hall**2250 Las Vegas Blvd North, Suite 400**North Las Vegas, NV 89030**Telephone (702) 486-2880**Fax (702) 486-2888*

Michael Muehle
6630 Surrey St.
Las Vegas, NV 89119

Work Order #: W2020010901713

January 9, 2020

Receipt Version: 1

Special Handling Instructions:**Submitter ID: 23183****Charges**

Description	Filing Number	Filing Date/Time	Filing Status	Qty	Price	Amount
Articles of Incorporation-Nonprofit	20200409314	1/9/2020 3:04:35 PM	InternalReview	1	\$50.00	\$50.00
Initial List	20200409316	1/9/2020 3:04:35 PM	InternalReview	1	\$50.00	\$50.00
Total						\$100.00

Payments

Type	Description	Payment Status	Amount
Credit Card	5786110628316014003261	Success	\$100.00
Total			\$100.00

Credit Balance: \$0.00

Michael Muehle
6630 Surrey St.
Las Vegas, NV 89119

BARBARA K. CEGAVSKE
Secretary of State

KIMBERLEY PERONDI
*Deputy Secretary for
Commercial Recordings*

STATE OF NEVADA



**OFFICE OF THE
SECRETARY OF STATE**

*Commercial Recordings Division
202 N. Carson Street
Carson City, NV 89701
Telephone (775) 684-5708
Fax (775) 684-7138
North Las Vegas City Hall
2250 Las Vegas Blvd North, Suite 400
North Las Vegas, NV 89030
Telephone (702) 486-2880
Fax (702) 486-2888*

Business Entity - Filing Acknowledgement

01/09/2020

Work Order Item Number: W2020010901713 - 340701
Filing Number: 20200409314
Filing Type: Articles of Incorporation-Nonprofit
Filing Date/Time: 01/09/2020 15:04:35 PM
Filing Page(s): 4

Indexed Entity Information:

Entity ID: E4093152020-8

Entity Name: CIVICA Nevada

Entity Status: Active

Expiration Date: None

Non-Commercial Registered Agent
Michael Muehle
6630 Surrey St., Las Vegas, NV 89119, USA

The attached document(s) were filed with the Nevada Secretary of State, Commercial Recording Division. The filing date and time have been affixed to each document, indicating the date and time of filing. A filing number is also affixed and can be used to reference this document in the future.

Respectfully,

A handwritten signature in black ink that reads "Barbara K. Cegavske".

BARBARA K. CEGAVSKE
Secretary of State



BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Filed in the Office of <i>Barbara K. Cegavske</i> Secretary of State State Of Nevada	Business Number E4093152020-8 Filing Number 20200409314 Filed On 01/09/2020 15:04:35 PM Number of Pages 4
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Formation - Nonprofit Corporation

- ☒ NRS 82 - Articles of Incorporation Nonprofit ☐ NRS 81.010 - Formation of Nonprofit Cooperative Corporation With or Without Stock ☐ NRS 81.170-81.270 - Articles of Cooperative Association
- ☐ NRS 80 - Foreign Nonprofit Corporation ☐ NRS 81.410 - Articles of Incorporation Nonprofit Cooperative Corporation Without Stock

TYPE OR PRINT - USE DARK INK ONLY - DO NOT HIGHLIGHT

1. Name of Entity: (If foreign, name in home jurisdiction)	CIVICA Nevada
2. Registered Agent for Service of Process: (Check only one box)	<input type="checkbox"/> Commercial Registered Agent (name only below) <input checked="" type="checkbox"/> Noncommercial Registered Agent (name and address below) <input type="checkbox"/> Office or position with Entity (title and address below) <div>Michael Muehle</div> <div>Name of Registered Agent OR Title of Office or Position with Entity</div> <div>6630 Surrey St. Las Vegas Nevada 89119</div> <div>Street Address City Zip Code</div> <div>Mailing Address (If different from street address) City Zip Code</div>
2a. Certificate of Acceptance of Appointment of Registered Agent:	<i>I hereby accept appointment as Registered Agent for the above named Entity. If the registered agent is unable to sign the Articles of Incorporation, submit a separate signed Registered Agent Acceptance form.</i> <div>X Michael Muehle 01/09/2020</div> <div>Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity Date</div>
3. Names and Addresses of the Board of Directors, Member, or Trustees (NRS 81.410 must not be less than three members, see instructions)	<div>1) David Salmon</div> <div>Name</div> <div>6630 Surrey St. Las Vegas NV 89119</div> <div>Address City State Zip Code</div> <div>2) Jessica LeNeave</div> <div>Name</div> <div>6630 Surrey St Las Vegas NV 89119</div> <div>Address City State Zip Code</div> <div>3) Carlos Alvarez</div> <div>Name</div> <div>6630 Surrey St Las Vegas NV 89119</div> <div>Address City State Zip Code</div> <div>4) Dallas Harris</div> <div>Name</div> <div>6630 Surrey St Las Vegas NV 89119</div> <div>Address City State Zip Code</div> <div>5) JC Flowers</div> <div>Name</div> <div>6630 Surrey St Las Vegas NV 89119</div> <div>Address City State Zip Code</div> <div>6) Laura Doroteo</div> <div>Name</div> <div>6630 Surrey St Las Vegas NV 89119</div> <div>Address City State Zip Code</div> <div>7) Raymond Fraser</div> <div>Name</div> <div>6630 Surrey St Las Vegas NV 89119</div> <div>Address City State Zip Code</div>

4. Jurisdiction of Incorporation: (NRS	4a. Jurisdiction of incorporation:	4b. I declare this entity is in good standing <input type="checkbox"/> in the jurisdiction of its incorporation.
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80 only)	
5. Authorized Shares: (Number of shares corporation is authorized to issue, NRS 80 and NRS 81.010)	<div>Number of common shares with Par value: 0 Par value: \$ 0</div> <div>Number of preferred shares with Par value: 0 Par value: \$ 0</div> <div>Number of shares with no par value: 0</div> <div><div>If a Nonprofit Entity: (NRS 80 only)</div><div><input type="checkbox"/> This is a nonprofit entity with authorized stock, as listed above.</div><div><input type="checkbox"/> This entity is a nonprofit, non-stock corporation.</div></div>



BARBARA K. CEGAVSKE
Secretary of State
202 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Formation - Non-profit Corporation

Continued, Page 2

6. Benefit Corporation: (For NRS 81.010, optional. see instructions.)	By selecting "Yes" you are indicating that the corporation is organized as a benefit corporation pursuant to NRS Chapter 78B with a purpose of creating a general or specific public benefit. The purpose for which the benefit corporation is created must be disclosed in the below purpose field.		Yes <input type="checkbox"/>												
7. Purpose: (Required for NRS 80, NRS 81.010, NRS 81.170-81.270, 81.410, and any entity selecting Benefit Corporation. See instructions.)	Education - a public charter school.														
8. Member Property Rights: (NRS 81.010 see instructions)	The property rights and interest of each member are: <input type="checkbox"/> Equal OR <input type="checkbox"/> Unequal														
9. Member Property Rights: (NRS 81.410 see instructions)	The voting power and the property rights and interest of each member are: <input type="checkbox"/> Equal OR <input type="checkbox"/> Unequal														
10. Term: (NRS 81.010, 81.170-81.270, 81.410 may be perpetual)	The term of existence: (if existence is not perpetual)	<input type="text"/>	11. Equal Interest Rights: (NRS 81.170-81.270) The interest and right of each member therein is to be equal.												
12. Membership Fee: (NRS 81.170-81.270, must be completed)	The membership fee is \$ <input type="text"/> per member. Each member signing the articles has paid the fee and their interests and rights are equal.														
13. Name, Address and Signature of: NRS 80 Name, title and signature making the statement. NRS 81.010 Name, address and signature of three or more of the original members, a majority of whom must be residents of this state. NRS 81.410 and 82 Name, address and signature of the Incorporator(s). NRS 81.170 Must be signed by the original associates or members.	<p>I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.</p> <table border="0"><tr><td><input type="text" value="Michael Muehle"/></td><td><input type="text" value="United States"/></td></tr><tr><td>Name</td><td>Country</td></tr><tr><td><input type="text" value="6630 Surrey St."/></td><td><input type="text" value="Las Vegas"/></td><td><input type="text" value="NV"/></td><td><input type="text" value="89119"/></td></tr><tr><td>Address</td><td>City</td><td>State</td><td>Zip/Postal Code</td></tr></table> <p>X <u>Michael Muehle</u> (attach additional page if necessary)</p>			<input type="text" value="Michael Muehle"/>	<input type="text" value="United States"/>	Name	Country	<input type="text" value="6630 Surrey St."/>	<input type="text" value="Las Vegas"/>	<input type="text" value="NV"/>	<input type="text" value="89119"/>	Address	City	State	Zip/Postal Code
<input type="text" value="Michael Muehle"/>	<input type="text" value="United States"/>														
Name	Country														
<input type="text" value="6630 Surrey St."/>	<input type="text" value="Las Vegas"/>	<input type="text" value="NV"/>	<input type="text" value="89119"/>												
Address	City	State	Zip/Postal Code												

AN INITIAL LIST OF OFFICERS MUST ACCOMPANY THIS FILING

Please include any required or optional information in space below:
(attach additional page(s) if necessary)

**NONPROFIT ARTICLES OF INCORPORATION
OF CIVICA NEVADA (CONTINUED)**

Filed in the Office of <i>Barbara K. Cegavske</i>	Business Number E4093152020-8
Secretary of State State Of Nevada	Filing Number 20200409314
	Filed On 01/09/2020 15:04:35 PM
	Number of Pages 4

PURPOSE AND POWERS

1. Purposes Generally. The purpose and mission of the Corporation is to provide a high quality education to children from Kindergarten (K) to Twelfth (12th) grade and shall be operated exclusively for educational objectives and purposes. Additionally, the purpose of the Corporation is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

2. Statutory Powers. For the foregoing purposes, the Corporation shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes.

3. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the Corporation shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

4. Dissolution. Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to applicable laws and appropriate regulations.

5. Prohibited Acts. The Corporation shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the Corporation or any other private person, and no part of the net income or net earnings of the Corporation shall, directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the Corporation may pay reasonable compensation for services rendered to or for the benefit of the Corporation and may make such other payments and distributions to nonprofit corporation members as permitted by these Articles of Incorporation and the Bylaws. The Corporation shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The Corporation shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

SECRETARY OF STATE



DOMESTIC NONPROFIT CORPORATION (82) CHARTER

I, BARBARA K. CEGAVSKE, the duly qualified and elected Nevada Secretary of State, do hereby certify that **CIVICA Nevada** did, on 01/09/2020, file in this office the original Articles of Incorporation-Nonprofit that said document is now on file and of record in the office of the Secretary of State of the State of Nevada, and further, that said document contains all the provisions required by the law of the State of Nevada.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 01/09/2020.

Barbara K. Cegavske

Certificate Number: B20200109501475

You may verify this certificate
online at <http://www.nvsos.gov>

BARBARA K. CEGAVSKE
Secretary of State

DISTRICT MEMBERSHIP AGREEMENT

This District Membership Agreement (this “**Agreement**”) is entered into effective as of _____, 2019 (“**Effective Date**”) by and between THE CIVICA EDUCATION FOUNDATION, a Florida not-for-profit corporation organized and operated exclusively for religious, charitable, scientific, literary, or educational purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (“**CIVICA**”) and CIVICA NEVADA CAREER & COLLEGIATE ACADEMY (“**MEMBER SCHOOL**”), a Nevada not-for-profit corporation established to operate a public charter school.

WITNESSETH:

WHEREAS, the CIVICA EDUCATION FOUNDATION Corporate District (the “**DISTRICT**”) is a corporate district currently accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (“**SACS CASI**”), an Accreditation Division of AdvanceED; and

WHEREAS, the DISTRICT was established to develop schools that provide educationally underserved students with the knowledge, skills, and character needed to succeed in top-quality schools, colleges and the competitive world beyond; and, that maximize student achievement by fostering the development of responsible, self-directed life-long learners in a safe and enriching environment; and

WHEREAS, CIVICA has created a membership program for public charter schools located, or to be located, outside the State of Florida, designed to increase membership in the DISTRICT; and

WHEREAS, as a member of the DISTRICT, a school receives, subject to compliance with all applicable responsibilities of membership that may exist from time to time, certain rights and privileges, including, (i) access to educational Material, programs and curriculum, procedures for marketing, advertising, promotion, financial reporting and budgeting, signage and other branding techniques and Material and other items created over time and approved for use within the DISTRICT, (ii) the right to conduct operations of the school as a “A Civica Academy School”, and (iii) access and eligibility to an accreditation process by the SACS CASI as a member of the DISTRICT; and

WHEREAS, MEMBER SCHOOL either holds or has applied for a charter for a public school known as Civica Nevada Career & Collegiate Academy (the “**Charter School**”) in the County of Clark, State of Nevada (the “**State**”) and all references to MEMBER SCHOOL include the Charter School; and

WHEREAS, MEMBER SCHOOL would like the Charter School to become a member of the DISTRICT; and

WHEREAS, MEMBER SCHOOL understands and acknowledges strict rules and guidelines associated with DISTRICT membership, including the requirements to conduct a self-study, attend required meetings and training sessions, formulate school improvement plans (SIP) for continuous improvement in student performance, and meet AdvancED Standards for Quality.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

1. RECITALS AND DEFINITIONS.

- 1.1 Recitals. The recitals set forth above are true and correct and are incorporated herein by reference.
- 1.2 Definitions. As used in this Agreement, the following terms shall have the following meanings:
- (a) ***“Confidential Information”*** means technical and non-technical information, whether or not such information is marked or otherwise identified as “CONFIDENTIAL”, used in or related to operations of a member school of the District that is not commonly known by or available to the public, including, without limitation, Educational Programs, Oversight Programs, Proprietary Material and other CIVICA District Program IP disclosed or made available to MEMBER SCHOOL in connection with this Agreement. ***“Confidential Information”*** shall not include, however, any information that: (i) is now or subsequently becomes generally available to the public through no fault of MEMBER SCHOOL or its employees, agents, officers, directors or other representatives or advisors; (ii) MEMBER SCHOOL can demonstrate was rightfully in its possession or in its employees’, agents’, officers’, directors’ or other representatives’ or advisors’ possession, without obligation of nondisclosure, prior to disclosure pursuant to this Agreement; (iii) is independently developed without the use of any Confidential Information; or (iv) is rightfully obtained from a third party who has the right, without obligation of nondisclosure, to transfer or disclose such information.
 - (b) ***“Educational Programs”*** shall mean educational activities and programs developed by or for use within the DISTRICT, including, without limitation, programs designed to assist students in developing the skills, character and knowledge base needed to succeed in top-quality high schools, universities and in the competitive world beyond, including but not limited to courses of study, curriculum, academic programs, assessments, evaluations, related data compilations, and the like.
 - (c) ***“Marks”*** shall mean the service mark “Civica Academy®” described in Exhibit “A”, and any other trademarks, service marks, design marks, trade names, logos, trade dress, designs, graphics, logos, emblems, insignia, fascia, slogans, copyrights, drawings, and commercial symbols designated to be used in connection with the DISTRICT.
 - (d) ***“Civica District Program IP”*** shall mean and include all tangible or intangible proprietary information and Material made available for members of the DISTRICT for use in conducting operations of their respective charter schools, including, without limitation, as applicable, the Marks, all Proprietary Material, Educational Programs, Oversight Programs, as well as all inventions, improvements, developments or other ideas (whether patentable or unpatentable and whether or not reduced to practice) related thereto, all software and software code; all copyrights and all copyright, trademark and patent registration applications, registrations and renewals in connection therewith and all Confidential Information.

- (e) **“Oversight Programs”** shall mean oversight activities and programs developed by or for use within the DISTRICT, including, without limitation, programs designed to assist charter schools with administrative, financial reporting, budgeting, compliance, and development.
- (f) **“Proprietary Material”** shall mean all tangible Material made available to members of the DISTRICT for use in conducting operations of their respective charter schools, including, without limitation, curriculum, programs, guides, manuals, curriculum modules, documents, compilations of data, standards and best practices, including those related to Educational Programs, Oversight Programs and other Civica District Program IP.
- (g) **“School Year”** shall mean the full period from about August of each calendar year through about July of the next calendar year, designated as the academic year by the school board, or other lawful authority, having jurisdiction over MEMBER SCHOOL, during the Membership Term hereof.

Definitions for the other defined terms used in this Agreement are set forth in this Agreement.

2. **DISTRICT MEMBERSHIP, OBLIGATIONS AND REQUIREMENTS.**

2.1 **Membership.** Upon execution of this Agreement by CIVICA and MEMBER SCHOOL, the Charter School shall become a member of the DISTRICT for the duration of the Membership Term, and is entitled to all the rights and privileges of membership and subject to all obligations and requirements of membership during the Membership Term. Promptly following the Effective Date (or as soon thereafter as possible, if the charter has not yet been approved), CIVICA shall submit, or shall cause to be submitted, an application and supporting information as requested, for AdvancED accreditation for the Charter School as a member of the DISTRICT. MEMBER SCHOOL shall cooperate and provide supporting information as requested by CIVICA. The Charter School shall commence operations as a member of the DISTRICT upon approval of the application by AdvancED. MEMBER SCHOOL may choose to apply for a new charter for an additional public school or schools in the Territory. Once a charter is issued for an additional public school, then that school shall be included in the definition of “Charter School,” if MEMBER SCHOOL gives Civica 180 days written notice of its intention to apply for the additional charter and all other existing Charter Schools are performing in compliance with this Agreement.

2.2 **Compliance with DISTRICT Standards; General.** MEMBER SCHOOL acknowledges that (a) MEMBER SCHOOL must comply with all AdvancED Standards of Quality (including those for Schools, School Systems and Corporations); (b) MEMBER SCHOOL has reviewed and is familiar with all AdvancED Standards of Quality; (c) CIVICA developed the Educational Programs, CIVICA District Program IP, Oversight Programs and Proprietary Material for use within the DISTRICT, and to satisfy AdvancED Standards of Quality and to obtain accreditation of the DISTRICT from SACS CASI; and (d) the importance of strict compliance with all DISTRICT standards by MEMBER SCHOOL in that the DISTRICT Standards are intended to satisfy AdvancED accreditation standards and Standards of Quality. Accordingly, MEMBER SCHOOL shall strictly comply, and shall cause the Charter School to strictly comply, with all DISTRICT requirements, specifications, standards, guidelines, operating procedures and rules (each, a “**Standard**”) set forth in this Agreement, in applicable DISTRICT manuals, and in other writings supplied to MEMBER SCHOOL by CIVICA from time to time, including those relating

to: corporate operations; funding; plant and facilities; safe environment; curricular programs; extra-curricular programs; instructor credentials; technology opportunities; and school improvement (the “DISTRICT Manuals”). MEMBER SCHOOL acknowledges CIVICA and its affiliates may change or modify DISTRICT Standards and Manuals from time to time, including without limitation, the adoption and use of new or modified Marks or Educational Material, in order to improve the quality of DISTRICT programs, comply with AdvancED Standards of Quality, or other reasons. MEMBER SCHOOL shall accept and promptly implement any such changes in, or additions to, the DISTRICT Standards as if they were a part of this Agreement as of the date MEMBER SCHOOL receives notice of such change or addition, and shall make such reasonable expenditures as such changes require during the Membership Term. MEMBER SCHOOL and the Charter School shall achieve the strict compliance required by this Section in accordance with the schedule set forth in Exhibit “B”.

2.3 Compliance with DISTRICT Standards; Specific Compliance Requirements. Without limiting the terms of Section 2.2, MEMBER SCHOOL shall, and shall cause the Charter School to, as applicable, during the Membership Term:

- (a) strictly comply with all applicable federal, state and local laws, including all laws relating to the implementation, performance, production, promotion or distribution of any products or services related to the operation of the Charter School, its facilities, and its Educational Programs;
- (b) strictly comply with all applicable federal, state, and local government requirements for operation of a charter school and school facilities, including by way of illustration and not limitation, any requirements for governmental approval, recognition or accreditation;
- (c) use best efforts to promote the Marks and to increase the recognition of the DISTRICT;
- (d) brand and operate the Charter School as a “A CIVICA Academy School” in full compliance with this Agreement;
- (e) comply with all DISTRICT Standards identified by the DISTRICT in District Manuals, including Standards identified in:

[CIVICA EDUCATION FOUNDATION By-Laws, CIVICA EDUCATION FOUNDATION District Strategic Plan, CIVICA EDUCATION FOUNDATION Board Policies and Procedures, CIVICA EDUCATION FOUNDATION Employee Handbook, CIVICA EDUCATION FOUNDATION Academic Policies and Procedures;]
- (f) maintain all insurance and payroll programs required by law, DISTRICT Standards, and this Agreement;
- (g) meet all financial obligations associated with membership in the DISTRICT;
- (h) participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by the DISTRICT, which will, among other

reasons, assess the quality of MEMBER SCHOOL's academic program and its compliance with the requirements of this Agreement and DISTRICT Standards;

- (i) collect and maintain data on the academic achievement level of its students sufficient to allow DISTRICT to evaluate the progress of students and the effectiveness of the Educational Programs at the Charter School (the "**Data**"). The Data shall include, but not be limited to, longitudinal data on the academic achievement level of the Charter School's students using state-mandated criterion-references tests, commercially available standardized tests, and/or other similar assessment tools typically used by DISTRICT. MEMBER SCHOOL shall promptly provide CIVICA with any and all of the Data upon CIVICA's reasonable written request;

for the avoidance of doubt, CIVICA and the DISTRICT may each use the Data, including the historical performance of the Charter School, including revenues, expenses, results of operations, enrollment records and similar financial information and operating information, for any legitimate business or educational purpose, subject to all applicable laws such as the Family Educational Rights and Privacy Act.

- (j) establish procedures for the resolution of disputes with students, parents, teachers and administrators that satisfy DISTRICT Standards; follow applicable established procedures; and, record, timely respond to, and resolve complaints by parents, students, teachers or administrators regarding the Educational Programs and Charter School operations; and, provide DISTRICT, upon reasonable written request, all information and documents relating to complaints subject to review by MEMBER SCHOOL's Board of Directors;
- (k) provide DISTRICT, upon reasonable written request, any other information related to Educational Programs, CIVICA District Program IP, Oversight Programs and Proprietary Material at the Charter School, including financial information;
- (l) promptly notify DISTRICT of any material changes in its Educational Programs, Oversight Programs, or of any change in its governance structure, including changes in the membership of MEMBER SCHOOL's Board of Directors;
- (m) not discriminate in the conduct and operation of the Charter School against any person on account of marital status, disability, genetic information, race, creed, color, sex, age, national origin or ancestry, or any other legally protected class; and
- (n) provide the DISTRICT, upon written request, the right to participate in the selection of any principal or school leader of the Charter School.

2.4 Compliance with Accreditation Standards. Without limiting the terms of Section 2.2 or Section 2.3, MEMBER SCHOOL shall, and shall cause the Charter School to, comply with all Advanced accreditation standards, which will likely include, but not be limited to, the following:

- (a) provide no less than six (6) hours of instruction each school day for all students;

- (b) provide a minimum of 180 full days of instruction per school year and provide DISTRICT with the Charter School's calendar of activities and programs;
- (c) comply with all applicable curriculum requirements for graduation/earning credits for a standard and/or advanced diploma, including those promulgated by state law and Nevada State Public Charter School Authority;
- (d) comply with all applicable requirements regarding student entrance requirements regarding age, grade placement, and temporary grade placement of students from home school, non-traditional and non-accredited programs, including state law;
- (e) provide DISTRICT with a monthly attendance report;
- (f) provide a curriculum that meets and/or exceeds the State statutory requirements and utilize curriculum guides for every subject/grade level that include all required DISTRICT Standards;
- (g) implement DISTRICT's licensed, standards-based curriculum with fidelity;
- (h) participate in all progress monitoring assessments in accordance with DISTRICT and the State guidelines;
- (i) participate in all DISTRICT continuous improvement and quality assurance programs;
- (j) maintain a qualified and degreed instructional staff and provide the DISTRICT with a Professional Personnel Report prior to the commencement of each School Year and then within ten days of any addition and deletion to staff;
- (k) participate in all of DISTRICT's teacher and administrator evaluation systems and implement same with fidelity;
- (l) maintain the correct number of faculty and staff members per grade level;
- (m) require all head and full time administrators to participate in DISTRICT's professional development network including, but not limited to, attendance at any and all trainings at MEMBER SCHOOL's sole cost and expense provided by the DISTRICT, including the CIVICA District Administrators' Workshop and Leadership Retreat;
- (n) administer all assessments required by the DISTRICT and the State;
- (o) provide adequate space, buildings, grounds, and facilities to accommodate the curriculum offered and to qualify for accreditation;
- (p) develop and review annually short term and long term goals for facilities;
- (q) submit a school improvement plan annually that is based on the goals and objectives required by federal and state law and complies with the guidelines provided by the DISTRICT by the due date established by law or reasonably established by DISTRICT in consultation with MEMBER SCHOOL. The school

improvement plan shall contain measurable objectives for the subsequent school year.

- (r) develop a school technology plan and review annually progress in technology;
- (s) timely provide to DISTRICT all information, data, reports and forms reasonably required by DISTRICT to comply with requirements of law or of accreditation, or otherwise reasonably required by DISTRICT;
- (t) attend all meetings and professional development events conducted by DISTRICT as required by law, by accreditation by DISTRICT Standards, or otherwise reasonably required by DISTRICT, including the DISTRICT Annual Meeting, CIVICA District Administrators' Workshop, Leadership Retreat, DISTRICT meetings, leadership training and workshop programs, and the like; and
- (u) uphold the AdvancED standards for accreditation and Standards of Quality applicable to the DISTRICT and to Charter School.

2.5 Institutional Integrity and Substantive Change. Without limiting the terms of Section 2.2, Section 2.3, or Section 2.4, MEMBER SCHOOL shall, and shall cause the Charter School to, comply with all AdvancED accreditation standards related to Institutional Integrity and Substantive Change. Member School shall represent itself truthfully and accurately in all aspects. Member School shall not make misrepresentations of fact to District or the public, shall not maintain any condition which may be detrimental to stakeholders, such as students, parents, regulators and CIVICA, and shall, at all times, accurately report its compliance with the policies and standards contained herein. Subject to and in accordance with Nevada Revised Statue §388A.393(1)(a), Member School shall provide thirty (30) days advanced written notice to the District prior to the occurrence of any Substantive Change (i.e., any change defined as a Substantive Change in AdvancED accreditation standards and any change that alters or modifies the scope of, and/or has an impact on Member School's ability to meet, the AdvancED Performance Standards and the AdvancED Policies and Procedures for Accreditation and Certification), including but not limited to changes in or caused by the following:

- (a) Governance structure of the Member School, including without limitation, any changes to the corporate structure, change in ownership, articles of incorporation, bylaws, board policies and procedures, governing board composition, the appointment of Directors, the nomination of prospective Directors, and the designation of Officers;
- (b) Members, issuance of new or additional membership interests, or withdrawal of any member;
- (c) Restructuring, consolidating, reorganizing, merging, or closing of Member School within its jurisdiction or with or into any other entity, or of any other entity with or into Member School;
- (d) Dissolution or liquidation of Member School;
- (e) Mission and purpose of Member School;

- (f) Grade levels served by Member School;
- (g) Staffing, including administrative and other non-teaching professional personnel;
- (h) Available facilities, including upkeep and maintenance;
- (i) Level of funding for Member School;
- (j) Schedule for the school day or school year of Member School;
- (k) Location of Member School, including establishment of an additional location geographically apart from the current location of the Member School;
- (l) Student population that causes program or staffing modification(s);
- (m) Available programs, including fine arts, practical arts and student activities;

Member School's failure to comply with institutional integrity or the failure to obtain advanced written consent of District for any Substantive Change shall be considered a breach of this Agreement, and shall constitute good cause for termination.

2.6 CIVICA Obligations. CIVICA shall, and shall cause the DISTRICT as applicable to:

- (a) comply with all applicable federal, state and local laws in connection with matters arising from or related to this Agreement;
- (b) fulfill the DISTRICT'S continuing obligations to maintain Advanced Standards of Quality and to maintain the DISTRICT accreditation;
- (c) provide MEMBER SCHOOL access to DISTRICT leadership training and workshop programs for MEMBER SCHOOL administrators;
- (d) submit an application to Advanced for accreditation of Charter School and provide such certifications required by the DISTRICT for accreditation of Charter School;
- (e) provide MEMBER SCHOOL reasonable access to DISTRICT regarding compliance and operations; and
- (f) use good faith efforts to provide the Charter School with direction and assistance in the following areas:
 - (i) on site professional development for school administration as required by DISTRICT Standards or agreed in writing by the parties;
 - (ii) on site professional development for school instructional faculty as required by DISTRICT Standards or agreed in writing by the parties;
 - (iii) DISTRICT Standards and DISTRICT's best practices regarding classroom management and student assessment;

(iv) DISTRICT Standards and DISTRICT'S best practices for support and instruction on educational technology;

(v) support and assistance in attaining school accreditation, and/or inclusion of Charter School in accreditation of DISTRICT;

(vi) access to DISTRICT conferences, trainings, and consultation services that support Charter School's use and implementation of DISTRICT's standard curriculum and best practices;

(vii) access to professional development standards and best practices of DISTRICT applicable to MEMBER SCHOOL's governance and Board of Directors; and

(viii) other areas mutually agreed upon by the parties.

CIVICA will identify to the MEMBER SCHOOL the DISTRICT'S model text books, if any, and will make available to MEMBER SCHOOL Proprietary Material and Educational Programs for use at the Charter School, subject to the terms and limitations of this Agreement.

If CIVICA determines in its reasonable discretion or otherwise learns that MEMBER SCHOOL has failed to comply with any of its obligations in this Section 2, CIVICA will endeavor (but without any liability for failing to do so) to notify MEMBER SCHOOL of such failure in order to give MEMBER SCHOOL the opportunity to take corrective and/or remedial action; provided, that the provision or lack of provision of such notice shall in no way limit or otherwise impact the termination provisions set forth in Section 6 below. Such notice may include any action that CIVICA deems reasonably necessary or advisable for MEMBER SCHOOL to comply with the provisions of this Agreement, including but not limited to alterations or additions to Educational Programs and restrictions on the MEMBER SCHOOL's use of licensed Marks and Proprietary Material. Unless otherwise stated, CIVICA's advice or guidance is advisory in nature and shall in no way relieve MEMBER SCHOOL of its obligations under this Section 2. DISTRICT Standards represent CIVICA's best understanding of what is required to satisfy AdvancED accreditation standards, but ultimately accreditation is determined by AdvancED. MEMBER SCHOOL is responsible for complying with Section 2 and AdvancED accreditation standards. MEMBER SCHOOL shall hold CIVICA and its representatives harmless from any liability that results in connection with any advice and guidance given under this Section.

3. RIGHTS TO USE CIVICA DISTRICT PROGRAM IP.

3.1 Rights To Use CIVICA District Program IP. As of the Effective Date, and subject to the terms and conditions of this Agreement, as a member of the DISTRICT and for the duration of the Membership Term, MEMBER SCHOOL shall have a limited and non-transferable, non-sublicenseable and non-exclusive right and license to use, reproduce, and display the CIVICA District Program IP solely in connection with its operation of the Charter School as a member of the DISTRICT and solely in the territory comprised of Clark County, State of Nevada ("Territory").

3.2 Form of Use. MEMBER SCHOOL shall, and shall cause the Charter School to only, use the Marks and other CIVICA District Program IP in a manner consistent with good trademark and copyright practice and with all appropriate legends and notices (including use of ®, ™ and ©, as may be directed from time to time by CIVICA. In no event shall MEMBER SCHOOL or the Charter School remove any legends or intellectual property rights notices from any CIVICA District Program IP or any other Material provided or

made available to MEMBER SCHOOL or the Charter School in connection with this Agreement.

- 3.3 No Other Rights to CIVICA District Program IP. The rights granted herein are not intended to be (and shall not be construed as) an assignment, and nothing herein or otherwise confers on MEMBER SCHOOL any right, title or interest in the Marks, Proprietary Material or any other CIVICA District Program IP, other than the limited rights of usage in the Territory and in accordance with this Agreement. As between the parties, other than the limited rights to use the Marks, Proprietary Material and other applicable CIVICA District Program IP provided above, CIVICA reserves all right, title, and interest in and to the Marks, Proprietary Material and other applicable CIVICA District Program IP.
- 3.4 Cooperation. MEMBER SCHOOL shall, and shall cause the Charter School to, reasonably cooperate with CIVICA with respect to the perfection, enforcement or acquisition of CIVICA's rights, titles and interests in the Marks, Proprietary Material or any other applicable CIVICA District Program IP, including any developments contemplated in Section 4 below, and shall use its best efforts to protect the Marks, Proprietary Material and other applicable CIVICA District Program IP, and to report promptly to CIVICA any infringement or claims of infringement of any of the Marks, Proprietary Material or other CIVICA District Program IP of which it has become aware.
- 3.5 Inurement; No Sublicense. All use of the licensed Marks, Proprietary Material and other CIVICA District Program IP shall, as between the parties, inure solely to the benefit of, and on behalf of, CIVICA. MEMBER SCHOOL shall not use or apply to register any trademark that incorporates, includes, is a derivative of, or would tend to dilute any Mark, except as expressly authorized herein. MEMBER SCHOOL shall not transfer, sublicense or permit any third party the right to use any of the licensed Marks, Proprietary Material or any other CIVICA District Program IP, in whole or in part, without the prior written approval of CIVICA. MEMBER SCHOOL agrees that it shall not apply for registration of any of the licensed Marks or any other CIVICA District Program IP or for any trademark, name, logo or other designation that CIVICA believes, in good faith, to be confusingly similar to or to dilute the distinctiveness of the licensed Marks, except as otherwise expressly agreed to by the parties.
- 3.6 Importance of Protecting Goodwill and Reputation. MEMBER SCHOOL acknowledges the importance to CIVICA of its reputation and goodwill and of maintaining high, uniform standards of quality in the products and services provided in connection with the Marks. MEMBER SCHOOL therefore agrees not to use, or permit the Charter School to use, the Marks or any such other CIVICA District Program IP, as applicable, in any manner whatsoever which directly or indirectly will derogate or detract from such reputation, nor use the Marks or any other CIVICA District Program IP or otherwise conduct operations of the Charter School or its own governance matters in a manner that is disparaging to or that could otherwise harm the goodwill associated with CIVICA, its affiliates, the DISTRICT, the Marks or any other CIVICA District Program IP, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.
- 3.7 Approval of Branded Items. MEMBER SCHOOL shall, at MEMBER SCHOOL's sole cost and expense, provide, and cause the Charter School to provide, CIVICA with samples, copies or pictures of any and all goods, packaging, documentations, manuals, advertising, marketing or other Material that bear any of the Marks or that MEMBER SCHOOL intends

to use or distribute in connection with the Marks or any other CIVICA District Program IP. MEMBER SCHOOL agrees that the quality of any goods and services with which it uses the Marks shall be comparable to the quality of goods and services with which the DISTRICT uses the Marks. Prior to the use of the Marks or any other CIVICA District Program IP in any advertisement, marketing, goods, packaging and the like, MEMBER SCHOOL shall obtain written approval from CIVICA. Any subsequent alteration, modification, or change in any use following such approval must be reviewed and approved by CIVICA prior to implementation of such alteration, modification, or change. CIVICA retains the right to reasonably specify, from time to time, the format in which MEMBER SCHOOL shall use and display the Marks, and MEMBER SCHOOL shall only use or display the Marks in a format approved (and not subsequently disapproved) by CIVICA.

- 3.8 Prominent Disclosure of Member of DISTRICT. On all of its correspondence, documents, signage, clothing, displays and marketing or advertising Material of any kind in connection with the Charter School and/or the Marks, MEMBER SCHOOL shall prominently identify itself as “A CIVICA Academy School”, or as otherwise expressly agreed upon in writing by the parties.
- 3.9 No Impairment of Goodwill or CIVICA District Program IP. MEMBER SCHOOL shall not at any time during or after the Membership Term, do, or cause to be done, or omit to do any act or thing, the doing or omission of which would challenge, contest, impair, invalidate, or tend to impair or invalidate any of CIVICA’s or its affiliates’ ownership or other rights, title or interest in the Marks, Proprietary Material and any other applicable CIVICA District Program IP or goodwill, or any registrations, accreditations or recognitions of the like, derived from such rights. SACS CASI accreditation specifically shall not be affected in any way due to MEMBER SCHOOL’s misuse or violation of requirements or guidelines set forth by SACS CASI or this Agreement.
- 3.10 No Limitation of Rights and Remedies. MEMBER SCHOOL acknowledges and agrees that CIVICA has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to CIVICA, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with MEMBER SCHOOL’s breach of this Agreement, misuse of the Marks or any other applicable CIVICA District Program IP, or any other use of the Marks or any other applicable CIVICA District Program IP by MEMBER SCHOOL or the Charter School which is not expressly permitted by this Agreement.

4. DEVELOPMENTS.

For the avoidance of doubt, all ideas, concepts, techniques or Material concerning the operation of the Charter School as a member of the DISTRICT, whether or not protectable intellectual property and whether created by or for MEMBER SCHOOL, must be promptly disclosed to CIVICA and will be deemed the sole and exclusive property of CIVICA and works made-for-hire for CIVICA, and no compensation will be due to MEMBER SCHOOL or its personnel therefore, and MEMBER SCHOOL hereby assigns to CIVICA all right, title and interest in any intellectual property so developed. CIVICA may incorporate such items into its DISTRICT membership program for other DISTRICT schools to utilize. To the extent any item does not qualify as a “work made-for-hire” for CIVICA, MEMBER SCHOOL hereby assigns ownership of that item, and all related rights to that item, to CIVICA and shall sign, or cause the assignment of, any assignment or other document as CIVICA requests to assist CIVICA in obtaining or preserving intellectual property rights in the item. MEMBER SCHOOL also waives any author’s or moral rights in and to such items, and shall ensure its personnel do the same. CIVICA agrees to disclose to MEMBER SCHOOL

concepts and developments of other member schools that are made part of the DISTRICT membership program. As CIVICA may reasonably request, MEMBER SCHOOL shall take all actions to assist CIVICA's efforts to obtain or maintain intellectual property rights in any item or process related to the DISTRICT membership program, whether developed by MEMBER SCHOOL or not.

5. ANNUAL DISTRICT MEMBERSHIP FEE.

- 5.1 Annual Fee. MEMBER SCHOOL shall pay an annual membership fee (subject to the Affiliation Services Budget set forth in Section 5.2) equal to 1% of the guaranteed basic support payment per pupil funding that MEMBER SCHOOL receives for the Charter School for each such School Year (the "***Annual Fee***"). There will be no other additional membership fees due from MEMBER SCHOOL under this Agreement. Along with each payment of the Annual Fee, MEMBER SCHOOL shall provide CIVICA supporting documentation with respect to determination of the Annual Fee, the Affiliation Services Budget, and any other document reasonably requested by CIVICA.
- 5.2 Credit Against Annual Fee. Notwithstanding the foregoing, MEMBER SCHOOL shall have the right to offset against its Annual Fee, up to one-half (1/2) of the Annual Fee for each School Year during the Membership Term, for amounts actually paid for costs associated with activities, conferences, trainings and events described in Sections 2.4(m) and (t) (the "Affiliation Services"). MEMBER SCHOOL shall prepare a budget of all proposed Affiliation Services costs and expenses for which the fee shall be used (the "Affiliation Services Budget") and submit it to CIVICA on or before June 1st of each year. CIVICA shall have the right to review and approve the proposed Affiliation Services Budget, and shall respond to the proposed budget by July 1st of each year.
- 5.3 Annual Fee Due Date. The remainder of the Annual Fee, which shall be equal to at least one-half (1/2) of the Annual Fee plus all funds not expended by MEMBER SCHOOL under the approved Affiliation Services Budget, shall be due and payable for each applicable School Year within 30 days of the close of MEMBER SCHOOL's fiscal year.
- 5.4 Interest on Non-Payment. If MEMBER SCHOOL fails to timely pay any part of the Annual Fee, CIVICA may, in its sole discretion and upon written notice, assess interest on the unpaid amounts owed at the rate of 6% per annum or the maximum permitted under applicable law, if less. Notwithstanding any designation by MEMBER SCHOOL, CIVICA has the right to apply any payments by MEMBER SCHOOL to any past due indebtedness of MEMBER SCHOOL and accrued interest thereon.

6. DURATION AND TERMINATION.

- 6.1 Initial Term. Subject to the termination provisions set forth in this Agreement and in accordance with Nevada Administrative Code §388A.580, at the this Agreement shall commence upon the Effective Date and shall remain effective through the second (2nd) ***full*** School Year under this Agreement (the "***Initial Term***").
- 6.2 Renewal Term. Upon the expiration of the Initial Term, subject to the termination provisions set forth in this Agreement and in accordance with Nevada Administrative Code §388A.580, this Agreement shall then automatically renew annually for succeeding terms that will run concurrently with the MEMBER SCHOOL's charter contract thereafter (each, a "***Renewal Term***"), unless either party delivers written notice to the other party of its intention not to renew or continue this Agreement at least one hundred twenty (120) days

prior to the expiration of the then-current term. The term of this Agreement, as extended or otherwise renewed, shall be referred to as the “*Membership Term*”.

- 6.3 Termination Upon Loss of Charter. This Agreement shall terminate automatically upon the expiration or termination of the charter contract for the Charter School.
- 6.4 MEMBER SCHOOL Termination for Cause. During the Initial Term or any Renewal Term, MEMBER SCHOOL shall have the right to terminate this Agreement, upon a Material breach of this Agreement by CIVICA which is not cured within thirty (30) days of written notice from MEMBER SCHOOL to CIVICA of the breach; provided, that if the breach cannot reasonably be cured within such 30-day period of written notice, such cure period shall be reasonably extended up to one hundred twenty (120) days as long as CIVICA continuously and diligently prosecutes such cure.
- 6.5 CIVICA Termination for Cause. In addition to CIVICA’S other rights of termination set forth in this Agreement, during the Initial Term or any Renewal Term, CIVICA shall have the right to terminate this Agreement immediately, upon written notice and without an opportunity to cure, unless otherwise provided, as follows:
- (a) MEMBER SCHOOL commits a Material breach of this Agreement; fails to comply with any DISTRICT Standard, including failing to meet accreditation standards for Charter School, failing or substandard educational or financial performance, breach of the charter contract, or otherwise improperly uses any of the Marks or any other CIVICA District Program IP, in each case that (i) would reasonably be expected to either adversely affect the validity or protectability of such Marks or any such other CIVICA District Program IP, as applicable, or (ii) would reasonably be expected to impair the goodwill associated with any of the Marks or any such other CIVICA District Program IP, as applicable;
 - (b) MEMBER SCHOOL discloses, duplicates or otherwise uses in an unauthorized manner any Material portion of the CIVICA District Program IP or any other information provided by CIVICA or otherwise made available to MEMBER SCHOOL as a member of the DISTRICT;
 - (c) MEMBER SCHOOL attempts to assign, sub-license, transfer or otherwise convey, without first obtaining CIVICA’s written consent, any of the rights granted to MEMBER SCHOOL by or in connection with this Agreement;
 - (d) Without limiting CIVICA’s rights to termination immediately for the reasons described in Section 6.6(a) above, MEMBER SCHOOL continues without cure after twenty-four (24) hours of learning of any Material breach of any health or safety law, ordinance or regulation, or operates the Charter School in a manner that presents a health or safety hazard to students, faculty or other persons or administrators; or
 - (e) Without limiting CIVICA’s rights to termination immediately for the reasons described in Section 6.6(a) above, MEMBER SCHOOL fails to comply with any other applicable federal, state or local law, ordinance or other regulation promulgated by any applicable municipal, state, federal or other governmental authority within ten (10) days after learning of such noncompliance;

- (f) MEMBER SCHOOL submits any Materially false statement to CIVICA, DISTRICT, AdvancED or any government regulator regarding MEMBER SCHOOL's obligations under this Agreement or otherwise in connection with the Charter School's operations or participation in the DISTRICT; or
- (g) MEMBER SCHOOL winds up, sells, consolidates or merges its operations or otherwise ceases to conduct operations of the Charter School as A CIVICA Academy School.

6.6 Effect of Termination. Upon termination of this Agreement for any reason:

- (a) MEMBER SCHOOL's rights to use the Marks and any other CIVICA District Program IP will terminate immediately, and MEMBER SCHOOL shall immediately cease and desist from all use of the Marks and CIVICA District Program IP in connection with the operations of the Charter School or otherwise;
- (b) MEMBER SCHOOL shall immediately de-identify itself as a member of the DISTRICT, including, without limitation, removing all applicable signage and other identifying symbols from the Charter School, its curriculum and other Educational Material, unless expressly agreed to in writing by CIVICA, immediately changing MEMBER SCHOOL's corporate name to a name that does not include any of the Marks, or any portion of the Marks;
- (c) MEMBER SCHOOL, at its own cost and expense, shall immediately transfer to CIVICA ownership of any registered names including or having a connection to CIVICA or the licensed Marks;
- (d) MEMBER SCHOOL shall immediately (and in no event later than twenty four (24) hours after expiration or termination of the Membership Term), return to CIVICA or destroy (as certified by MEMBER SCHOOL), at CIVICA's direction, all Confidential Information including (all of which is acknowledged by MEMBER SCHOOL to be CIVICA's property);
- (e) MEMBERS SCHOOL shall pay all sums owing to CIVICA within five (5) days after the effective date of termination or expiration of this Agreement, or any later date that the unpaid amounts due to CIVICA are determined. In the event of termination of the Membership Term for any default of MEMBER SCHOOL, such sums shall include, but not be limited to, all damages, costs and expenses, including reasonable attorneys' fees with respect to litigation and other proceedings, unpaid Annual Fees, and any other amounts due to CIVICA; and
- (f) each party shall comply with all other applicable provisions of this Agreement which expressly or by their nature survive the expiration or termination of the Membership Term, each of which shall continue in full force and effect subsequent to and notwithstanding its expiration or termination of the Membership Term and until they are satisfied in full or by their nature expire.

6.7 RESERVED.

6.8 Force Majeure. Neither party shall be considered in default of this Agreement, if its performance of this Agreement is prevented, delayed, hindered or otherwise made

impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without extraordinary expense.

- 6.9 Accrual of Fees. If CIVICA terminates this Agreement during a School Year other than for convenience, CIVICA shall have a right to collect and retain the entire Annual Fee for such School Year without otherwise limiting any other claim for damages. If CIVICA terminates this Agreement during a School Year for convenience or if MEMBER SCHOOL terminates this Agreement for cause during a school year, the Annual Fee shall be prorated for the part of the year the Agreement was in effect without otherwise limiting either party's other claims for damages.

7. RECORDS AND REPORTING OBLIGATIONS.

- 7.1 Maintenance of Records. During the Membership Term, MEMBER SCHOOL shall maintain full, complete and accurate books, records and accounts in accordance with reasonable standards required by CIVICA, including DISTRICT Standards. MEMBER SCHOOL shall make such books, records and accounts available to CIVICA for auditing purposes as described in Section 7.2 below. MEMBER SCHOOL shall retain during the Membership Term, and for seven (7) years thereafter (unless otherwise required by applicable law), all books and records related to the Charter School including, without limitation, enrollment records, purchase orders, invoices and cash receipts and disbursement journals, general ledgers, and any other records designated by CIVICA or required by law.
- 7.2 Audit Rights. At any time during the Membership Term and for a period of two (2) years thereafter, CIVICA or its designated representatives will have the right to examine and audit MEMBER SCHOOL's records and/or its facilities, operations, and Educational Programs (including the right to visit, monitor and ensure the Charter School is complying with all DISTRICT Standards, policies and procedures during the Membership Term), upon not less than five (5) business days' prior notice and during MEMBER SCHOOL's normal business hours (except in the event of an emergency in which case no advanced notice shall be required and such examination may be performed at any reasonable time), with respect to any and all matters that relate to (a) determination of any of CIVICA payments under this Agreement or (b) MEMBER SCHOOL's compliance with its obligations under this Agreement. The foregoing shall include the right for CIVICA or its designated representatives to perform operational audits and inspections of the Charter School. If the audit or any other inspection should reveal that any payments to CIVICA have been underpaid, then MEMBER SCHOOL shall immediately pay to CIVICA the amount of the underpayment plus interest from the date such amount was due until paid at the rate of six percent (6%) per annum (or the highest rate allowed by the law if lower). The foregoing remedies shall be in addition to any other remedies CIVICA may have.
- 7.3 Guidance. In addition, CIVICA and its representatives may, in addition, from time to time, be available to render advice, discuss problems and offer general guidance and suggestions to MEMBER SCHOOL by telephone, e-mail, facsimile, newsletters and other methods (including as part of an operational audit) with respect to planning and operating the Charter School. CIVICA's advice or guidance is generally based upon the experience of CIVICA and its affiliates in operating charter schools and MEMBER SCHOOL shall hold

CIVICA and its representatives harmless from any liability that results in connection with any such advice and guidance.

8. ASSIGNMENT.

This Agreement may not be assigned or transferred, in whole or in part, by either party without the prior written consent of the other party.

9. WARRANTIES.

Each party represents and warrants to the other party that: (i) it is duly organized, validly existing, and its status is “active” under the laws of the state of its incorporation and has all power and authority to make this Agreement and to carry on its business as it is now being conducted and as it is presently proposed to be conducted; (ii) that the person(s) signing this Agreement on behalf of the party has the full power and authority to execute this Agreement; (iii) it has been represented by counsel in connection with the negotiation and execution of this Agreement and is satisfied with the representation; (iv) it is not in violation of any law, ordinance, or governmental rule or regulation to which it is subject and has not failed to obtain any license, permit, or other governmental authorization presently obtainable and necessary to the full performance of this Agreement; and (v) its execution of this Agreement and its performance of its obligations under this Agreement will not result in (A) the breach of any term or condition of, or constitute a default under, any term or condition of any contract, agreement, arrangement, or other commitment to which it is a party or by which it is bound (including any agreement not to compete and its organizational documents), or constitute an event which, with notice, lapse of time or both, would result in such a breach or event of default nor (B) to its knowledge, result in the violation by it of any applicable statute, rule, regulation, ordinance, code, judgment, order, injunction or decree. NEITHER PARTY MAKES ANY OTHER EXPRESS OR IMPLIED WARRANTY TO THE OTHER PARTY EXCEPT AS EXPRESSLY STATED IN THIS AGREEMENT. WITHOUT LIMITING THE GENERALITY OF THE FOREGOING, MEMBER SCHOOL ACKNOWLEDGES THAT NO REPRESENTATIONS, PROMISES, INDUCEMENTS, GUARANTEES, WARRANTIES CONDITIONS, OR ESTIMATES OF ANY KIND REGARDING FINANCING, PROFITS, PERFORMANCE, COSTS OR EXPENSES OF CHARTER SCHOOLS GENERALLY OR OF ANY SPECIFIC CHARTER SCHOOL WERE MADE BY OR ON BEHALF OF CIVICA, WHICH HAVE LED MEMBER SCHOOL TO ENTER INTO THIS AGREEMENT. MEMBER SCHOOL UNDERSTANDS THAT WHETHER THE CHARTER SCHOOL SUCCEEDS IS DEPENDENT ON MULTIPLE FACTORS BEYOND CIVICA’S CONTROL OR INFLUENCE.

10. GOVERNING LAW AND VENUE.

This Agreement and the rights and liabilities of the parties hereunder shall be determined in accordance with the laws of the State of Florida without regard to conflicts of laws principles. Any legal action taken or to be taken by either party regarding this Agreement or the rights and liabilities of the parties hereunder shall be brought only before a federal or state court of competent jurisdiction located within Miami-Dade County, Florida.

11. SEVERABILITY AND ENFORCEABILITY.

The terms of this Agreement are severable, and in the event that any specific term herein is determined to be unenforceable the remainder of the Agreement shall remain in full force and effect.

12. INDEMNIFICATION AND INSURANCE.

- 12.1 CIVICA Indemnity. CIVICA shall indemnify and hold harmless MEMBER SCHOOL and its directors, officers, employees, and agents from and against any and all third party claims, suits, actions, costs, damages, and liabilities or causes of action, including reasonable attorney's fees, arising out of CIVICA's breach of its obligations under this Agreement.
- 12.2 MEMBER SCHOOL Indemnity. In addition to any other obligations under this Agreement to indemnify and hold CIVICA harmless, MEMBER SCHOOL agrees to indemnify and hold harmless CIVICA and DISTRICT their respective members, directors, officers, employees, and agents, from and against any and all claims, suits, actions, costs, damages, and liabilities or causes of action, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence of MEMBER SCHOOL the Charter School or any of their officers, directors, employees, contractors, subcontractors, or other agents in connection with or arising out of the Educational Programs, the use of the Marks, and any conduct contemplated by this Agreement; (b) disciplinary action or the termination of any employee of MEMBER SCHOOL or the Charter School; (c) any debt of MEMBER SCHOOL or the Charter School; (d) breach of this Agreement or violation of any law by MEMBER SCHOOL; and (e) personal injury, property damage, or violations of civil rights caused by or arising from the actions of MEMBER SCHOOL, the Charter School or their respective directors, officers, employees, contractors or agents; provided, that, in no event shall CIVICA be entitled to any indemnification to the extent any such claim is the subject of an indemnifiable claim under Section 12.1 or was otherwise due to the negligence or willful misconduct of CIVICA and DISTRICT their respective members, directors, officers, employees, and agents.
- 12.3 Procedures. Each party shall notify the other party of the existence of any third party claim, demand or other action that could give rise to a claim for indemnification under this Section (a "third-party claim") and shall give the other party a reasonable opportunity to defend the same at its own expense and with its own counsel, and the other party shall at all times have the right to participate in such defense at its own expense. If, within a reasonable amount of time after receipt of notice of a third-party claim, the other party shall fail to undertake to defend, the party giving notice of the third party claim shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the third-party claim for the account and at the risk and expense of the other party, which the other party agrees to assume. The parties shall make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a third-party claim.
- 12.4 Survival. The indemnity obligations in this Section 12 and otherwise stated in this Agreement shall survive the expiration or termination of this Agreement.
- 12.5 Insurance. MEMBER SCHOOL shall, at its sole expense, procure, maintain and keep in force the amounts and types of insurance required by the charter for the Charter School, the accreditation requirements for the Charter School and DISTRICT, and as otherwise required by law, including but not limited to Commercial and General Liability Insurance, Automobile Liability Insurance, Workers Compensation and Employer's Liability Insurance, School Leader's Errors and Omissions Liability Insurance, Property Insurance, and other insurance reasonably required by DISTRICT (but no less than \$1 million per occurrence and \$5 million in total coverage). Each insurer must have a Best's Rating of "A" or better and a Financial Size Category of "VI" or better, according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company, or the insurer must be

approved in writing by CIVICA. CIVICA and DISTRICT must be listed as additional insureds for all policies and must be given thirty (30) days written notice prior to the termination of any policy. The insurance shall commence prior to the commencement of the development and opening of the Charter School or operations as a CIVICA Academy School, and shall be maintained in force, without interruption, until this Agreement is terminated, for a period of two (2) years thereafter.

- 12.6 Exclusion of Consequential and Other Indirect Damages. To the fullest extent permitted by applicable law, neither party shall be liable for any consequential, incidental, indirect, exemplary, and special or punitive damages whether arising out of breach of contract, tort (including negligence) or otherwise, regardless of whether such damage was foreseeable and whether or not such party has been advised of the possibility of such damages. THE LIMITATIONS ON LIABILITY SET FORTH IN THIS SECTION WILL NOT APPLY TO A MISUSE OR MISAPPROPRIATION OF THE OTHER PARTY'S INTELLECTUAL PROPERTY OR ANY WILLFUL MISCONDUCT, GROSS NEGLIGENCE OR CRIMINAL ACTS.

13. CONFIDENTIALITY.

MEMBER SCHOOL acknowledges that CIVICA will disclose or otherwise make available certain Confidential Information during the Membership Term, in connection with training, provision of educational guides and Material, as a result of guidance furnished to MEMBER SCHOOL and for other reasons as result of the Charter School's membership in the DISTRICT. MEMBER SCHOOL shall not acquire any interest in any such Confidential Information, other than the right to utilize it in the operation of the Charter School. MEMBER SCHOOL acknowledges that the use or duplication of the Confidential Information for any other purpose, or the unauthorized disclosure of any such Confidential Information, would constitute an unfair method of competition and would cause irreparable harm to CIVICA, its affiliates and the DISTRICT, and therefore MEMBER SCHOOL shall: (a) hold all such Confidential Information in strict confidence; (b) take all steps necessary or appropriate to protect the confidentiality of the Confidential Information and to assure compliance with this Agreement by its Permitted Representatives (as defined below); (c) use such Confidential Information for the sole purpose of operating the Charter School in accordance with the terms and conditions of this Agreement; (d) restrict disclosure of such Confidential Information to those of its officers, directors, employees, professional advisors, agents and representatives (each a "*Permitted Representative*") with a need to know such information in accordance with the terms and conditions of this Agreement, and in each advise each such person of MEMBER SCHOOL'S confidentiality obligations herein and ensure that each such person is equally bound by confidentiality obligations no less stringent than those provided herein; and (e) not modify, reverse engineer, decompile, create other works from, or disassemble any such Confidential Information.

If MEMBER SCHOOL or any of its Permitted Representatives is required to disclose Confidential Information pursuant to judicial order or other compulsion of law, MEMBER SCHOOL will provide to CIVICA prompt notice of such order, cooperate with CIVICA to maintain the confidentiality of the Confidential Information, and comply with any protective order imposed on disclosure of the Confidential Information.

In the event MEMBER SCHOOL discloses any confidential or proprietary type information of MEMBER SCHOOL to CIVICA and which is identified as "CONFIDENTIAL", CIVICA agrees to exercise at least the same degree of care to avoid the publication or dissemination of such confidential or proprietary type information as it affords to its own confidential information of a similar nature which it desires not to be published or disseminated, but in no case less than reasonable care. CIVICA agrees not to use any such confidential or proprietary type information except in the furtherance of this Agreement or

14. RELATIONSHIP; THIRD PARTIES.

15. ATTORNEYS' FEES AND COSTS.

16. ENTIRE AGREEMENT; AMENDMENTS.

17. WAIVERS.

18. NOTICE.

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6630 Surrey St.
Las Vegas, NV 89119

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

19. EQUITABLE RELIEF.

Each party acknowledges that an actual or threatened violation of the covenants contained in Section 13 of this Agreement, as they related to both parties, or Section 2, 3 and 4, as they related to MEMBER SCHOOL and the Charter School, may cause the other party immediate and irreparable harm, damage and injury that cannot be fully compensated for by an award of damages or other remedies at law. Accordingly, in the event of such actual or threatened violation, the non-breaching party shall be entitled, as a matter of right, to seek an injunction or other equitable relief, including specific performance, from any court of competent jurisdiction restraining any further violation without any requirement to show any actual damage, irreparable harm or establish a balance of convenience, or to post any bond or other security. Such right to equitable relief shall be cumulative and in addition to, and not in limitation of, any other rights and remedies that the non-breaching party may have at law or in equity.

20. COUNTERPARTS.

This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement. Confirmation of execution by electronic transmission of a facsimile or .pdf signature page will be binding upon any party so confirming.

21. ARTICLES AND OTHER HEADINGS; WAIVER OF JURY TRIAL.

The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement. EACH PARTY IRREVOCABLY WAIVES TRIAL BY JURY IN ANY ACTION, WHETHER AT LAW OR EQUITY, BROUGHT BY EITHER OF THEM.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals the day and year first above written.

By: _____
President
CIVICA EDUCATION FOUNDATION

By: _____
Board Chairperson
CICIVA NEVADA CAREER &
COLLEGIATE ACADEMY

WITNESSED:

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EXHIBIT A



CLERK'S OFFICE-RCVD
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NOTICE OF FINAL ACTION

DATE OF FINAL ACTION BY CITY COUNCIL: **March 21, 2018**

AGENDA ITEM NUMBER AND TITLE:

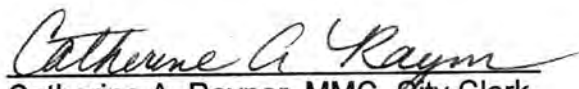
6. UN-07-18 (Las Flores Charter School) for Applicant: LVCSD Saddle, LLC for a Special Use Permit in an R-A/DC Redevelopment Area/Downtown Core Subdistrict to Allow a School (K-12) on Property Located at the Southeast Corner of Carey Avenue and Hamilton Street, APN 139-23-111-001.

FINAL ACTION TAKEN: APPROVED SUBJECT TO THE FOLLOWING
CONDITIONS:

- 1. THAT, UNLESS EXPRESSLY AUTHORIZED THROUGH A VARIANCE, WAIVER OR ANOTHER APPROVED METHOD, THIS DEVELOPMENT SHALL COMPLY WITH ALL APPLICABLE CODES AND ORDINANCES.**
- 2. ALL KNOWN GEOLOGIC HAZARDS SHALL BE SHOWN ON ANY PRELIMINARY DEVELOPMENT PLANS AND CIVIL IMPROVEMENT PLANS SUBMITTED TO THE CITY. SUBSEQUENT IDENTIFICATION OF ADDITIONAL HAZARDS MAY SUBSTANTIALLY ALTER DEVELOPMENT PLANS.**
- 3. APPROVAL OF A DRAINAGE STUDY IS REQUIRED PRIOR TO SUBMITTAL OF THE CIVIL IMPROVEMENT PLANS**
- 4. THE SIZE AND NUMBER OF ACCESS POINTS AND THEIR LOCATIONS ARE SUBJECT TO REVIEW AND APPROVAL BY THE CITY OF NORTH LAS VEGAS TRAFFIC ENGINEER AND MUST MEET THE STANDARDS SET FORTH IN NORTH LAS VEGAS MUNICIPAL CODE SECTION 17.24.040; CONFORMANCE MAY REQUIRE MODIFICATIONS TO THE SITE.**

5. ALL DRIVEWAY GEOMETRICS SHALL BE IN COMPLIANCE WITH THE UNIFORM STANDARD DRAWINGS FOR PUBLIC WORKS CONSTRUCTION OFF-SITE IMPROVEMENTS DRAWING NUMBER 222.1 AND 225.
6. THE FINAL LOCATION AND WIDTH OF THE ENTRANCE LOCATION ALONG CAREY AVENUE SHALL BE COORDINATED WITH THE CAREY AVENUE COMPLETE STREET PROJECT.
7. THE PROPERTY OWNER IS REQUIRED TO GRANT A ROADWAY EASEMENT FOR COMMERCIAL DRIVEWAYS.
8. ALL NEVADA ENERGY EASEMENTS, APPURTENANCES, LINES AND POLES MUST BE SHOWN AND SHALL BE LOCATED ENTIRELY WITHIN THE PERIMETER LANDSCAPE AREA OF THIS DEVELOPMENT. DISTRIBUTION LINES, EXISTING OR PROPOSED, SHALL BE PLACED UNDERGROUND IF IMPACTED BY THE PROPOSED DEVELOPMENT OF THE PARCEL OR IF THE POLE IMPEDES UPON THE PROPER ADA CLEARANCES FOR SIDEWALK. UNDER NO CIRCUMSTANCES WILL NEW DOWN GUY WIRES BE PERMITTED.
9. APPROVAL OF A TRAFFIC STUDY IS REQUIRED PRIOR TO SUBMITTAL OF THE CIVIL IMPROVEMENT PLANS. PLEASE CONTACT TRAFFIC ENGINEERING AT 633-2676 TO REQUEST A SCOPE. A QUEUING ANALYSIS MAY BE REQUIRED.

DATE NOTICE FILED WITH CITY CLERK: March 22, 2018


Catherine A. Raynor, MMC, City Clerk

CAR/thd

The following chart lists themes and essential components of CIVICA NV's elementary, middle and high school educational programs based on the research of *The Hope Study*¹ and embedded characteristics within each theme.

THEME	CHARACTERISTIC
Driven by Mission	Focus on goals Supportive culture
Focused on College Preparation	Rigorous curriculum Real-world experiences
Teaching for Mastery	Remediation and acceleration Data-driven teaching
Wraparound Student Support	Easily accessible adult support Family commitment Demystifying the college-going experience
Valuing Professional Learning	Principals as instructional leaders Teachers learning together Teacher induction and retention
Holding Themselves Accountable	Sound fiscal management Dedicated board Continuous improvement

Additionally, CIVICA NV's core educational program and philosophy is rooted in the research of the Coalition for Essential Schools Common Principles (CES)²:

CES PRINCIPLES	INSTRUCTIONAL STRATEGIES & POLICIES
Intellectual Mission - Articulate a common intellectual mission for all students.	<i>We believe in a common intellectual focus of high academic standards and behavioral expectations for all.</i> CIVICA NV's Mission Statement will be reflected in its culture, programs, and daily life. Guided by high expectations for all, CIVICA NV will foster the development of self-directed learners who think creatively and set high goals for themselves.
Intellectual Focus - The School should focus on helping adolescents learn to use their minds well.	<i>Academic Excellence and Leadership Development is at the heart of the School's educational philosophy. Accordingly, CIVICA NV's intellectual focus centers on high academic and behavioral expectations for all students communicated through the School's Code of Excellence and the Code of Student Conduct. As teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook.</i> A Professional Development Plan will be priority. CIVICA NV will provide staff development, support and assessment of best teaching practices through comprehensive activities throughout the School year. This will allow us to offer continuous support as we strive for excellence. CIVICA NV will monitor students' academic and emotional progress through a "Push and Pull" Method of Instruction. We will identify and "pull" students in need of remediation and "push" students at grade level to take the most

¹ WestEd. (2006). Charter High Schools Closing the Achievement Gap: Innovations in Education. Retrieved from: <https://www2.ed.gov/admins/comm/choice/charterhs/report.pdf>

² CES - Coalition of Essential Schools - "Interpreting the Nine Common Principles" [Patricia Wasley](#), [Barbara Powell](#), [Donna Hughes](#); CES National, 1992.

CES PRINCIPLES	INSTRUCTIONAL STRATEGIES & POLICIES
	<p>challenging curriculum in which they can be successful to maximize upon their potential. This will be achieved through the following strategies:</p> <p>Personalized Education Plans: Students achieving below grade level will have a Progress Monitoring Plan (PMP) designed to remediate deficiencies. The plan will consider a student's academic profile in the areas needing remediation, a timeline for remediation, and strategies to be utilized to bring the students back on track. This will aid students in preparing academic and personal goals for the School year and will allow teachers and parents to track student progress towards these goals and graduation. Additionally, parents will have access to academic reports through traditional means such as report cards and parent conferences in addition to having online access to student's grades through on-line gradebook affording parents the opportunity to be able to track their children's academic progress as well as through continuous communication with academic mentors.</p> <p>Coordinated Intervention among School Staff - Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling students provides a safety net for the struggling student.</p> <p>High expectations - According to a report released by the National Center for Education Statistics, the more rigorous the high school curriculum, the more likely students are to find success in college. Students with a rigorous high school curriculum were found more likely to enroll in four-year college institutions and ultimately attain a bachelor's degree. The report also finds that a lack of a rigorous curriculum proves a more significant obstacle to overcome than socioeconomic challenges, test scores, or a poor initial year in college.³ To that end, the curriculum of the School will meet and in some cases exceed the requirements to be considered a rigorous program.</p> <p>Target Tutoring: Teaching one student or a small number with the same abilities and instructional needs can be remarkably effective. Teachers, teacher assistants, and peers will provide tutoring at the School. It will be offered during class time at the teachers' discretion, after school, and possibly on Saturdays. It will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.</p> <p>Potential grant funding through the 21st Century Community Learning Center will be sought after to provide support to students before and after school for tutoring and extension activities.</p>
<p>Universal Goals - The School's goals should apply to all students. School practice should be tailor-made to meet the</p>	<p><i>CIVICA NV has defined specific Universal Student Goals for the targeted student population that will apply to all students at the School.</i></p> <p>These include: Habits of Work Goal: Students at the School will develop the work habits necessary to effectively learn subject matter, produce quality assignments,</p>

³ National Center for Education Statistics. (2009). *America's High School Graduates*. Retrieved from: <https://nces.ed.gov/nationsreportcard/pdf/studies/2011462.pdf>

CES PRINCIPLES	INSTRUCTIONAL STRATEGIES & POLICIES
needs of every group or class of adolescents.	<p>use time effectively, and use creativity to devise better solutions. Through development of effective work habits, students gain greater autonomy and realize their potential.</p> <p>Self -Esteem and Character Development Goal: Students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. Character development and behavior management techniques are an important part of the curriculum and increase self-esteem by providing opportunities for academic success. Character development will be encouraged through community service programs and volunteerism.</p> <p>Community Building Goal: The School will expect all students to be active and contributing citizens within their school and community. Students will be instructed as to the importance of community responsibility and will understand the School's focus on service learning. Students will understand the effect that they have upon the community and will take the initiative to better themselves and the community as a whole.</p>
Less is More - Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.	<p><i>CIVICA NV values Interdisciplinary Connections. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.</i></p> <p>Through Differentiated and Standards-Based Instruction, CIVICA NV will provide a learning environment that maximizes potential for student success. Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Additionally, teachers will manage instructional time to meet mandated standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classroom teachers will design lesson that recognizes the diverse learning style of students and affords opportunities for student choice and creativity (e.g. some strategies include: prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, continuous assessment of learning, to name a few). These instructional practices will include:</p> <p>Direct Instruction (lecturing/modeling): This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NVACS, Next Generation Science Standards, NV CTE Quality Program Standards, Common Career Technical Core-Career Readiness Practices, Employability Skills for Career Readiness Standards, and all applicable NGSS, as adopted. This instruction will be structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.</p> <p>Scaffolding: Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, students</p>

CES PRINCIPLES	INSTRUCTIONAL STRATEGIES & POLICIES
	<p>become more adept at skills and at directing their learning, and learning becomes more autonomous.</p> <p>Cooperative Learning: Teachers will guide small-group learning to increase communication and team-building skills. This strategy is based on grouping small teams of students heterogeneously according to ability, interest, background, or other commonalities. Some Cooperative learning activities may include Jigsaw II, Four Corners, Rally Table, Carousel, and Group Investigation.</p> <p>Inquiry-Based Learning: Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking, problem-solving skills, science experimentation, hands-on technology that is integrated & problem driven.</p> <p>Cooperative Groups of Mixed Ability: Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.</p> <p>Information Processing Strategies: Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.</p>
<p>Teacher- As-Generalist - Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school. (Participatory management, teachers developing curriculum, changing teacher practices).</p>	<p>CIVICA NV will develop a Professional Learning Community (PLC) atmosphere by using professional development throughout the School year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the School calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and isn't working, and transform their own thinking and practice.</p> <p>Professional development will include:</p> <p>Vertical Alignment (by subject and grade level): Teachers will be permitted common planning time by department in order to correctly align courses by quickly assessing what students mastered in preceding grades and focusing on building skills and knowledge. This will eliminate the common problem of consuming valuable instructional time with unnecessary reviewing and re-teaching of skills that have already been mastered.</p> <p>Horizontal Alignment (by grade level): The School will encourage teacher collaboration and cross-curricular planning, allowing all teachers of a common grade level to address specific subject matter following the same time line. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. It also allows students to see interdisciplinary connections.</p>

CES PRINCIPLES	INSTRUCTIONAL STRATEGIES & POLICIES
	<p>High-quality Assessments: CIVICA NV addresses all high-quality state standards and assessments that measure student progress toward mastery of skills. CIVICA NV encourages the use of common formative assessments across all subjects and grade levels, which are aligned to the State standards. Through the utilization of standards based, common assessments, the School can participate in continuous data analysis and instructional tailoring with fidelity.</p> <p>Data-Driven Individualized Support for All Students: CIVICA NV implements strategies designed to address students' individualized learning needs, including educationally disadvantaged students who may be at-risk for falling behind. Teachers at the School will be grouped into Curriculum Council teams, by grade level and subject area. The Curriculum Council groups will meet once a month to analyze data gathered from common formative assessments, discuss best practices and participate in common planning. This will allow the grade level and subject area teams to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. Based on students' performance on common formative assessments, in combination with results from standardized assessments, each school will create a Response to Intervention (RtI) Multi-Tier System of Supports (MTSS) leadership team composed of administrators, teachers, and specialists at the School. This team will use a Problem-Solving RtI/MTSS Framework to meet the academic and behavioral needs of all students. The team will provide high quality instruction and intervention matched to student needs using learning rate over time and level of performance. Through this process the School can plan, evaluate, and revise all tiers of instruction.</p> <p>In-Field experts as teachers: The U.S. Department of Education in their work entitled "Promoting educational excellence for all Americans," indicates that a challenge exists in finding a well-prepared teacher. "A prepared teacher knows what to teach, how to teach and has command of the subject matter being taught."⁴ The School will employ only those teachers and other professionals who are considered "experts" in their instructional area as well as professionals from industry experts representing the career academies CIVICA NV will offer.</p>

Finally, CIVICA NV will base its teaching methods, principles, and essential components of its educational program on the research of the Big Picture Company's *New Urban High School Design Principles*^[2] (NUHS) (that address the core principles of high school reform), as listed below:

NUHS PRINCIPLES	INSTRUCTIONAL STRATEGIES & POLICIES
Personalization - Create settings where teachers and students can know each other well.	<p><i>We believe that students learn best in a personalized small school setting:</i></p> <p>In an effort to maintain small class sizes, CIVICA NV will commit to maintaining student-to-teacher ratios and to implement a standards-based teaching approach to allow greater attention and service to the individual student.</p>

⁴ Coleman, A., Negron, F., Lipper, K. (2011). *Achieving Educational Excellence for All: A Guide to Diversity-Related Policy Strategies for School Districts*. Retrieved from: https://cdn-files.nsb.org/s3fs-public/reports/EducationExcellenceForAll-HighRes.pdf?zKxgWRMf_Ml4x41pIMWRWiPG.bVcnqEO

^[2] NUSH - *New Urban High School: A Practitioner's Guide*: The Big Picture Company, 1998

<p>Context for Reflection - Provide interactive, reflective contexts for students.</p>	<p><i>We believe in providing opportunities for students to reflect on their own work and its meaning outside of school.</i></p> <p>Reflection allows students to connect their experiences with academic and real-world standards. With this in mind, the School will provide reflective contexts for students through:</p> <ul style="list-style-type: none"> ▪ Seminars & Initiatives: A central component of these programs will focus on higher order skills and connections beyond the classroom. Teachers will allow students to practice these skills and apply them across the curriculum. College Preparation and internship seminars, and Community Building Initiatives will allow students to connect their experiences with academic and real-world standards. <p>Study Skills Training: The School will provide its students extensive study skills training and opportunities for self-reflection about learning. Students will understand different aspects of learning through discussions and will explore how they learn, what their learning strengths and weaknesses are, and why different learning strategies are used in different situations.</p>
<p>Teacher as Designer - Conceive of the teacher as designer, inquirer, clinician.</p>	<p><i>We believe that highly effective educators are those who feel ownership of the School program</i></p> <p>The School sees teachers as facilitators and providers of opportunities for learning, NOT providers of information. Using differentiated instructional strategies, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum.</p>
<p>Real World Immersion - Situate students directly in the world beyond school.</p>	<p><i>We believe that learning should take place beyond the classroom.</i></p> <p>The World Outside the Classroom will be accessible to students at the School through job shadowing, problem solving opportunities, and community service.</p> <p>Additionally, teachers will engage students in Service Learning Projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. Additionally:</p> <p>Service-Learning Activities in Courses: The School will embed service-learning activities in academic courses (English, Math, Science, Social Science, and Foreign Language) to maximize student understanding of community responsibility.</p> <p>Service-Learning Opportunities: The School will provide Service Learning opportunities in grades K-8, encouraging students to reach-out into the community.</p> <p>Service Learning Requirement: By the end of grade 8, students must have completed service learning in fulfillment of the high school graduation requirement. Additionally, students will be encouraged to actively engage in the community and complete more service than required.</p>

<p>Community Partnership - Work closely with family and community.</p>	<p><i>We believe in working closely with family and community.</i></p> <p>The School will provide Enrichment Activities and Community-based Initiatives, allowing students to interact in social settings with diverse individuals. For example:</p> <p>Community Partnerships: Teachers, students, parents and the administration will work together with the governing board and the School to identify potential community partners for internships, service learning opportunities, and other community-based initiatives at the School. To date, CIVICA NV has collected over 30 community letters of support.</p> <p>Guest Speakers: When appropriate to instruction, guest speakers will be brought in order to personalize the topics discussed in the classroom. This opportunity to hear from a guest speaker breaks down possible stereotypes and allows students to give value to others points of view. Bringing in guest speakers will also enhance the level of expertise the students are exposed to during technical education instruction.</p> <p>Support for Educationally Disadvantaged Families: In order to engage parents in CIVICA NV's underlying mission to prepare all students and instill in them the desire and potential, at every level, with the end goal in mind to attend and graduate from college, parents will be invited to attend informational college sessions (in multiple languages). School staff assists parents through these seminars to address college affordability concerns and the college application process.</p> <p>Parental Involvement: The School will provide parents the opportunity to become active participants and decision makers in the educational process. Parent and community representation in the decision-making of the educational processes is made possible through CIVICA NV Parent Association, School Advisory Council and other such committees. By maintaining open lines of communications, faculty and staff will encourage parental involvement through endeavors such as: Parental Service Contracts; Serving on the School Advisory committee; Quarterly Parent/Teacher Conferences; Open houses, Career Fairs, Family Day events; School Website, Monthly Newsletters, Event Calendars. In addition, the School will communicate with parents via a free school app, available for download on all iOS and Android devices. This app will be used to send reminders and important information throughout the School year. Volunteer opportunities to complete parent participation activities will be available throughout the School year.</p> <p>School Groups: School partnership will also be encouraged through a Parent Teacher Student Association (PTSA) and other such school groups.</p>
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Through this engaging program, students will benefit from a rigorous curriculum which allows them to understand their unique learning styles, plan and goal set their middle school program and stay on track through middle school and then high school, with the mindset to pursue post-secondary studies and begin to make informed decisions early-on regarding their future.

The following is the proposed sample schedule of courses by grade level:

Grade	Schedule of Courses
6	<p>Required Courses</p> <ul style="list-style-type: none"> – English/Language Arts 6 Block English/Language Arts 6 Block Accelerated – Mathematics 6 Mathematics Accelerated 6 – Science 6 Science Accelerated 6 – World History 6 – Physical Education 6 (Semester) / Intro to Career Exploration Academy (Semester) – Computer Science - HS credit (Semester) / Student Leadership: Leader in Me (Semester) <p>Elective Course Options</p> <ul style="list-style-type: none"> – Spanish Spanish for Spanish Speakers I - HS Credit – Introduction to Dance – Reading Intervention – Intervention Mathematics
7	<p>Required Courses</p> <ul style="list-style-type: none"> – English/Language Arts 7 Block English/Language Arts 7 Block Accelerated – Mathematics 7 Mathematics 7 Accelerated – Science 7 Science Accelerated 7 – U.S./NV History 7 U.S. /NV History Accelerated 7 – Technology (Semester)/Intro to Health Science & Public Safety (Semester) <p>Elective Course Options</p> <ul style="list-style-type: none"> – Spanish for Spanish Speakers I - HS Credit – Spanish I - HS Credit – French I - HS Credit – Introduction to Dance Intermediate Dance – Reading Intervention – Intervention Mathematics – Physical Education
8	<p>Required Courses</p> <ul style="list-style-type: none"> – English 8 English Accelerated 8 – Pre-Algebra 8 Algebra I (HS Credit) – Science 8 Science Accelerated 8 – World Geography 8 World Geography Accelerated 8 – Health 8 (Semester) / Physical Education 8 (Semester) – Middle School Health Science OR Middle School Public Safety <p>Elective Course Options</p> <ul style="list-style-type: none"> – Spanish I - HS Credit Spanish for Spanish Speakers I - HS Credit – French I - – Photography (Semester) – Intermediate Dance – Reading Intervention – Intervention Mathematics – Advanced Computer Science
9	<p>Required Courses</p> <ul style="list-style-type: none"> – English 9 English 9 H – Algebra I Geometry Geometry H – Biology I Biology I H Chemistry Chemistry H

	<ul style="list-style-type: none"> – P.E. (Personal Fitness Team Sports I Team Sports II Individual and Dual Sports I Individual and Dual Sports II Beginning Weight Training Intermediate Weight Training) – Health I - Life Management Skills (semester) <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Exploration of Career Occupations – Exploration of Health Occupations – Criminal Justice I – Fire Science I – Forensic Science I – Emergency Telecommunications I – Foundations of Public Safety – Health Science I – Law Enforcement I <p>Comprehensive Law Studies Elective Course Options</p> <ul style="list-style-type: none"> – Health II - Personal Health (semester) First Aid and Safety (semester) – Advanced Health Explorations (semester) – Dance I – Introduction to Biomedical Science – Principles of Anatomy/Physiology Principles of Anatomy/Physiology Honors – Journalism I – Yearbook or Newspaper – Speech and Debate I – Psychology I – French I French II Honors – Spanish I Spanish II Honors – Spanish for Spanish Speakers I Spanish for Spanish Speakers II or III Honors
10	<p>Required Courses</p> <ul style="list-style-type: none"> – English 10 English 10 H – Algebra I Geometry Geometry H Algebra II Algebra II H – Chemistry I Chemistry I H AP Chemistry AP Biology – World History World History H AP World History – P.E. (Personal Fitness Team Sports I Team Sports II Individual and Dual Sports I Individual and Dual Sports II Beginning Weight Training Intermediate Weight Training) <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Criminal Justice II – Health Science II – Fire Science II – Emergency Telecommunications II – Law Enforcement II – Forensic Science II <p>Elective Courses</p> <ul style="list-style-type: none"> – First Aid and Safety (semester) Health II - Personal Health (semester) – Advanced Health Explorations (semester) – Dance I or II – AP European History Psychology I or II – French I French II or III, Honors – Spanish I Spanish II or III Honors – Spanish for Spanish Speakers I Spanish for Spanish Speakers II or III Honors

	<ul style="list-style-type: none"> – Photography I or II – Journalism I or Journalism II – Speech and Debate I or II
11	<p>Required Courses</p> <ul style="list-style-type: none"> – English 11 English 11 H AP English Language and Composition – Algebra I Geometry Geometry H Algebra II Algebra II H Pre-Calculus AB H Pre-Calculus BCH AP Calculus AB AP Calculus BC AP Statistics – Chemistry I Chemistry I H AP Chemistry AP Biology Physics I Physics I H AP Physics B – U.S. History U.S. History H AP U.S. History <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Exploration of Career Occupations – Exploration of Health Occupations – Criminal Justice Operations Advanced Studies – Nursing Assistant – Foundations of Public Safety – Health Science Advanced Studies – Emergency Telecommunications Advanced Studies – Law Enforcement III – Forensic Science III – Emergency Medical Technician <p>Elective Courses</p> <ul style="list-style-type: none"> – First Aid and Safety (semester) Health II - Personal Health (semester) – Principles of Anatomy/Physiology Principles of Anatomy/Physiology Honors or Advanced Anatomy/Physiology Advanced Anatomy/Physiology Honors – Advanced Health Explorations (semester) – Personal Fitness Team Sports I Team Sports II Individual and Dual Sports I Individual and Dual Sports II Beginning Weight Training Intermediate Weight Training Advanced Weight Training – Dance I or II – Economics Economics Honors AP Macroeconomics AP Microeconomics AP European History Psychology I or II AP Psychology – French I French II, or III Honors AP French Language and Culture – Spanish I Spanish II or III Honors Spanish for Spanish Speakers I Spanish for Spanish Speakers II or III Honors AP Spanish Language and Culture – Photography I or II – Journalism II or III – Speech and Debate I, II or III
12	<p>Required Courses</p> <ul style="list-style-type: none"> – English 12/English 12 Honors/AP English Literature and Composition – Geometry Geometry H, Algebra II Algebra II H Pre-Calculus AB Pre-Calculus BC AP Calculus AB AP Calculus BC AP Statistics – Chemistry I Chemistry I H AP Biology AP Chemistry Physics I Physics I H AP Physics B – U.S. Government U.S. Government H AP U. S. Government & Politics <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Exploration of Career Occupations – Exploration of Health Occupations

- Emergency Telecommunications II Lab
- Health Science III Lab
- Health Science III Lab
- First Responder III
- Firefighter II Lab
- Work Based Learning- Internship

Elective Courses

- P.E. (Personal Fitness | Team Sports I | Team Sports II | Individual and Dual Sports I | Individual and Dual Sports II | Beginning Weight Training | Intermediate Weight Training | Advanced Weight Training)
- Economics | Economics Honors | AP Macroeconomics | AP Microeconomics | AP European History | Psychology I or II | AP Psychology
- French II, III Honors | AP French Language and Culture
- Spanish II or III Honors | Spanish for Spanish Speakers II or III Honors | AP Spanish Language and Culture | AP Spanish Literature and Culture
- Photography II
- Dance II
- Principles of Anatomy/Physiology | Principles of Anatomy/Physiology Honors or Advanced Anatomy/Physiology | Advanced Anatomy/Physiology Honors
- Journalism III or IV
- Speech and Debate II or III
- Computer Applications II | Web Design

Response to Intervention (RtI)- The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. Embodied in each tier are four steps CIVICA NV will implement:

Step 1-Identify the problem.

Step 2-Analyze the problem and determine why there is a discrepancy.

Step 3-Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

Step 4-Use evidence-based data, collected during progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, RtI team will determine if additional intervention is needed and/or adjust the intervention to support student progress.

RtI Three Tier Model:

Within the RtI structure, resources will be assigned in direct proportion to student needs and will be aligned to a three-tier model that will use increasingly more intense instruction.

Tiers include increasing levels of intensity of interventions.

Tier 1

Tier 1 will include evidence-based instruction in the general education classroom with core instructional interventions. Tier 1 will include differentiated curriculum and instruction for all students. Primary instruction will include at-risk children who have been identified through the universal screening process to receive evidence-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) will be allotted to determine if the student responds to the intervention—hence, the name RtI.

Each student's progress will be monitored closely. If the student does, indeed, respond to the evidence-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. CIVICA NV's Tier 1's process will include the following components:

- Expectations = 80% or more of students successful with general education curriculum and instruction
- Assessments = Universal screenings for academics and social/emotional growth (behaviors)
- Interventions = Through differentiated instructional practices
- Roles and responsibilities = primarily the general education teacher

Tier 2

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions will include interventions that are:

Evidenced-based interventions;
From education research;
Experiential-based Interventions; and
From best practice with like students.

Evidence-based can be defined as:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

The length of time in Tier 2 is instructional time in addition to Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, the child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than seven weeks—but the overall process is much the same.

CIVICA NV's Tier 2 process will include the following components:

- Expectation = 15% of students may be at risk and in need of targeted interventions;
- Assessment = progress monitoring of student response to specific intervention;
- Intervention = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature; and
- Roles and responsibilities = variety of personnel as determined at the local site.

Tier 3

Tier 3 become an option for continued and yet more intensive intervention. Five percent of students may be at significant risk and in need of intense interventions. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RtI level. Tier 3 involves the use of a combination of different types of curriculum material(s) including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention should continue; analyzation of every four data points will take place to determine whether or not the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction will be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she will need to be referred for a full and individual evaluation under IDEA.

Regardless of the number of interventions the School implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process. At Tier 1, evidence-based core instructional and behavioral methodologies, practices and supports designed for all students will provide the foundation in general education. Tier 2 will consist of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

Tier 1 is inclusive of all students. All students in Tier 1 will receive high quality, evidence-based instruction, differentiated to meet their needs and will be screened at minimum in a bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions would include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at Tier 1 will include i-Ready and Mid-Year Assessments in ELA, benchmark assessments, classroom and textbook assessments as well as summative/end of year assessments. Behavioral assessments at Tier 1 include observational data, parent conference records and disciplinary data.

The RtI process will consist of the following:

- RtI teams review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress will be monitored at the next benchmark assessment.
- While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the School Support Team (SST).

School Support Team (SST) will consist of the School administrator, school psychologist, counselor, general education teacher and the parent(s), EL Coordinator (as applicable). The SST will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process will be initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for a Multi-disciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

The SST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and will be invited to provide data regarding developmental history and current functioning within the family and community units. Barriers to learning will be identified and strategies to overcome such barriers will be developed. Progress monitoring schedule will be determined and responsible persons will determine the implementation of interventions and progress monitoring. Interventions will be implemented and monitored. Progress monitoring data will be collected a minimum of every two weeks and parents will be notified of intervention implementation and student progress over time. The School Psychologist will

periodically conduct fidelity checks on the SST Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions will be modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, will become part of the referral packet. Parents will be kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel will make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.
3. The parents of the child receiving the general education interventions requested, prior to the completion of the interventions, will request the School conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the M-Team evaluation.

CIVICA NV is committed to all of its students, including its gifted and talented pupils, students with disabilities, English Learners (ELs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with Academics Student Support Services, CIVICA NV plans on closely partnering with their contracted special education services provider on several fronts to ensure special education programs and services reach students appropriately.

CIVICA NV's Special Education Teacher, with direction from CIVICA NV's Principal, will provide on-site LEA services including supervision of the Special Education Program, 504 Program, Gifted and Talented (GATE) identification and related services. CIVICA NV's Special Education Teacher will be a member of the RTI school team, Multi-Disciplinary Team, and the Individualized Education Program (IEP) team. With direction from CIVICA NV's principal, the EL Coordinator will provide on-site LEA services for EL identification and services as well as on-site programs for the Educationally Disadvantaged.

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

CIVICA NV will implement the program for special education set forth and referenced in this charter application. CIVICA NV shall be responsible for providing and subsidizing those specialized instructional and related services required pursuant to student IEPs, and the services, modifications and/or accommodations required by a student's Section 504 Plan. In this section, the charter application will discuss:

- CIVICA NV's process of identifying students who are not performing academically through a Response to Intervention model
- CIVICA NV's process of identifying students in need of an initial assessment for special education
- CIVICA NV's special education and 504 services
- CIVICA NV's staffing plans to comply with students with diverse needs which will include state certified personnel
- CIVICA NV's procedures to provide documentation, assessments, adaptations, and modifications
- CIVICA NV's plan to address other student populations with diverse needs including English Learners (EL), Gifted and Talented (GATE), and Educationally Disadvantaged

CIVICA NV will universally screen all students in the beginning of the School year. Analysis of the universal screener will be completed by CIVICA NV's RtI team; those students who are identified as academically at risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to the School's RtI team. CIVICA NV's RtI team will be comprised of a staff member from every general education grade level and the Special Education Teacher or designee selected by the Teacher. The RtI team notifies the parent that their child will be entering the RtI program which will provide interventions in an area of deficit.

2021-22 CIVICA Nevada Calendar

August 2021						
Su	M	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2021						
Su	M	Tu	W	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2021						
Su	M	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2021						
Su	M	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2021						
Su	M	Tu	W	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2021						
Su	M	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	First Day of Quarter
	Holiday/ No School
	Professional Dev/No School
	Parent Teacher Conference
	Last Day of School

Instructional Days

Q1	44
Q2	43
Q3	48
Q4	45

Total Days 180

Raymond Fraser	<p>Budget and Financial Monitoring, cultivating community relationships</p> <p>Ray Fraser moved to Las Vegas in 2004 to attend UNLV. Upon completion of his Bachelor's Degree in Physical Education, he began working full time for the YMCA. He has also served as a board member for YMCA's regional chapter, and has worked closely with the community, partnering with other agencies such as the Boys and Girls Club and the Rotary Club. He loves the community of the Las Vegas Valley and is committed to helping improve it in any way he can.</p>
David Salmon	<p>Law, Business Management</p> <p>David Salmon was born and raised in Las Vegas. He is admitted to practice law in Nevada and the Federal District Courts of the District of Nevada, and has extensive experience in insurance related matters. He currently owns and runs his own law firm. In 2010, he was appointed an alternate judge in North Las Vegas Municipal Court, sits as a small claims referee for Las Vegas Justice Court, and was appointed by the Nevada Supreme Court as a mentor for new attorneys. Additionally, Mr. Salmon is an attorney for a private K-12 school and for the landlord of a former charter school.</p>
Jessica LeNeave	<p>Licensed Nevada teacher, School Administrator, school budgeting, employee acquisition and retention, charter school start-up experience, student enrollment and advertisement, community partnerships, management company partnerships.</p> <p>In Ms. LeNeave's 12 years in education, she has served as a science, social studies, and PE teacher, a martial arts course instructor, a lead teacher, an assistant principal, and currently serves as Principal for Pinecrest's K-12 Cadence Campus. For the past 7 years, she has attended and taken an active role in almost every Pinecrest board meeting. She works closely with that board and has an understanding of open meeting laws, and the operation of a board as it related specifically to charter schools. Ms. LeNeave understands the lines between governance and day-to-day operations and the workings between a board and a management company hired to serve the board. She currently holds an active teaching license for K-12.</p>
Carlos Alvarez	<p>Administrative experience, school budgeting, employee acquisition and retention, student enrollment and advertisement, specific knowledge in developing and implementing the school model being replicated.</p> <p>Mr. Alvarez began his career in education over 18 years ago at the Ben Sheppard Annex as a paraprofessional who assisted with 4th and 5th grade students. Following the completion of his Bachelor's Degree in Elementary Education from St. Thomas University, he taught at Ben Sheppard for 3 years. Concurrently, Mr. Alvarez earned a Master's Degree in Educational Leadership from Nova Southeastern University. His professional journey continued at Jose Marti Middle School where he served as a teacher and an Administrative Assistant. Upon completing the Miami-Dade County Public Schools Assistant Principal</p>

	Preparation Program, he decided to venture into the charter school movement and excelled as an AP at Mater Academy Middle/High Charter School. Then in 2008, he was selected to lead a unique charter school with an emphasis on public service academies in the same community in which he grew up, the City of Hialeah Educational Academy, which is the school CIVICA NV is replicating.
Dallas Harris	<p>Law, policy, community engagement, advocate for educationally disadvantaged students</p> <p>Dallas Harris currently serves as a Nevada State Senator representing the 11th Senate District. She was born in Las Vegas and received two bachelor's degrees from the University of Nevada, Las Vegas in Computer Science and Psychology. She later went on to receive her master's in Public Policy from Claremont Graduate University in California and her law degree from the George Washington University Law School in Washington, D.C. Senator Harris has worked as an administrative attorney for the Public Utilities Commission since 2017. Before that, she worked as legal and policy fellow at Public Knowledge, a non-profit focused on intellectual property law and the internet, and as a law clerk at the D.C. law firm Utrecht, Kleinfeld, Fiori & Partners. Senator Harris is deeply committed to improving the community of Las Vegas, particularly in terms of education. As a product herself of the Clark County School District, she believes in improving educational outcomes for all students.</p>
JC Flowers	<p>Finance, business management, health sciences</p> <p>Mr. Flowers has been in the healthcare industry since 1990. He has a bachelor's degree in Business with a focus on Healthcare Administration. Prior to working at Nevada Health Centers, he most recently developed a Healthcare Division for JDR Consulting, Inc. He was responsible for the development of the Healthcare Division, focusing on Hospital, Senior Living and Physician Revenue Cycles. Mr. Flowers brings a wealth of skills including revenue cycles, performance evaluation, strategic planning, contract negotiation, and auditing processes among others.</p>
Laura Doroteo	<p>Education, school operations, community volunteering</p> <p>Mrs. Doroteo is a mother of two who has lived in North Las Vegas for the past 4 ½ years. Mrs. Doroteo has always held a special interest in her children's future, particularly in regards to their education. Currently, Mrs. Doroteo works in the office at the public school where her children (a 4-year old boy and a 5-year old girl) are currently attending and previously served on the school's Parent Teacher Organization. As a resident of Las Vegas area since 2000, Mrs. Doroteo has worked at improving her community not only through volunteer efforts, but in her career as well. Before her children began attending schools, Mrs. Doroteo worked for over 9 years in a pediatric office and sat on the Board of Directors for Acelero Learning in the Head Start Center here in Las Vegas.</p>

Additionally, upon approval of the School, Mr. Carlos Alvarez will resign from his position on the Board and leave the vacancy to be filled by a local community member from the Las Vegas community.

Proposed New School

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Management Organization Positions						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Chief Development Officer	1	1	1	1	1	1
Bookkeeper	1	1	1	1	1	1
Director of Growth & Management	1	1	1	1	1	1
Procurement Director, Facility Manager	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	2	2	3	3	3
ELL Coordinator	1	1	1	1	1	1
Curriculum Coach	0	0	1	2	2	2
Counselor / Student Support Advocate	0	1	1	2	3	3
Classroom Teachers (Core Subjects)	22	30	38	47	54	60
Classroom Teachers (Specials)	3	5	5	8	11	11
Special Education Teachers	3	4.5	5.5	7	8	9
Office Manager	1	1	1	1.5	1.5	2
Registrar	0	1	1	1	1.5	2
Clinic Aide / FASA	0	1	1	1	2	2
Receptionist	1	1	2	2	2	2
NSLP / Cafeteria Manager	1	1	2	2	3	3
Teacher Aides and Assistants	1	5	6	8	14	16
School Operations Support Staff	1	1	1	2	2	2
Total FTEs at School	36	55.5	68.5	88.5	109	119

Network

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Number of elementary schools	1	1	1	1	1	1
Number of middle schools	1	1	1	1	1	1
Number of high schools	0	0	1	1	1	1
Total schools	1	1	1	1	1	1
Student enrollment	570	790	1,010	1,270	1,475	1,650
Management Organization Positions						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Chief Development Officer	1	1	1	1	1	1

Bookkeeper	1	1	1	1	1	1
Director of Growth & Management	1	1	1	1	1	1
Procurement Director, Facility Manager	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9
Elementary School Staff						
Principals	.50	.50	.33	.33	.33	.33
Assistant Principals	.50	1	.75	1	1	1
ELL Coordinator	.50	.50	.34	.34	.34	.34
Curriculum Coach	0	0	.33	.50	.50	.50
Counselor / Student Support Advocate	0	.50	.33	.50	1	1
Classroom Teachers (Core Subjects)	18	22	26	28	29	30
Classroom Teachers (Specials)	1	2	2	3	3	3
Special Education Teachers	2	2.5	2.5	3	3	3
Office Manager	.50	.50	.40	.50	.50	.75
Registrar	0	.50	.40	.40	.50	.75
Clinic Aide / FASA	0	.50	.50	.50	1	1
Receptionist	.50	.50	.50	.50	.50	.50
NSLP / Cafeteria Manager	1	3	3	3	4	4
Teacher Aides and Assistants	1	3	3	3	4	4
School Operations Support Staff	.50	.50	.50	.50	.50	.50
Total FTEs at Elementary Schools	25.50	35	38.88	43.07	46.17	47.67
Middle School Staff						
Principals	.50	.50	.33	.33	.33	.33
Assistant Principals	.50	1	.75	1	1	1
ELL Coordinator	.50	.50	.33	.33	.33	.33
Curriculum Coach	0	0	.33	.50	.50	.50
Counselor / Student Support Advocate	0	.50	.33	.50	1	1
Classroom Teachers (Core Subjects)	4	8	10	13	15	15
Classroom Teachers (Specials)	2	3	3	3	4	4
Special Education Teachers	1	2	2	2	3	3
Office Manager	.50	.50	.40	.50	.50	.75
Registrar	0	.50	.40	.40	.50	.75
Clinic Aide / FASA	0	.50	.50	.50	1	1
Receptionist	0	.50	.40	.40	.50	.75
NSLP / Cafeteria Manager	.50	.50	.50	.50	.50	1
Teacher Aides and Assistants	0	2	2	3	4	4
School Operations Support Staff	.50	.50	.50	.50	.50	.50
Total FTEs at Middle Schools	10.5	20.5	21.87	26.56	32.66	33.66
High School Staff						
Principals			.34	.34	.34	.34
Assistant Principals			.50	1	1	1
ELL Coordinator			.33	.33	.33	.33
Curriculum Coach			.34	1	1	1
Counselor / Student Support Advocate			.34	1	1	1

Classroom Teachers (Core Subjects)			2	6	10	15
Classroom Teachers (Specials)			0	2	4	4
Special Education Teachers			1	2	2	3
Office Manager			.20	.50	.50	.50
Registrar			.20	.20	.50	.50
Clinic Aide / FASA			0	0	0	0
Receptionist			1	1	1	1
NSLP / Cafeteria Manager			.50	.50	.50	1
Teacher Aides and Assistants			1	2	6	8
School Operations Support Staff			0	1	1	2
Total FTEs at High Schools			7.75	18.87	29.17	37.67
Total Network FTEs	36	55.5	68.5	88.5	108	120

CIVICA NV will begin in Year 1 with a total staff of 36, including 28 total teachers and 8 total administrative and support staff; with a starting enrollment of 570 students. By Year 6, CIVICA NV will be projected to expand to a total staff of 120 and a total student enrollment of 1,650; projected to add throughout Years 2-6, 52 teachers and 32 administrative and support staff. Below are the anticipated staffing positions for each year:

- Principal - \$100,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*
- Assistant Principal - \$75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*
- Counselor - \$55,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*
- Curriculum Coach - \$57,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*
- ELL Coordinator - \$57,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*
- Classroom Teachers (Core) - \$42,500/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*
- Classroom Teachers (Special) - \$42,500/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*
- Special Ed. Teachers - \$42,500/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*
- Office Manager - \$40,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*
- Registrar - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*
- School Nurse - \$50,000/year – *Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional and social health needs.*
- Teacher Assistants - \$13.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*
- Receptionist - \$13.00/hour – *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*
- National School Lunch Program (NSLP)/Cafeteria Manager - \$14.00/hour – *Manages/Oversees all aspects of the school nutrition program including menu planning, record keeping, sanitation, etc.*
- Campus Monitor - \$13.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost for each year:

Position	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Principal	1	1	1	1	1	1

Assistant Principal	1	2	2	3	3	3
Teachers (Core)	22	30	38	47	54	60
Teachers (Special)	3	5	5	8	11	11
Special Education Teachers	3	4.5	5.5	7	8	9
ELL Coordinator	1	1	1	1	1	1
Counselor/ Student Support	0	1	1	2	3	3
Curriculum Coach	0	0	1	2	2	2
Office Manager	1	1	1	1.5	1.5	2
Registrar	0	1	1	1	1.5	2
School Nurse	0	0	0	0	0	1
Clinic Aide/ FASA	0	1	1	1	2	2
Receptionist	1	1	2	2	2	2
Teacher Assistants (Inc. SPED)	1	5	6	8	14	16
Campus Monitor/ Custodian	1	1	1	2	2	2
NSLP/ Cafeteria Manager	1	1	2	2	2	3
Total Staff:	36	55.5	68.5	88.5	108	120
Total Staff Costs:	\$1,545,600	\$2,334,120	\$2,879,951	\$3,804,798	\$4,584,629	\$5,197,284

Retention Strategy for High Performing Teachers:

- Market analysis will be completed annually
- HPT's may be able to earn higher salary based upon consistent high performance
- Cultivate Collaboration
- Reward and recognition strategy
- Consistent one on one meetings with teachers with Principal
- Conduct stay interviews
- Career ladders

Hiring Procedure

1. Principal to determine staffing need and salary constraints for each open position.
2. Principal or designee to notify Human Resources with proper job description and post on job search sites
3. Principal or designee to collect candidate resumes for consideration.
4. Principal or designee to schedule and conduct interview.
5. Principal or designee to verify references and follow up on letters of recommendation.
6. When the decision has been made, the principal or designee will extend the offer to the candidate.
7. In a timely manner, principal or designee will provide follow up communication with each applicant.
8. Begin on-boarding process.

Dismissal Procedure

1. Principal or designee to review performance deficiencies of staff, provide course of action necessary for improvement, and document determination.
2. Principal will follow Nevada Educator Performance Framework.
3. Principal will monitor progress while employee is on Performance Improvement Plan.
4. If progress is not made, principal or designee to coordinate discussions of separation of employment with employee and Academics legal team.
5. Obtain a signed Personnel Action Request Form.
6. Obtain resignation letter or final incident to cause separation.
7. Notify IT by submitting an IT ticket.
8. Collect resources – keys, job related materials, etc.
9. Deactivate Infinite Campus account (or other SIS system), alarm code, etc.
10. Process final payroll and terminate.
11. Term benefits effective last day of month in which employee terminates.
12. Provide COBRA notification (no later than 14 days after benefits term).

Human Resources Procedure for separating employment:

1. Print out Termination Checklist.
2. Obtain signed Personnel Action Request Form (PAR) from the Department Director.
3. Obtain resignation letter/final incident to cause separation.
4. Executive HR Director will schedule Exit Interview.
5. Notify IT by submitting an IT Ticket.
6. Collect Company Resources.
7. Deactivate in the SIS.
8. If involuntary, process payroll information (within 3 business days).
9. Process final pay and terminate in Payroll.
10. Term Benefits effective last day of month in which employment terminates.
11. Contact ADP to prompt COBRA notification (no later than 14 days after benefits term).
12. E-file Notice & Move E-file to Term folder.
13. Move hard copy of Employee File to the Term section.
14. Update fingerprint list/Remove from both fingerprint books.
15. Remove résumé from résumé book (instructional staff).
16. Pull teacher file.

Obtaining Personnel Action Request Form (PAR)

- The Department Head is to fill out a PAR for every termination and include a resignation letter if voluntary to inform HR of the termination. If the termination is involuntary, HR will be notified well before a PAR is made.

Exit Interview

- HR Director will inform the employee being termed of an Exit Interview, this is a formal meeting with HR so that HR can collect all company resources and get a good understanding of why the employee is leaving. HR will also get the future address of the employee so the W2 gets sent to the correct place.

Submitting an IT Ticket

- It is best to Submit IT Tickets as soon as possible.
- Log in help desk, request type would be help desk, then staff, then HR, then Termination. Fill out the employee's information that is being terminated and the date and time of termination. Click yes on disabling access to domain, email, staff portal, and archive documents.
- Provide access to archived documents, forward all emails, phone extensions and voicemails to the accurate person in that department.

Deactivate in the SIS

- Once an employee has been terminated it is very **important to deactivate them in the SIS** so they no longer have any outside contact with students and other staff members.
 1. Go to the Employee Tab
 2. Search the employee that has been terminated
 3. Go to security- Deactivate/Activate and then choose to deactivate.

This action can be undone, **but it will affect other data across the system.** Assigned courses, tasks, and students will be disassociated from the employee and will have to be reassigned.

Process Final Payroll and Terminate in the pay system

Files

- **Employee File:** Before e-filing (scanning) and filing the termination papers, it is important to make sure all confirmations for benefits being cancelled are included for each provider that the employee was enrolled with. After all information regarding the termination has been obtained, scan into the temp drive and rename the file with the employee's last name, period, first letter of first name, period, and PAR & TERMS, period, pdf.
- **Instructional File:** Every instructor must be terminated in the NDE website and removed from the faculty contact list. HR brings the instructional file that will be checked out to the Principal. The Principal then removed from NDE and faculty contact list. The Principal signs the file and brings the file back to HR for keeping in the termination cabinet. **HR will then hold on to that file for a retention period of 6 years after contract was cancelled revoked, or expired.**

Background Check/Fingerprint Procedures

Principal will be responsible for ensuring all instructional staff requiring fingerprinting clearance remain current. Renewal process should start six months prior to expiration date as it can take up to three months to receive results.

- Once it is determined an employee's fingerprinting clearance is expiring, Principal or designee will inform the affected staff and provide the process to renew their clearance.
- If there is an issue, the NV Department of Safety will then send an approved clearance to Academics or a rejection notice directly to employee.
- Identified school staff will review fingerprinting results to determine level of clearance.

- Academica staff will notify designated staff (i.e. office manager) of clearance.
- Fingerprinting results will be maintained at Academica.
 - o HR Fingerprint Master Excel spreadsheet.
 - o Master Fingerprint files at Academica.
- If the employee's fingerprint background investigation exposes an offense as described in NRS 391.033 employee will be immediately terminated.
- If the employee's fingerprint background investigation exposes an offense that is not subject to review as prescribed by the State Board of Education, the school's designated staff will review the findings along with the Academica legal team to determine if employee remains eligible for continued employment.

FINGERPRINT CLEARANCE CHECK PROCESS (INSTRUCTIONAL STAFF)

PURPOSE: According the NV Department of Education, pursuant to NRS 391.033 State Statute all teachers and persons who are required to be fingerprinted to work in the classroom are required to have an Identity Verified Prints (IVP) Fingerprint Clearance Card (FCC). We adhere to ensuring instructional staff have a valid FCC to ensure the safety of students as well as staff. As a condition of employment, all Instructional staff must provide a valid NV FCC.

PROCEDURE:

During the initial phone interview with the candidate, recruiter must:

1. Confirm candidate has a valid FCC by obtaining candidates Social Security #, FCC #, issue date and verifying the validity of the card through NV Department of Public Safety.
2. Obtain actual FCC (**photocopy of card not acceptable**) from candidate and photocopy it for company records.

Once the FCC is verified, Recruiter will commence with the reminder of the recruitment process.
CANDIDATES WITHOUT AN FCC OR WITH AN EXPIRED FCC MUST OBTAIN A VALID FCC TO BE CONSIDERED FOR EMPLOYMENT.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Academica Nevada does not set school-based Performance Goals.	The CIVICA NV Board, along with school administration, sets annual goals to address student performance goals.	The school leader sets academic goals based on benchmark periods (Fall, Winter, Spring). School administration is responsible for monitoring student achievement throughout the school year to assess student and teacher performance.
Curriculum	Academica Nevada works with school administration on procurement of curriculum.	The CIVICA NV Board will delegate the identification of curriculum to the CIVICA NV administrator. The Board will ensure that all curriculum is in alignment with state/federal requirements.	The school leader is charged with aligning curriculum to ensure student success.
Professional Development	Academica will identify opportunities for board member, teacher, and administrator professional development.	The Board will participate in annual professional development.	The school leader will oversee, coordinate, assist, and monitor the staff development process.
Data Management and Interim Assessments	Academica will assist with identifying possible data management and interim assessments for the school.	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will support the administration to procure highly effective assessment tools.	School administration will determine the best interim assessments to support the progression of the school's population. Administration, along with teachers, will be responsible for interpreting data.
Promotion Criteria	If requested, Academica will assist in making suggestions to the Board in creating promotion criteria that is used successfully across the country in other charter schools.	The Board will adopt Promotion Criteria (i.e. Pay for Performance standards) with the input of administration and teachers.	Administration will be responsible for communicating the school's adopted promotion criteria and complete evaluations of staff.
Culture	At the direction of the Board, Academica will create a Culture Survey to disseminate to the school's stakeholders and present the results to the Board at least annually.	The Board will create and adopt policies to promote the culture that supports the mission and vision of CIVICA NV.	Administration will lead in such a way to foster a positive school environment for all of its stakeholders.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Budgeting, Finance, and Accounting	Academica will be responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica will be responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica will conduct and assist the Board's chosen accounting firm in the school's annual audit.	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer specifically will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Principal will oversee portions of the budget such as classroom supplies, copiers, travel, professional development, etc. The Principal will review the school's budget with Academica staff at least monthly.
Student Recruitment	Academica will assist the Board and school administration with recruitment efforts such as websites, social media, mailers, open house events, advertisements, etc.	The Board will develop a start-up budget that includes marketing efforts and student recruitment.	Administration will be responsible for hosting Open House meetings to help recruit students and be instrumental in organizing recruitments efforts during the startup years and beyond.
School Staff Recruitment and Hiring	When requested, Academica will assist with conducting searches for Principal candidates. In addition, Academica will assist with the posting of job openings and arranging travel to job fairs.	The Board will develop and review policies for hiring of personnel to support the school's mission and vision which are in compliance with state and federal law. The Board will interview and hire the Principal.	School administration will be responsible for interviewing and hiring all instructional and non-instructional staff. In addition, school administration may attend teacher recruitment job fairs.
HR Services (payroll, benefits, etc.)	At the Board's request, Academica will identify and recommend a 3 rd party payroll company. Academica will be a resource for questions or issues related to payroll and/or benefits.	The Board will select a 3 rd party payroll company to contract with and provide the processing of payroll and benefits.	School administration will serve as a HR resource to all staff. Administration will work with the legal team at Academica to ensure HR policies and procedures are followed correctly.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Development/Fundraising	Under the Board's direction, Academica will use their resources to find development/financial groups to work with the school. Academica will be a resource to the school in development as they have a proved track record of opening over 100 schools across the country.	With assistance from Administration and Academica, the Board will fundraise through its relationships within the community. The Board will make the decision of which development groups to work with for the building of the facility.	The Principal will assist both the Board and Academica with its development and fundraising efforts.
Community Relations	Academica will assist the Board and School Leadership with public relations and planning events within the community.	The Committee to Form and the Board will build relationships with groups and organizations within the community that support the school's mission and vision.	The Principal will network and engage with community businesses and organizations for the purposes of fundraising, after school programs, educational programs, guest speakers, etc.
IT	Academica, at the request of the Board, will identify a 3rd party IT service provider.	The Board will select a 3rd party IT service provider to contract with for IT services.	The Principal will be responsible for reviewing the service provided by the IT company.
Facilities Management	Under the Board's direction and with approval from the Principal, Academica will manage 3rd party contracts for the maintenance and repair of the CIVICA NV facility.	The Board will select vendors that are in compliance with all public bidding laws.	The Principal or designee will contact Academica with any issues relating to facilities and issues regarding facility repairs if Academica is requested to manage a vendor.
Vendor Management / Procurement	At the direction of the Board, Academica will issue requests for proposals from vendors, review contracts, and offer recommendations. Academica will be responsible for procurement of the School's furniture, fixtures, and equipment.	In compliance with all laws on public bidding, the Board will select vendors.	The Principal will provide feedback to the Board and Academica regarding the quality of service provided by a vendor. Principal will contact Academica for any changes or corrective action that needs to take place with a vendor.
Student Support Services	If requested, Academica NV will help CIVICA NV to identify 3rd party Student Support Organizations	The Board will allocate resources to the School Leadership for Student Support Services.	The Principal will develop programs within the school to assist students in overcoming personal concerns and academic deficiencies that could

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
			impair their ability to be successful students.
Other operational services, if applicable			

(a) *Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)*

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K						
K	95	119	119	119	119	119
1	95	95	119	119	119	119
2	71	95	95	119	119	119
3	71	95	95	119	119	119
4	48	71	95	95	119	119
5	48	48	95	95	95	119
6	57	114	114	143	143	143
7	57	57	114	114	143	143
8	-	57	57	114	114	143
9	-	-	57	114	114	143
10	-	-	-	57	114	114
11	-	-	-	-	57	114
12	-	-	-	-	-	57
Total	542	751	960	1,208	1,404	1,571

(b) *Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)*

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K						
K	100	125	125	125	125	125
1	100	100	125	125	125	125
2	75	100	100	125	125	125
3	75	100	100	125	125	125
4	50	75	100	100	125	125
5	50	50	100	100	100	125
6	60	120	120	150	150	150
7	60	60	120	120	150	150
8	-	60	60	120	150	150
9	-	-	60	120	120	150
10	-	-	-	60	120	120
11	-	-	-	-	60	120
12	-	-	-	-	-	60
Total	570	790	1,010	1,270	1,475	1,650

(c) *Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)*

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K						
K	105	131	131	131	131	131
1	105	105	131	131	131	131
2	79	105	105	131	131	131
3	79	105	105	131	131	131
4	53	79	105	105	131	131
5	53	53	105	105	105	131
6	63	126	126	158	158	158
7	63	63	126	126	158	158
8	-	63	63	126	158	158
9	-	-	63	126	126	158
10	-	-	-	63	126	126
11	-	-	-	-	63	126
12	-	-	-	-	-	63
Total	600	830	1,060	1,333	1,549	1,733

Replication Evidence

Despite the socio-economic challenges of students and families in the communities that Mater Academy of Nevada and COHEA FL serves, these schools are making significant advances in closing historic achievement gaps and making college a reality for educationally disadvantaged students. CIVICA NV expects to rapidly reduce achievement gaps of its target population in NV and experience similar accomplishments of its Florida counterparts in the same subgroups as demonstrated in **Chart 4-1** below:

CHART 4-1: Achievement Data of Replication Schools

<u>School</u>	<u>Location</u>	<u>Year</u>	<u>State Ranking</u>	<u>% Minority Populations</u>	<u>% FRL</u>	<u>%ELL</u>	<u>% IEP</u>
<u>COHEA</u>	<u>City of Hialeah, Florida</u>	<u>2018-19</u>	<u>A Grade</u>	<u>98%</u>	<u>83.9%</u>	<u>10.4%</u>	<u>4.3%</u>
		<u>2017-18</u>	<u>A Grade</u>	<u>98%</u>	<u>86%</u>	<u>11.2%</u>	<u>4.5%</u>
		<u>2016-17</u>	<u>B Grade</u>	<u>98%</u>	<u>81%</u>	<u>13.8%</u>	<u>5.2%</u>
		<u>2015-16</u>	<u>B Grade</u>	<u>95%</u>	<u>77%</u>	<u>15%</u>	<u>4.1%</u>
<u>Mater Mt. Vista</u>	<u>Las Vegas, NV</u>	<u>2018-19</u>	<u>4 Star: ES</u> <u>5 Star: MS</u>	<u>92%</u>	<u>100%</u>	<u>46%</u>	<u>8%</u>
		<u>2017-18</u>	<u>3 Star: ES</u> <u>4 Star: MS</u>	<u>90%</u>	<u>63%</u>	<u>47%</u>	<u>8.33%</u>
<u>Mater Bonanza ES</u>	<u>Las Vegas, NV</u>	<u>2018-19</u>	<u>3 Star: ES</u> <u>4 Star: MS</u>	<u>92%</u>	<u>86%</u>	<u>43%</u>	<u>9%</u>
		<u>2017-18</u>	<u>1 Star: ES</u> <u>3 Star: MS</u>	<u>91%</u>	<u>80%</u>	<u>52%</u>	<u>6.8%</u>

The educational philosophy of CIVICA NV is geared at increasing learning opportunities and raising the academic achievement of **all** its students. Through implementation of the strategies fully addressed in this application, CIVICA NV will exceed high standards of student achievement by:

- Delivering increased learning opportunities for all students, within a high-quality learning environment.
- Implementing mechanisms to continuously monitor, evaluate, and improve both curriculum and teaching strategies to achieve academic proficiency.
- Utilizing a methodology wherein student assessment results will offer opportunities for differentiated and targeted instruction, leading to consistently increasing student achievement outcomes.
- Providing opportunities for active involvement of students, families, and the community partners in the educational process.
- Supplementing and enhancing studies through a high-quality curriculum and extra-curricular activities promoting the development for the child's future in the global society.
- Striving to meet the learning needs of the students by delivering effective lessons through inquiry-based teaching strategies and differentiated instruction.

The mission of CIVICA NV is to provide a high-quality, rigorous, and career-oriented education that will prepare students for successful progression into college and career pathways. The mission is specifically tailored towards ensuring that all students are prepared for success at the elementary, middle, and then high school level and beyond. The School's educational program is in direct alignment with the School's mission, and moreover, supports and facilitates its implementation. CIVICA NV will provide a rigorous educational program aimed at producing future leaders who are confident, self-directed lifelong learners. The School's educational program – using a standard-based curriculum aligned to NV Standards and national best practices - is the mechanism through which this mission will be achieved. The NV Academic Content Standards are the recipe the School will employ to bring the mission to fruition. The grade/subject-specific standards define end-of-course expectations and a cumulative progression to enable students to attain college and career readiness every step of the way. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills necessary for success– thus developing “lifelong learners.”

Aligned with high expectations for all found at Mater Academy of Nevada and COHEA FL, the standards serve as the framework for teachers to develop innovative lessons, utilizing rigorous content and requiring the application of knowledge through higher-order thinking. The School will seek to expand the students' foundation in each core subject and build upon the preceding acquired knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only ready for middle school, but also high school and subsequently college bound. CIVICA NV begins to lay the foundation for this mindset as early as the elementary grades, instilling a college bound culture and providing the secondary skillset that will yield life-long learners. Accordingly, like Mater Academy and COHEA, the educational program to be implemented will engage students in activities preparing them to think critically and apply knowledge across disciplines and in real world situations, empowering them through relationships with school and community stakeholders.

CIVICA NV proposes to offer a cutting-edge, college preparatory curriculum with an emphasis on Health Science and Public Safety. Located in a college-style campus, CIVICA NV will feature a technology-rich environment where highly-qualified and certified instructors prepare students for employment within a multilingual work environment. CIVICA NV is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community in the fields of public service and STEM-based careers.

The proposed educational program at CIVICA NV is rooted in the following beliefs:

- Student learning is a chief priority for the School.
- Students learn best when they are actively engaged in the learning process.¹
- Teachers, administrators, parents, and the community share the responsibility for advancing the School's mission.²
- The commitment to continuous improvement is imperative if CIVICA NV is going to enable students to become confident, self-directed, responsible lifelong learners.³

¹ Marzano, R & Pickering, D. (2018). *The Highly Engaged Classroom: The Classroom Strategies Series*. Retrieved from: https://www.marzanoresearch.com/resources/tips/hec_tips_archive

² Cenzeni, A. & O'Neill, J. (2001). *Building Shared Responsibility for Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

³ Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. (2009). *Using Student Achievement Data to Support Instructional Decision Making*. Retrieved from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

At CIVICA NV, educational innovation is at the forefront of what the School does each day. CIVICA NV is committed to developing the characteristics of powerful innovative Career and Technical Education exploration pathways program that:

- Align to career industry certifications to prepare students for the workforce once they graduate.
- Draw on the industry resources of their community, building and sustaining between schools and industry partnerships, work-based learning organizations, between teachers and in-field experts, and postsecondary institutions.
- View student achievement and school improvement as fundamental to their mission and advancing Career Academy Education links to educational attainment, impacts on labor market outcomes, STEM fields, and transitions to adulthood.
- Engage in-field experts, work-based learning relationships, and teachers from all disciplines in serious inquiry about making powerful pedagogical and curricular links between Career Academy exploration and other subjects.
- Using career exploration pathways and project-based learning as media to communicate content and as methods of learning such as careful observation, inquiry, practice, creation, representation, performance, critique and reflection.
- Provide career exploration thematic inquiry-based instruction both within the context of other subjects and as a single subject.⁴

Based on best practices from both Mater and COHEA, CIVICA NV will deliver Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning; Create a “second home” culture – giving students a sense of belonging; Offer student-driven creative activities (e.g. Spirit Team, Chess Club, Chorus, Safety Patrol Club etc.); Offer student-driven Service clubs (e.g. National Elementary Honor Society, Student Council etc.) to encourage community engagement and encourage parental and community partnerships.

Through a system of academic rigor also found at Mater and COHEA, CIVICA NV will establish a supportive learning community that extends beyond the classroom. Teachers will serve as role models, principals as mentors. Parents and community members will be active volunteers invested in the common mission of promoting student success and molding future leaders. This will allow the School to provide a unique learning environment for students that: 1) fosters a sense of belonging and an appreciation of their unique talents and skills; 2) reinforces concepts in the classroom through enriching activities and real-world learning experiences; and 3) instills character development and student leadership opportunities through community service and enrichment programs. Through the implementation of this model, the School will promote a sense of personal integrity and instill values that prepare students to become effective leaders.

This model is particularly unique because students are engaged with student-centered practices with a strong emphasis on core subjects with college and career exploration tracks. CIVICA NV’s instructional strategies include those that are specific to Career and Technical Education and other more broadly established as best practices which are also found at Mater Academy and COHEA with similar at-risk populations. General instructional strategies that complement CTE pathway explorations that have been proven successful in accelerating low-performing students in reading and mathematics include, but are not limited to:

⁴ Center for Apprenticeship & Work-Based Learning. (2018). *Key Principals of Work-Based Learning*. Retrieved from: <https://center4apprenticeship.jff.org/work-based-learning/key-principles/>

- Appropriate assessments for learning (screening, progress monitoring and diagnostic);⁵
- Data-driven differentiated instruction (DI);⁶
- Supplemental programs for pupil advancement;⁷
- Pupil intervention plans;⁸
- Monthly structured teacher planning time;⁹
- Grade level staff meetings and ongoing professional development;¹⁰
- Tutoring for remediation and acceleration;
- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, social studies;
- Targeted interventions for struggling readers and students performing below grade level;
- A standards-based curriculum based on NV Academic Content Standards;
- Cooperative Learning; and
- Inquiry-Based Learning.¹¹

Like Mater Academy and COHEA, CIVICA NV will meet high standards of student achievement through the delivery of a rigorous curriculum, with an emphasis on mastery of the content of core academic areas (language arts, math, science, history, and the arts) within a STEM and career academy focus that has a proven track record of meeting the needs of traditionally at-risk student populations.

⁵ Institute of Education Sciences. (2009). *Using Student Achievement Data to Support Instructional Decision Making*. [Practice Guide](#) Last Accessed February 2018.

⁶ Doing What Works. (2009). *Using Data to Differentiate Instruction*. [Practice Guide](#), Last Accessed February 2018.

⁷ English Language Learners. (2013). *Evidence Review Protocol for Interventions for English Language Learners, Version 2.2*. [WWC ELL Protocol](#), Last Accessed February 2018.

⁸ National Center for Education and Evaluation and Regional Assistance. (2009). *Assisting Struggling Students: Response to Intervention*. [RTI Math](#), Last Accessed Februar <https://eric.ed.gov/?id=EJ1112397y> 2018.

⁹ Regional Educational Laboratory at Education Northwest. (2009). *New and Experienced Teachers in a School Reform Initiative*. [REL Northwest](#), Last Accessed February 2018.

¹⁰ REL Southwest. (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*. [REL Southwest](#), Last Accessed February 2018.

¹¹ National Center for Education Evaluation and Regional Assistance Institute of Education Sciences. (2012). *Effects of Making Sense of SCIENCE Professional Development on the Achievement of Middle School Students, Including English Language Learners*. Retrieved from: https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_20124002.pdf

Goal	Purpose	Outcome Measure
Know and abide by Nevada Open Meeting Law, NRS Chapter 241	Compliance with the law	None
Fulfill board and committee responsibilities to their fullest capacity	Support the Mission and Vision	None
Understand the approved curriculum and be in agreement with the educational philosophy, discipline policy, and administrative structure	Support the Mission and Vision	None
Attend an annual governing board retreat	Foster effective board leadership; Self-evaluation	Attendance shall be recorded by the Board Secretary
Participate in a minimum of 4 hours of professional development each year	Foster effective board leadership; Self-evaluation	Hours shall be recorded by the Board Secretary
Attend at least 2 Parent Teacher Organization meetings or events per year	Show support and encouragement of stakeholders; engage with teachers and parents	Attendance shall be recorded by the Board Secretary
Conduct site visit at least once per month (rotating visits among board members)	Show support and encouragement of school leadership and staff; become familiar with current school happenings and any concerns	Attendance shall be recorded by the Board Secretary

Any member of the Board may be removed without cause by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interest of charter school. Some actions that may trigger removal include failing to attend 2 or more of the Board's regular meetings in any calendar year, being declared of unsound mind by a final order of court, being convicted of a felony, having breached any duty as a governing board member, or for other such good causes as the Board may determine.

The following schedule demonstrates a sample daily schedule for elementary school classrooms. The Principal and Faculty of the School will further refine this schedule to meet the needs of various grade levels and future school growth.

Kindergarten- 5 th Grade Sample Schedule	
8:00 -8:30 am	Opening and Warm Up-Mathematics and Reading
8:30-9:45 am	Mathematics
9:45-11:15 am	ELA
11:15-11:45 am	Lunch
11:45-12:00 pm	Recess
12:00-12:50 pm	Specials (Project Lead the Way/STEM, PE, Computers, Spanish, Etc.)**
12:50-1:35	Project Lead the Way (STEM)
1:35-2:35 pm	Social Studies/Science
2:35-3:15 pm	Intervention/Enrichment
This schedule will change on a daily basis. Specials will be held at different times to accommodate for Common Preparation Periods so that Grade Levels can have common planning time. <i>(6 hours 30 min of instructional time)</i>	

CIVICA NV may plan to implement modified block scheduling for the middle school. Students in middle school are transitioning from an elementary self-contained classroom setting to a high school subject-based classroom setting. According to the National Education Association website,¹ advantages of block schedules include:

- Teachers see fewer students during the day, giving them more time for individualized instruction.
- With the increased span of teaching time, longer cooperative learning activities can be completed in one class period.
- Students have more time for reflection and less information to process over the course of a school day.
- Teachers have extended time for planning.

To facilitate this transition, the School proposes a schedule with non-block days on Monday, Wednesday, and Friday, and block schedules on Tuesday and Thursday. This schedule allows students and teachers to maintain frequent contact throughout the week and encourages students to complete the day's homework on the day it is assigned. It also allows teachers an extended period of time to complete larger, more complex projects, such as science experiments, extended research projects, and in-depth novel studies. The more frequent non-block days will allow teachers to maintain contact with students, provide frequent reminders about homework and classwork, and maintain continuity in learning activities. Scheduling Fridays as a non-block day means that teachers can provide a wrap-up to the week's lessons, assess learning through formal and informal assessments, and collect the week's homework. The proposed schedule for the week is shown below:

¹ [National Education Association](#)

Middle School and High School (6th – 12th) Block Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
1 7:30 – 8:30	1 7:30 -8:30	1 7:30 – 8:30	1 7:30 -8:30	1 7:30 – 8:30
2 8:30– 9:30	2 8:30 – 10:30	2 8:30– 9:30	5 8:30 – 10:30	2 8:30– 9:30
3 9:30 – 10:30		3 9:30 – 10:30		3 9:30 – 10:30
4 10:30 – 11:30	3 10:30 – 1:00	4 10:30 – 11:30	6 10:30 – 1:00	4 10:30 – 11:30
Lunch 11:30 – 12:00		Lunch 11:30 – 12:00		Lunch 11:30 – 12:00
5 12:00 - 1:00	**Lunch (during 3 rd period) 11:30 – 12:00	5 12:00 - 1:00	**Lunch (during 6 th period) 11:30 – 12:00	5 12:00 - 1:00
6 1:00 - 2:00		6 1:00 - 2:00		6 1:00 - 2:00
7 2:40 – 3:00	4 1:00 – 3:00	7 2:40 – 3:00	7 1:00 – 3:00	7 2:40 – 3:00
7 hours instructional time	7 hours instructional time	7 hours instructional time	7 hours instructional time	7 hours instructional time

The core principles that drive the proposed parent grievance policy are:

- Parents are the foundational element of their child's education along with the School in a joint partnership of responsibility.
- Every grievance will be treated fairly and equitably. All parental concerns must be treated with the utmost care and dignity. They will be treated as a valid concern.
- The students are CIVICA NV's purpose. CIVICA NV is in the field of serving people. Schools exist to educate students and to help them develop into contributing members of the community. School administration has the responsibility to hear complaints in an unbiased manner for the benefit of all those involved in each grievance.
- CIVICA NV will seek first to understand and exhibit ethical behaviors. When a grievance is presented, understanding the parent's point of view will be the first step in the process. As is the mark of a collaborative environment and healthy school culture, if the School is at fault, they will admit their fault and make the necessary amends/adjustments to ensure all feel safe and are able to learn.
- CIVICA NV will work with the parent and the student to find a resolution as the parent as a deeper insight into what will motivate their child. All feedback provided by the parent and/or student will be documented to create a resolution plan to solve any concerns in a mutually agreeable fashion, where possible.
- After meeting with a concerned parent, reminders will be created by the Principal to follow up with the parent at agreed upon intervals to ensure that the parent's concern has been fully addressed. Additional follow-up meetings may be required, depending on the situation

At CIVICA NV parent presence is a vital component to success. This presence not only creates community but provides them with the supports needed for their child's academic success. The CIVICA NV community must be models of good character and treat all with respect, responsibly and with dignity. Through effective communication, the learning compact and community nights the staff at CIVICA NV become a true partner in every stakeholder of the School.

Demographic Need

Demonstrated Capacity

As demonstrated in **Chart 3-1** above, CIVICA NV anticipates serving a student population that is 2% Asian, 22% Black/African-American, 67% Hispanic/Latino, 3% Multi-Racial, 1% Native Hawaiian/Pacific Islander, and 6% White. Additionally, as shown in **Table 3-1**, CIVICA NV anticipates serving a student population that where approximately 34% of students are identified as English language learners (EL), 12% will require services on an Individualized Education Plan (IEP), and 95% of students currently qualify for free/reduced lunch (FRL) services.¹

CIVICA NV will meet the various needs of their anticipated population by replicating the successful City of Hialeah Educational Academy (COHEA) in Florida and modeling best practices from Mater Academy of Nevada. As demonstrated in **Table 3-5** above, both COHEA Florida and our Targeted Surrounding Schools share similarities in their high rates of Hispanic/Latino students as well as the number of students categorized under Free-Reduced Lunch (FRL) or Economically Disadvantaged. Furthermore, as demonstrated in **Chart 3-6**, Hispanic/Latino and FRL students at COHEA Florida outperform their counterparts on the end-of-year assessment in every subject area.

Credible Plans

CIVICA NV is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students (including those with an IEP, are identified as EL, or qualify for FRL services) attain and demonstrate mastery of the NV Standards. In order to support educationally disadvantaged students, including Students with Disabilities, English learners, and Free/Reduced Lunch students, CIVICA NV will commit to instruction that incorporates supports and accommodates students including:

- An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards;
- Sheltered Content-Based ESL Instruction Model, an integrated content language approach, aims for EL students to develop English language skills in content classes. Secondary EL students have a limited time to become academically proficient in English.
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or EL plan, the School will offer tutoring services or other such assistance to ensure students remain successful.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
- Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the NV Standards;
- Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities;

Additionally, once approved, CIVICA Nevada intends to apply for the following grants to provide additional support to the aforementioned student subgroups:

- CTE (Career and Technical Education) grants
- 21st Century Community Learning Center grants
- Nevada Consolidated Grants (College and Career Readiness, STEM, Advanced Placement (AP), Dual Credit, and Work Based Learning (WBL)

¹ Nevada Report Card, *Data Interaction Portal*.

- Title I, II, III,
- SB467 (ZOOM)
- AB309
- School Safety Account

Research and Analysis

At CIVICA NV, teachers will use a variety of research-based proven instructional strategies to reach all levels of learning. For example, “Intensive-Explicit Instruction (IE),” developed by Jim Knight, uses a number of research based instructional approaches, including direct, explicit and strategic instruction. “Teachers use intensive-explicit instruction to efficiently and effectively teach content and significantly increase the likelihood that students will master the content. Intensive-explicit instruction involves teaching practices that ensure students are engaged in learning and actively mastering content.”²

Some of the EL Strategies to assist EL students include but are not limited to Marzano’s High Yield Strategies, as follows:

- **Identifying Similarities and Differences:** Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning:** Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- **Nonlinguistic Representations:** Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- **Questions-Cues-Advanced Organizers:** Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- **Home learning and Practice:** Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, sharing goals and objectives with parents, Praise efforts to use English, hold high expectations, Honor individual learning styles, Use authentic assessment.
- **Resources:** Word-to-Word dictionaries in the students’ heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Additional instructional strategies, which are proven to help students of all backgrounds and needs, include, but are not limited to the following:

- I Do, We Do, You Do (Together/Alone)
- Universal Design of Learning
- Systematic & Explicit Instruction
- Print Rich Environment
- Word Walls
- Vertical & Horizontal Teaming
- Differentiated & Standards-Based Instruction
- K-5 Centers
- Technology
- Etc.

² Hattie, 2011, Archer & Hughes 2011, Ellis, Deshler, Lenz, Shumaker and Clark, 1991

Additionally, a variety of research-based programs will be utilized to maximize the learning time and increase retention of acquired knowledge. CIVICA NV will meet the state's definition of Demographic Need by its proven capacity to meet diverse student needs with credible plans and research-based educational practices. For further information regarding these plans, researched-based practices, or CIVICA NV's capacity, please see section [4. Academic Plan](#).

Academic Need: 1 & 2 Star Schools

As demonstrated above in **Table 3-3**, of the 40 public schools included within CIVICA NV's 3-mile radius, more than 50% (27) are either 1- or 2-Star Schools, as identified by the Nevada School Performance Framework (NSPF). This includes 21,708 students, across all grade levels, who currently attend underperforming schools.

As a newly proposed charter school, CIVCANV has yet to be measured by the same Star Rating as used in the NSPF. However, COHEA in Florida has received high performance marks based on a letter-grade rating system, which is may be compared to the NSPF in the following manner:

A = ★★★★★
B = ★★★★
C = ★★★
D = ★★
F = ★

Using this comparison, it can be said that CIVICA NV has performed as a "3-Star School" since its opening in 2009 and as a "5-Star School" for the past two years, as evidenced in **Table 3-4** above. CIVICA NV will meet this Academic Need by providing a quality, high-performing school (3 stars or above) for students currently attending 1- or 2-Star Schools.

Academic Need: Students At-Risk of Dropping Out

Demonstrated Capacity

Since its opening in 2009, COHEA has consistently striven towards a standard of excellence for student engagement and graduation. Despite serving a predominantly minority and economically disadvantaged student population, the School achieved a 97% at-risk graduation rate in 2018. Most recently in 2019, the School achieved a 99% graduation and career readiness rate! Additionally, the AP® participation rate is currently at more than 61% with a participation rate of 72% in College and Career Acceleration programs.

For the past three school years COHEA has maintained an attendance rate of 93% or higher and is anticipating to do so again this year.

Credible Plans

CIVICA NV believes that there is probably no factor more important to a student's progress in school than regular and punctual attendance. Students need to attend in order to engage in a rigorous instructional program, which prepares them for successful post-secondary options. Students will be expected to be present at school each and every day, attend class as scheduled, arrive at school and classes on time, and demonstrate appropriate behavior and readiness to learn.

The School will have an Attendance Review Committee, which will be comprised of a student services representative and an administrator or an administrative designee. (During the first years of operation when staffing positions will be minimal, the attendance review committee will be comprised primarily of the Principal and any other staff he/she so designates, such as teachers). The

committee will provide guidance and support to students with significant absences by providing early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester course or ten (10) unexcused absences in an annual course.

CIVICA NV will also allow for students to earn up to seven and a half credits in one year. Students who are behind in credits may earn more credits by taking an additional term of courses allowing students to earn up to one and a half additional credit hours. Yet if students are not successful, academic advisors will make the necessary adjustments to ensure the students success. CIVICA NV's multi-tier support (RtI) allows students to receive additional academic support during the scheduled summer session, which will provide the opportunity for students to earn more credits.

Those students identified as below grade level by the benchmark i-Ready diagnostic (generally administered three or more times a school year) or final exam assessment, will be placed in the guided classroom tier. Using a guided teacher instructional model for intervention supports, the School will provide the skills and bridge the gaps between expected and low-grade level achievement.

For more information regarding CIVICA NV's supports for at-risk students, please refer to section *At-Risk Students and Special Populations* in section 4. *Academic Plan*.

Research and Analysis

CIVICA NV's educational model is built on research, which has proven to improve graduation rates and decrease drop-out rates. Students who participate in CTE courses are "more engaged, perform better, and graduate at higher rates."³ Additional benefits include:

- Students have a decreased risk of dropping out of high school as they add CTE courses to their curriculum, up to a point at which they are taking one CTE course for every two academic courses.⁴
- High-risk students are eight to 10 times less likely to drop out in the 11th and 12th grades if they enroll in a CTE program instead of a general program.⁵
- The National Dropout Prevention Center/Network has identified the 15 strategies that have the most positive impact on the dropout rate. These strategies include "career and technology education." According to the Center, "A quality CTE program and a related guidance program are essential for all students."⁶

STEM learning will also prove beneficial to CIVICA NV's student body as it has led to higher retention rates. In a particular study, Hispanic/Latino students who engaged in STEM courses demonstrated higher retention rates when compared to similar students not participating in STEM courses.⁷ Furthermore, students (especially those with learning disabilities) who took applied STEM courses significantly increased their educational outcomes in the following ways: lowered chances of dropout, increased math test scores, and increased enrollment in postsecondary education.⁸

³ Association for Career & Technical Education (ACTE). *About CTE*. URL: <https://www.acteonline.org/about-cte/>. Last accessed January 2020.

⁴ Plank, et al., "Dropping Out of High School and the Place of Career and Technical Education," National Research Center for Career and Technical Education, 2005

⁵ Kulik, "Curriculum Tracks and High School Vocational Studies," University of Michigan, 1998

⁶ National Dropout Prevention Center/Network, "Effective Strategies for Dropout Prevention.

⁷ Dagley, M., Georgiopoulos, M., Reece, A., & Young, C. (2016). Increasing Retention and Graduation Rates Through a STEM Learning Community. *Journal of College Student Retention: Research, Theory & Practice*, 18(2), 167–182.

⁸ Plasman, J. S., & Gottfried, M. A. (2018). Applied STEM Coursework, High School Dropout Rates, and Students With Learning Disabilities. *Educational Policy*, 32(5), 664–696.

The CIVICA Nevada (CIVICA NV) Board will oversee all aspects of the fiscal management of the school. The auditors, accountants, and educational service provider (ESP) retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer, and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the ESP. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

CIVICA NV intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.