

2014 Call for Quality Charter Schools

A Model Resource for Nevada

Charter Public School Applicants

FEBRUARY 2014

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Introduction

This application calls for proposals to start charter schools that are likely to achieve strong educational outcomes. Through charter schools, we expect to provide families with educational options of many different shapes and sizes but with one thing in common: quality education.

This application, its appendices and the Nevada Charter School Operation Manual will guide you through the steps of developing a charter school proposal. The Packet, Appendices and Operation Manual provide instructions; Evaluation Criteria by which reviewers will evaluate your responses; statutory references that document the legal authority for information/documentation requests; and requirements for your application Narrative and Attachments. Each section requests information about a specific aspect of your plan and presents the evaluation criteria that reviewers will use to determine whether the section meets the standard for approval. Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented mission statement that aligns all parts of the proposal;
- Demonstrated understanding of the population that the school is likely to serve;
- An educational program that is likely to be effective for the target population;
- Strong and diverse leadership; and
- Strong financial planning and management.

We are eager to receive well-developed Call for Quality Charter Schools from capable school developers who are committed to educating their students well and improving the lives of children and families in our community.

An application for sponsorship by the State Public Charter School Authority (Authority) proposing a fall, 2015, startup of the school must be submitted by the Committee to Form the School and received by the Authority staff at 1749 Stewart Street, Suite 40, Carson City, between 8:00A.M., Wednesday, August 27, 2014, and 5:00P.M., Friday, August 29, 2014.

If you have any questions regarding this application or the evaluation process, please contact:

Tom McCormack
Education Programs Professional
State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706
tmccormack@spsca.nv.gov
775-687-9149

Dear Prospective Charter School Applicant:

Thank you for your interest in creating a charter school in Nevada. In 1997, the Nevada Legislature created an opportunity for the creation of new, performance-based public schools through the charter process. The intent of the legislation is to provide teachers and other educational personnel, legal guardians, and other persons who are interested in public education in Nevada the opportunity to:

1. Improve the learning of pupils by creating public schools with rigorous standards for the academic achievement of pupils;
2. Close the achievement gaps between high-performing and low-performing groups of pupils;
3. Increase the opportunities for learning for all pupils;
4. Increase access to alternative educational programs for pupils who are identified as being at risk for academic failure; and
5. Encourage diverse approaches to public education and the use of innovative teaching methods that have proven effective.

Charter schools are secular, tuition-free public schools that operate as independent nonprofit. They offer new public education options to children, families, teachers and school leaders. Our state's charter school legislation offers students, families and educators more choices in public education. It allows schools autonomy and flexibility in how they operate in exchange for establishing higher expectations for educating students well.

Nevada is not alone in looking to charter schools to improve public education. More than 5,600 charter schools educate more than 2 million children nationally. The federal government has made it a priority to increase substantially federal financial support for starting new charter schools.

Sponsors

Charter schools are created by application to a designated charter school sponsor. The State Public Charter School Authority, local school districts, and public colleges and universities have been designated as charter school sponsors under Nevada law. A charter school sponsor's goals are to enhance public education opportunities and quality. Nevada is committed to creating opportunities for high quality schools for the youth and families of our communities. This application is designed to provide potential applicants a clear understanding of our expectations for the content and quality of an application that merits approval.

Governance

Charter schools are governed by a nonprofit governing body (also referred to as a board). Nevada law requires applicants to demonstrate that they are qualified to operate a charter school. Typically, high performing charter schools have governing boards that are composed of individuals with a mixture of backgrounds and expertise relevant to governing a public, not-for-profit, educational organization. Persons with experience and expertise in the law, education, real estate, facilities, and finance; and parents of enrolled pupils should be included on boards. NRS 386.520 and 386.549 identify required membership on the Committee to Form the School and the school's board.

Autonomy

Charter schools operate with substantial flexibility and autonomy in comparison to traditional public schools. Charter school operators have the opportunity and responsibility to decide the best ways to allocate resources like time, people and money to best meet the needs of their students. For example, operators may determine the length and structure of the school day in a way that best fits the educational program;

they may structure staffing in a way that best supports teachers and students; and they may structure the budget to ensure that teachers will have the instructional resources they need to be effective. The authority of charter school operators to make these types of decisions is premised on the belief that those closest to students are best suited to make critical decisions about meeting learning needs.

Accountability

Performance-based accountability is a central component of the charter school idea. Nevada charter school law requires that schools have clear, measurable academic performance standards under which they will operate and be evaluated. In addition, schools must be financially accountable and must comply with applicable laws such as health and safety, special education, and all civil rights laws.

The Sponsor will approve applications that clearly demonstrate strong capacity for establishing and operating a quality charter school. This standard requires a sound education program, organizational plan, and financial plan, as well as strong capacity to implement the proposal effectively.

Applicable Law and Regulation

In addition to using this packet as a guide, charter school applicants and operators are encouraged to review the Nevada Revised Statutes (NRS) relating to charter schools (NRS 386.490 to 386.649) and the Nevada Administrative Code (NAC) relating to charter schools (NAC 386.010 to 386.445 and NAC 387.600 – 387.780). NRS and NAC can be found on the Nevada Legislature’s website (see Law Library):

<http://www.leg.state.nv.us/>.

A charter school applicant/operator must also be acquainted with the following statutes (NRS) and regulation (NAC):

- NRS Chapters 385 – 395 and Chapter 399;
- NRS Chapters 63, 288, 332, and 354; and
- NRS Sections 49.290, 49.291, 218E.600 to 218E.625, inclusive, and 236.015.
- NAC Chapters 385 - 395

See also:

- http://www.doe.nv.gov/Charter_Schools_Resources/
- <http://charterschools.nv.gov/>

Appendices

The Appendices to this packet provide resources related to the application, including the questionnaire for prospective charter school board members.

Charter School Operation Manual

The Operation Manual, available at <http://charterschools.nv.gov/ForSchools/Resources/>, also provides information relevant to the application.

2014 Call for Quality Charter Schools Components and Guidelines

Components

The 2014 Call for Quality Charter Schools consists of the following components:

Letter of Intent

A letter of intent to submit a charter school application must precede the 2014 Call for Quality Charter Schools (NAC 386.125). See the Operations Manual at <http://charterschools.nv.gov/ForSchools/Resources/>.

Cover Sheet

The Cover Sheet provides a summary of key information related to the proposed school, including geographic location, enrollment projections, and applicant contact information.

Table of Contents

A table of contents must identify where in the document each Required Element can be found. Narrative pages must be paginated.

Narrative

The three sections of the 2014 Call for Quality Charter Schools are the Education Plan, Organizational Plan, and Business Plan. Within each section, there are specific response categories (e.g., Curriculum and Instruction under the Education Plan or Budget under the Business Plan). 2014 Call for Quality Charter Schools “Required Elements” must be addressed either as a “narrative” or an “attachment” according to instructions.

Attachments

Because there is a 50 page limit on the Narrative portion of the Charter School Application, documents such as the governing body bylaws should be submitted as Attachments. The documents that must be submitted as Attachments rather than Narratives are clearly identified for each item.

No “appendices” or extra Narratives or Attachments

All responses must be in the form of the Attachment and Narratives specifically identified in the next few pages (A.1.1, A.1.2, etc.) and the 3 part Cover Sheet. No “appendices” or extra Narratives or Attachments may be submitted.

Guidelines

Format Requirements

- Hard copy on white, 8.5” x 11” paper; printed on one side only;
- One inch margins on all sides;
- Minimum 11 point font;
- Spiral-bound (3 ring binder-bound is also acceptable), tabbed (see below); and
- Expect to revise your charter school application after it has been submitted to the proposed sponsor. Use word processing that will allow you to revise the application with ~~strikethroughs~~ and/or **bold italic** font.

Each Required Element (as many as 119) must be addressed specifically and separately; See A.1.1 through C.4.7, below.

There is a limit of no more than 50 pages of Narrative. Narrative pages must be double-spaced, paginated and the entire application must be assembled in a way that makes it easy to determine that it contains no more than 50 Narrative pages.

There is no limit to the number of Attachment pages.

Avoid quoting entire statutes or regulations, or including documents that could just as well be referred to rather than provided in their entirety in the application. Do not simply print materials off the Nevada Department of Education's website or the State Public Charter School Authority's website for inclusion in the application; the 2014 Call for Quality Charter Schools Review Team can access those websites if necessary. Including documents and statutes and regulations in their entirety will result in an unmanageably large application. Rather than quoting or including the entire text of statute, regulation and/or documents in the application, include only relevant excerpts or summarize the statute, regulation or document. Do not hesitate to provide citations of relevant statutes or regulations, perhaps along with an assurance that the school will comply with the statute or regulation and a summary of the statute or regulation.

While it may be informative for applicants to view others' approved charter school applications, copying from other applicants is strongly discouraged. What was approved in the past may no longer be applicable for a number of reasons, and what applied to the charter school whose application was approved may not apply to another charter school.

Narrative pages must be double-spaced. For the hard copies, tabs must identify each of the main headings below (**A.1, A.2, A.3, etc.**). Because "tabs" are of limited use in an electronic submission, **provide cover sheets that state the same things as the tabs, placed in the same place in the application as the tabs.** Ensure that readers of both your electronic and hard copy can readily find each Required Element. Each Required Element must be specifically addressed and labeled. **Do not**, for example, address A.1.1, A.1.2, A.1.3 and A.1.4 under one heading, A.1.

A.1: Mission, Vision and Educational Philosophy

Address Required Element 1 as **Narrative A.1.1, Purpose**
Address Required Element 2 as **Narrative A.1.2, Mission**
Address Required Element 3 as **Narrative A.1.3, Vision**
Address Required Element 4 as **Narrative A.1.4, Philosophy**

A.2: School-Specific Goals and Objectives

Address Required Element 1 as **Narrative A.2.1, Assurance regarding performance frameworks**
Address Required Element 2 as **Narrative A.2.2, Assessment tools/data/artifacts (if applicable)**
Address Required Element 3 as **Narrative A.2.3, Reasonableness of goals (if applicable)**

A.3: Curriculum and Instruction

Address Required Element 1 as **Narrative A.3.1, Curriculum model**
Address Required Element 2 as **Attachment A.3.2, Schedule of courses**
Address Required Element 3 as **Attachment A.3.3, Course descriptions and alignment with standards**
Address Required Element 4 as **Attachment A.3.4, Typical daily schedule**
Address Required Element 5 as **Attachment A.3.5, Courses to complete for promotion**
Address Required Element 6 as **Attachment A.3.6, Courses/credits for graduation (if applicable)**
Address Required Element 7 as **Narrative A.3.7, Policy for pupil promotion**
Address Required Element 8 as **Attachment A.3.8, Diploma (if applicable)**
Address Required Element 9 as **Attachment A.3.9, Transcript**

Address Required Element 10 as **Narrative A.3.10, *Transfer of credit***
Address Required Element 11 as **Attachment A.3.11, *Textbooks***
Address Required Element 12 as **Narrative A.3.12, *Instructional strategies***
Address Required Element 13 as **Narrative A.3.13, *Professional Development***

A.4: Assessment and Accountability

Address Required Element 1 as **Attachment A.4.1, *Assessment Plan and instruments***
Address Required Element 3 as **Narrative A.4.2, *Use of student data***
Address Required Element 4 as **Narrative A.4.3, *Use of longitudinal data***
Address Required Element 6 as **Narrative A.4.4, *Data management plan***

A.5: Tentative School Calendar and Daily Schedule

Address Required Element 1 as **Attachment A.5.1, *Calendar***
Address Required Element 2 as **Narrative A.5.2, *Enrollment dates***
Address Required Element 3 as **Attachment A.5.3, *Alternative schedule application (if applicable)***

A.6: School Climate and Discipline

Address Required Element 1 as **Narrative A.6.1, *How climate/discipline policies support educational goals***
Address Required Element 2 as **Narrative A.6.2, *Student behavior philosophy***
Address Required Element 3 as **Attachment A.6.3, *Discipline policy/code of conduct***
Address Required Element 4 as **Attachment A.6.4, *Truancy policy***
Address Required Element 5 as **Attachment A.6.5, *Absence policy***
Address Required Element 6 as **Narrative A.6.6, *Involving families***

A.7: Target Population

Address Required Element 1 as **Narrative A.7.1, *School location***
Address Required Element 2 as **Narrative A.7.2, *Target population***
Address Required Element 3 as **Attachment A.7.3, *Enrollment projections***
Address Required Element 4 as **Narrative A.7.4, *Alignment of school plan with target population***
Address Required Element 5 as **Attachment A.7.5, *Student recruitment plan***
Address Required Element 6 as **Narrative A.7.6, *If applicable, serving at-risk pupils***
Address Required Element 7 as **Narrative A.7.7, *If applicable, favoring at-risk pupils in the enrollment process***

A.8: Special Student Populations

Address Required Element 1 as **Narrative A.8.1, *Identification, etc. for ELL***
Address Required Element 2 as **Narrative A.8.2, *ELL Program***
Address Required Element 3 as **Narrative A.8.3, *Plan to evaluate ELL Program***
Address Required Element 4 as **Narrative A.8.4, *Plan to monitor ELL students***
Address Required Element 5 as **Attachment A.8.5, *Title III assurance***
Address Required Element 6 as **Narrative A.8.6, *Identification, etc. for Special Ed., etc.***
Address Required Element 7 as **Attachment A.8.7, *Special Ed. Policy assurance***
Address Required Element 8 as **Attachment A.8.8, *RtI referral packet and flowchart***
Address Required Element 9 as **Narrative A.8.9, *Special Ed. Continuum of service***
Address Required Element 10 as **Narrative A.8.10, *Identification, etc. for Gifted and Talented***
Address Required Element 11 as **Narrative A.8.11, *Gifted and Talented Continuum of service***
Address Required Element 12 as **Attachment A.8.12, *GT. Continuum of service flowchart***

A.9: Records

Address Required Element 1 as **Narrative A.9.1, *Pupil Records***

Address Required Element 2 as **Attachment A.9.2, *Pupil record retention policy***

A.10: Career Education (if applicable)

Address Required Element 1 as **Attachment A.10.1, *Career program rationale***

Address Required Element 2 as **Attachment A.10.2, *Course sequence***

Address Required Element 3 as **Attachment A.10.3, *Determination of need for career program***

Address Required Element 4 as **Attachment A.10.4, *Goals/Objectives***

Address Required Element 5 as **Attachment A.10.5, *Major units of instruction***

Address Required Element 6 as **Attachment A.10.6, *Instructional contact hours***

Address Required Element 7 as **Attachment A.10.7, *Instructional delivery methods***

Address Required Element 8 as **Attachment A.10.8, *Associated student organization***

Address Required Element 9 as **Attachment A.10.9, *Post-secondary partnerships***

Address Required Element 10 as **Attachment A.10.10, *Student progress assessment plan***

Address Required Element 11 as **Attachment A.10.11, *Program effectiveness assessment plan***

B.1: Governing Body

Address Required Element 1 as **Attachment B.1.1, *Bylaws letter from counsel***

Address Required Element 2 as **Attachment B.1.2, *Bylaws***

Address Required Element 3 as **Attachment B.1.3, *Bylaws stipulations identification***

Address Required Element 4 as **Narrative B.1.4, *Governance philosophy***

Address Required Element 5 as **Narrative B.1.5, *Governance structure and composition***

Address Required Element 6 as **Narrative B.1.6, *Increasing board capacity***

Address Required Element 7 as **Narrative B.1.7, *Recruitment of board members***

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

Address Required Element 1 as **Attachment B.2.1, *Committee member names, resumes***

Address Required Element 2 as **Attachment B.2.2, *Committee members' response to questionnaire***

Address Required Element 3 as **Narrative B.2.3, *Members' association with other charter schools***

Address Required Element 4 as **Attachment B.2.4, *Assurances***

B.3: Management and Operation

Address Required Element 1 as **Narrative B.3.1, *Organizational structure***

Address Required Element 2 as **Narrative B.3.2, *Key management positions responsibilities***

Address Required Element 3 as **Attachment B.3.3, *Organizational chart***

Address Required Element 4 as **Narrative B.3.4, *How carry out laws***

Address Required Element 5 as **Narrative B.3.5, *Dispute resolution***

Address Required Element 6 as **Narrative B.3.6, *Kind of school***

Address Required Element 7 as **Attachment B.3.7, *Lottery description***

Address Required Element 8 as **Narrative B.3.8, *Outside help with application***

Address Required Element 9 as **Narrative B.3.9, *Limiting enrollment***

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

Address Required Element 1 as **Attachment B.3.1.1, *Existing Schools Information Template***

Address Required Element 2 as **Attachment B.3.1.2, *Selection of EMO/model***

Address Required Element 3 as **Attachment B.3.1.3, *Academic performance of EMO/model***
Address Required Element 4 as **Attachment B.3.1.4, *Financial performance of EMO/model***
Address Required Element 5 as **Attachment B.3.1.5, *Legal relationship with EMO/model***
Address Required Element as **Attachment B.3.1.6, *Organizational structure***
Address Required Element as **Attachment B.3.1.7, *Contract/management agreement***

B.3.2: Distance Education

Address Required Element 3 as **Narrative B.3.2.1, *Distance Education special education services***
Address Required Element 4 as **Narrative B.3.2.2, *Distance Education parent-teacher conferences***

B.4: Staffing and Human Resources

Address Required Element 1 as **Narrative B.4.1, *Staffing plan***
Address Required Element 2 as **Narrative B.4.2, *Employment contract negotiation***
Address Required Element 3 as **Narrative B.4.3, *Instructor qualifications***
Address Required Element 4 as **Narrative B.4.4, *Teacher evaluations***
Address Required Element 5 as **Narrative B.4.5, *Administrator information, if applicable***
Address Required Element 6 as **Narrative B.4.6, *Administrator position description***
Address Required Element 7 as **Narrative B.4.7, *Employing administrators***
Address Required Element 8 as **Narrative B.4.8, *Employing instructors/others***
Address Required Element 9 as **Narrative B.4.9, *Licensed and non-licensed staff, if applicable***

C.1: Budget

Address Required Element 1 as **Attachment C.1.1, *Budget***
Address Required Element 2 as **Attachment C.1.2, *Budget narrative***
Address Required Element 3 as **Attachment C.1.3, *Cash flow statement***
Address Required Element 4 as **Narrative C.1.4, *Chart of Accounts assurance***
Address Required Element 5 as **Attachment C.1.5, *Pre-opening budget***
Address Required Element 6 as **Narrative C.1.6, *Contingency plan for financial challenges***

C.2: Financial Management

Address Required Element 1 as **Narrative C.2.1, *Financial responsibility***
Address Required Element 2 as **Narrative C.2.2, *Closing procedures***
Address Required Element 3 as **Narrative C.2.3, *Audit firm***
Address Required Element 4 as **Narrative C.2.4, *Nevada bank***
Address Required Element 5 as **Narrative C.2.5, *Fees, Charges***
Address Required Element 6 as **Narrative C.2.6, *Person to draw orders for payment of school's money***
Address Required Element 7 as **Narrative C.2.7, *Minimum number of enrolled pupils required***

C.3: Facilities

Of the three following Required Elements, address the one that applies to your situation as **Narrative C.3.1**

Required Element NAC 386.140(2)(a-g)

Or

Required Element NAC 386.140(3)(a-b)

Or

Required Element NAC 386.140(4)(a-f)

If NAC 386.140(4) applies to your situation:

Submit the estimate of the cost of insurance as **Attachment C.3.2**

If NAC 386.140(2) applies to your situation:

Submit the inspection documents as **Attachment C.3.3**

Submit the OSHA document as **Attachment C.3.4**

C.4: Transportation, Health Services and Emergency Services

Address Required Element 1 as **Narrative C.4.1, Transportation**

Address Required Element 2 as **Narrative C.4.2, Health services**

Address Required Element 3 as **Narrative C.4.3, Immunization records**

Address Required Element 4 as **Attachment C.4.4, Emergency drills**

Address Required Element 5 as **Attachment C.4.5, Emergency management plan**

If transportation will be provided, submit the policies/procedures as **Attachment C.4.6**

If the school will contract for health services, submit the contract as **Attachment C.4.**

2014 Call for Quality Charter Schools Deadline and Submission Requirements

The 2014 Call for Quality Charter Schools shall include the following:

Four (4) tabbed, spiral-bound or ring binder-bound copies (see Format Requirements, above);

One clearly labeled, tabbed, unbound original copy; and

A PDF version of the application on either a CD or USB-compatible flash drive.

The full application must be received by the proposed sponsor of the charter between 8:00A.M., Wednesday, August 27, 2014, and 5:00P.M., Friday, August 29, 2014. See Appendix 7.

For more information on 2014 Call for Quality Charter Schools preparation, see A.1 to A.10, B.1 to B.4, and C.1 to C.4 on the following pages. Also see the Appendices following C.4. Finally, see the Nevada Charter School Operation Manual at <http://charterschools.nv.gov/ForSchools/Resources/>

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

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

Mailing Address of Liaison

Telephone for Liaison

Email Address for Liaison

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

Name of school or school model to be replicated (if applicable)

Physical Address of School (If Known)

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

School District in Which the School Would Be Located. If a distance education school, provide the county in which the administrative office of the school would be located.

Intended Opening Date (School year: e.g. fall of 20 - -)

Proposed Sponsor

State Public Charter School Authority

School District

Public College or University

Indicate which District or College/University below, if applicable:

Enrollment Projections

School Year 1

Grade Levels Served

Projected Enrollment per grade

School Year 2

Grade Levels Served

Projected Enrollment per grade

School Year 3

Grade Levels Served

Projected Enrollment per grade

School Year 4

Grade Levels Served

Projected Enrollment per grade

School Year 5

Grade Levels Served

Projected Enrollment per grade

School Year 6

Grade Levels Served

Projected Enrollment per grade

Ultimately, the school expects to serve a total of ____ pupils

In grades ____ to _____

Part 2: Program Overview Part 2 of 3

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

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

Yes

No

If yes, address Required Element A.7.6

Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(5)(p))?

Yes

No

If yes, address Required Element A.7.7

Vocational education status (NAC 386.415)(NRS 386.590(1))

Is this an application for a NRS 386.590(1) vocational education charter school?

Yes

No

If yes, respond to A.10, Career Education

Distance education status

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

Yes

No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

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

Yes

No

*If yes attach the Private School Conversion Assurances found at:
http://charterschools.nv.gov/OpenASchool/Application_Resources/*

Limiting Enrollment

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

Yes

No

If yes, what is that number or ratio?

If yes, state your plan in Required Element B.3.9

Part 3: School Description (150-word maximum) Part 3 of 3

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Application Certification

Signature of Liaison

Date

Printed Name

A.1 Mission, Vision and Educational Philosophy

Applicant Instructions

The purpose of this section is for you to provide an overview of the educational philosophy that provides the foundation for the school. Explain how this philosophy will be reflected in the culture or ethos of the school. Included in the explanation should be an overview of the research and pedagogy that supports your decision to use this approach with your anticipated student population. Provide a mission statement that defines the overall purpose of the school. A mission statement provides a statement of what will be done and answers the question: "What do we do?" Finally, create a vision for how the school will operate. Consider: What is the school striving to become? What does it want to achieve?

NRS 386.520(4)(b) states that a charter school must have as its stated purpose at least one of the following:

1. Improving the academic achievement of pupils;
2. Encouraging the use of effective and innovative methods of teaching;
3. Providing an accurate measurement of the educational achievement of pupils;
4. Establishing accountability and transparency of public schools;
5. Providing a method for public schools to measure achievement based upon the performance of the schools; or
6. Creating/providing professional development opportunities for teachers.

Required Elements

1. Choose at least one purpose per NRS 386.520(4)(b);
2. A clear mission statement;
3. A clear vision of the school; and
4. A narrative explaining the educational philosophy for the school;

Attachments

1. No attachments are required. Response shall be submitted as narrative.

A.1: Mission, Vision and Educational Philosophy Guidelines

Address Required Element 1 as **Narrative A.1.1, Purpose**

Address Required Element 2 as **Narrative A.1.2, Mission**

Address Required Element 3 as **Narrative A.1.3, Vision**

Address Required Element 4 as **Narrative A.1.4, Philosophy**

Evaluation Criteria

A response that meets the standard will:

1. Present a compelling mission statement that defines the purpose of the school;
2. Identify the school's philosophical approach to educating students – ensure that priorities are meaningful, manageable and measurable, and focus on improving student outcomes;
3. Present a coherent vision of what the school will look like in 5-10 years if it is achieving its mission; and
4. Demonstrate clear alignment among the stated purpose, mission, vision, and educational philosophy.

Statutory Reference

NRS 386.520(4)(b)

NAC 386.150(4)

A.2 Mission-Specific Goals and Objectives

Applicant Instructions

The purpose of this section is to ensure that the Committee to Form the School is aware of the goals/objectives/standards already established at the sponsor and state level and to give the Committee, if desired, an opportunity to create additional “mission-specific” goals pursuant to NRS 386.528 (2).

In June of 2013, the State Public Charter School Authority Board approved the Charter School Performance Framework. This framework clearly defines academic, financial, and organizational performance standards that all charter schools sponsored by the SPCSA must adhere to. Furthermore, the Nevada Department of Education has adopted, through the Elementary and Secondary Education Act, an academic framework used to monitor the academic performance of all schools in the State of Nevada. In submitting this application, the Committee to Form must provide assurance that the governing board of the school will adhere to the standards, goals, and objectives established in the SPCSA and NDE performance frameworks.

These frameworks can be found at the following websites: <http://nspf.doe.nv.gov/> and http://charterschools.nv.gov/ForSchools/For_Schools/

However, within the Charter School Performance Framework, charter schools are allowed to request the inclusion of “additional rigorous, valid and reliable performance indicators, measures, and metrics in the performance framework that are specific to the mission of the charter school...” We refer to these as a school’s “mission-specific” goals, and they would be in addition to the goals prescribed by the sponsor for the school in the performance framework. Please discuss with your Committee to Form the School this mission-specific goal option and identify in the application any proposed mission-specific goals you’d like to be considered for inclusion into your performance framework. Note that there is no requirement for a school to identify “mission-specific” goals.

Required Elements

1. Assurance that the school will adhere to the SPCSA and NDE performance frameworks.
2. If the school wishes to identify “mission-specific” goals, for each goal and/or objective the assessment tool, data and artifacts used to measure progress or attainment of the goal and/or objective is identified and is relevant. Please note: Section A.4 is where you will describe the assessment(s) used by your school.
3. If the school wishes to identify “mission-specific” goals, evidence to suggest the goals are reasonable given the school’s mission, educational program and target population.

Attachments

1. No attachments are required. Response shall be submitted as narrative.

A.2: Mission-Specific Goals and Objectives Guidelines

Address Required Element 1 as **Narrative A.2.1, Assurance regarding performance frameworks**

Address Required Element 2 as **Narrative A.2.2, Assessment tools/data/artifacts, if applicable**

Address Required Element 3 as **Narrative A.2.3, Reasonableness of goals, if applicable**

Evaluation Criteria

If the school identifies mission-specific” goals, a response that meets the standard will:

1. Define goals and objectives that are specific, measurable, ambitious, and attainable, relevant, and time-bound ;
2. Align with the technical information provided in A.4;
3. Align with the school’s educational program and mission;
4. Identify for each goal and/or objective the relevant assessment tools, artifacts and evidence that will be used to determine whether or not the goal and/or objective are attained; and
5. Set high standards for student learning.

Statutory Reference

NRS 386.520(4)(b)

NRS 386.528(2)

NRS 386.520(4)(n)

NAC 386.150(4)

A.3 Curriculum and Instruction

Applicant Instructions

The purpose of this section is for you to present a description of the school's curriculum model (e.g. multiple intelligences, project-based, dual language, dual credit, arts infused), and the instructional programs/materials/activities/strategies being used to implement that model. Logically, a description of a school's curriculum should start broad by defining the educational philosophy (A.1) narrow to a specific curriculum model and finish with relevant instructional programs / materials / activities / strategies. A school's curriculum model, instructional materials, instructional strategies, and professional development should align with the school's proposed mission, vision, and goals and should be supported by documented educational research.

For the core subject areas (Math, Science, English Language Arts, and Social Studies), there should be a clear and coherent framework for teaching and learning that aligns with all standards adopted by the Nevada Department of Education. Nevada Administrative Code (NAC), Chapter 389, states what students need to know and be able to do by the completion of grades K-12. Charter schools must, at a minimum, teach the content stated in the Chapter 389 regulations for applicable grade levels and subject areas; however, additional content areas may also be taught.

Required Elements

1. A narrative of the school's proposed curriculum model;
2. As an attachment, a schedule of courses, *for each grade level*, that meets the requirements for prescribed courses and required courses of study set forth Chapter 389 of NRS and NAC;
3. As an attachment, complete addendum #1-- Course descriptions and an assurance that each course for each of the core content areas at each grade level align with the state adopted standards. (NAC 386.150(5); NRS 386. 550(1)(i) and NRS 389.018(1)); Addendum #1 can be found at http://charterschools.nv.gov/OpenASchool/Application_Packet/.
4. As an attachment, provide a typical daily schedule, including breaks and lunch, for *each grade level*;
5. As an attachment, a designation of the courses that a student must complete for promotion from kindergarten into 9th grade (NAC 386.150(5); and NAC 389.445);
6. *If applicable*, as an attachment, complete Addendum #2--A designation of courses and credits required for graduation.; (NAC 386.150(5); NRS 389.018; NAC 389.450); Addendum #2 can be found at http://charterschools.nv.gov/OpenASchool/Application_Packet/ ~ (NOTE: Addendum #2 is only applicable for a high school charter application);
7. A narrative explaining the school policy on promoting students to the next grade level and for graduation from the school;
8. *If applicable*, as an attachment, a copy of the proposed school's diploma (NRS 386.584);
9. As an attachment, a copy of the proposed school's transcript (NAC 386.150(8));
10. A narrative explaining the school's policy regarding the transfer of credit to another comparable school (NRS 386.582; NAC 386.150(8));
11. As an attachment, a listing of textbooks, including title, author, publisher, and copyright, to be used at the school; *listed by content area and grade level*;
12. A narrative describing the relevant instructional strategies that will be necessary for successful implementation of the curriculum; and
13. A narrative providing a coherent framework for professional development that is likely to support effective implementation of the curriculum.

Attachment

1. A schedule of courses *for each grade level*;
2. Completed Addendum #1—Course descriptions and assurance of alignment to adopted State adopted standards;
3. A typical daily schedule for *each grade level*;
4. A designation of the courses for promotion from kindergarten into 9th grade;
5. *If applicable*, Completed Addendum #2—Courses required for graduation;
6. *If applicable*, a copy of the proposed school's diploma;
7. A copy of the proposed school's transcript; and
8. A listing of textbooks *listed by content area and grade level*.

A.3: Curriculum and Instruction Guidelines

Address Required Element 1 as **Narrative A.3.1, Curriculum model**

Address Required Element 2 as **Attachment A.3.2, Schedule of courses**

Address Required Element 3 as **Attachment A.3.3, Course descriptions and alignment with standards**

Address Required Element 4 as **Attachment A.3.4, Typical daily schedule**

Address Required Element 5 as **Attachment A.3.5, Courses to complete for promotion**

Address Required Element 6 as **Attachment A.3.6, Courses/credits for graduation (if applicable)**

Address Required Element 7 as **Narrative A.3.7, Policy for pupil promotion**

Address Required Element 8 as **Attachment A.3.8, Diploma (if applicable)**

Address Required Element 9 as **Attachment A.3.9, Transcript**

Address Required Element 10 as **Narrative A.3.10, Transfer of credit**

Address Required Element 11 as **Attachment A.3.11, Textbooks**

Address Required Element 12 as **Narrative A.3.12, Instructional strategies**

Address Required Element 13 as **Narrative A.3.13, Professional Development**

Evaluation Criteria

A response that meets the standard will:

1. Be consistent with the school's mission and vision;
2. Demonstrate alignment between the school's curriculum, pedagogy, and professional development plan;
3. Present a comprehensive, sustainable plan for professional development; and
4. Present compelling research-based evidence for selecting the proposed curriculum model and instructional strategy.

Statutory Reference

NRS 386.550(1)(i)

NRS 386.582

NRS 386.584

NRS 389.018

NRS 389.018(1)

NAC 386.150(5)

NAC 386.150(8)

NAC 386.415

NAC 389.040

NAC 389.445

NAC 389.450

NAC 389.655

NAC 389.659

NAC 389.664

A.4 Assessment and Accountability

Applicant Instructions

This section expands on the goals section earlier in the Call for Quality Charter Schools by defining how the school will determine whether it is meeting its goals. It focuses both on formative assessments used to drive instructional decision-making, as well as external or summative assessments used to communicate academic achievement to stakeholders. Your mandate as the operator of a charter school is not just to teach well but also to demonstrate objectively, in ways that are clear, understandable and credible to a variety of audiences, that you are doing so. Thus you must measure and report educational progress precisely and extensively.

A quality assessment plan will include summative assessments as well as formative assessments to track student skill and knowledge development. Your response will include how this data will be used to evaluate the school's progress toward achieving the goals and/or objectives outlined in the SPCSA and NDE performance frameworks and "mission-specific" goals, if applicable. Through your response, it should be clear to the reviewer how the school will collect, analyze, triangulate, and manage data on an ongoing basis. Consider adopting a management plan that identifies what tools and resources will be used for purposes of data management (e.g., internal database, school staff, and professional services).

All public schools are required to comply with accountability reporting requirements as defined by the State. However, applicants should consider how the school will communicate individual student progress to parents/guardians. Applicants should also provide how the school will annually review and report its assessment data and academic success to the parent community and the broader community.

Required Elements

1. As an attachment please submit the school assessment plan including a list of the instruments (tests, diagnostics, survey, or other) to be used. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048-.083;
2. Narrative explaining clear realistic strategies to ensure data are used in improving student achievement;
3. An explanation of how the school will use longitudinal data analysis to measure success; and
4. A data management plan as discussed in the applicant instructions.

Attachments

1. Comprehensive assessment plan.
2. No other attachments are required. All other responses shall be submitted as narrative.

A.4: Assessment and Accountability Guidelines

Address Required Element 1 as **Attachment A.4.1, Assessment plan and instruments**

Address Required Element 2 as **Narrative A.4.2, Use of student data**

Address Required Element 3 as **Narrative A.4.3, Use of longitudinal data**

Address Required Element 4 as **Narrative A.4.4, Data management plan**

Evaluation Criteria

A response that meets the standard will:

1. Align with the school's mission, vision, and goals;
2. Identify instruments to be utilized that are relevant, valid and reliable;
3. Demonstrate understanding of the school's obligation to participate in the statewide system of assessment and accountability;
4. Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school as a whole including valid and reliable measures of student outcomes;
5. Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes; and
6. Demonstrate understanding of and commitment to compliance with assessment requirements applicable to all Nevada public schools consistent with state law and relevant policies of the State Public Charter School Authority.
7. Include a comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048 - .083.

Statutory Reference

NAC 386.150(7)

NAC 389.048-.083

NRS 385.347

NRS 386.550(1)(g) and (h)

A.5: Tentative School Calendar and Daily Schedule Guidelines

Applicant Instructions

The calendar you submit with your application is tentative and serves for purposes of 2014 Call for Quality Charter Schools review only. Your final school calendar must be submitted to the Nevada Department of Education for approval by May 1 of the year in which your school will begin operation.

The following resources can be found at <http://charterschools.nv.gov/ForSchools/Resources>: “Bell Schedule” and “Nevada Department of Education 2014-2014 calendar.” An excellent resource for calendar assistance at the Department of Education is Adrienne Lawrence, 775-687-9177.

Present the tentative school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular, and after school activities, as applicable. If the educational program of the school requires a deviation from the regular 180 day schedule, please submit an alternative schedule delineating the number of days and minutes per day the school is proposing. Be certain all legal holidays (per NRS 236.015) are accounted for in your proposed calendar. A sample school calendar may be found in Appendix 3.

Required Elements

1. As an attachment, a calendar delineating the school year of the charter school. See NAC 387.120 -387.153. The calendar must be submitted in a reporting period format (see Appendix 3 for a sample calendar). The calendar must set forth:
 - a. The number of days of instruction in each school year, which must be in accordance with the requirements set forth in NRS 388.090, NRS 386.550 (1)(f);
 - b. The number of legal holidays that will be observed by the charter school and the dates on which those holidays fall see NRS 236.015(1) and (2);
 - c. The beginning and ending date of each term; and
 - d. Other important dates in the school year of the charter school, including, without limitation, school days in which less than a full day of instruction will be administered.
2. In the narrative, provide the proposed dates for accepting applications for enrollment in the initial year of operation of the charter school (NRS 386.520(5)(d)).
Note: The proposed date of enrollment for a charter school for its first year of operation must not be more than 120 days before the date on which the charter school will open (NAC 386.135).
3. As an attachment, if the school wishes to operate an alternative schedule, submit the completed “Application to Operate an Alternative Schedule” found at <http://charterschools.nv.gov/ForSchools/Resources>.

Attachments

1. School calendar with required information.
2. Alternative schedule (if applicable).

A.5: Tentative School Calendar and Daily Schedule Guidelines

Address Required Element 1 as **Attachment A.5.1, Calendar**

Address Required Element 2 as **Narrative A.5.2, Enrollment dates**

Address Required Element 3 as **Attachment A.5.3, Alternative schedule application (if applicable)**

Evaluation Criteria

A response that meets the standard will:

1. Satisfy the requirements for a full school term;
2. Comply with minimum requirements for the number of school days and hours;
3. Provide a compelling rationale for the proposed calendar that shows alignment with the proposed school's mission, vision, and goals; and
4. Provide, if applicable, a compelling rationale for seeking an alternative schedule and provide an alternative schedule that complies with NRS 386.550(1)(f).

Statutory Reference

NRS 236.015

NRS 386.520

NRS 386.550

NRS 388.090

NRS 388.110

NAC 386.135

NAC 386.350

NAC 386.355

NAC 387.120-387.153

A.6 School Climate and Discipline

Applicant Instructions

The purpose of this section is to provide an overview of the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. The information provided in this section should explain the school's student behavior philosophy and discipline policy or code of conduct for the student population. Per NRS 386.585 and NRS 392.040-392.122, the school should have well developed policies for truanancies, absences and other situations in which a student may be absent from school. In addition, a discussion of how the school will encourage family involvements and communication to support student learning, and how it will gauge satisfaction with school climate should be included.

Regarding discipline, note that a charter school may not remove, withdraw, suspend, or expel a pupil against a parent's wishes for reasons other than the reasons for suspension or expulsion stated in NRS 392.4655 – 392.4675 or other applicable statute or regulation.

Required Elements

1. A narrative explaining how the school's policies support the educational goals of the school;
2. A narrative explaining the school's philosophy regarding student behavior;
3. As an attachment, the school's discipline policy/code of conduct;
4. As an attachment, the school's truancy policy;
5. As an attachment, the school's absence policy;
6. A narrative explaining the school's plan for involving students' families in the school, including an explanation of how the school will determine the success of family involvement and satisfaction of parents/guardians.

Attachments

1. The school's discipline policy/code of conduct;
2. The school's truancy policy; and
3. The school's absence policy

A.6: School Climate and Discipline Guidelines

Address Required Element 1 as **Narrative A.6.1, *How climate/discipline policies support educational goals***

Address Required Element 2 as **Narrative A.6.2, *Student behavior philosophy***

Address Required Element 3 as **Attachment A.6.3, *Discipline policy/code of conduct***

Address Required Element 4 as **Attachment A.6.4, *Truancy policy***

Address Required Element 5 as **Attachment A.6.5, *Absence policy***

Address Required Element 6 as **Narrative A.6.6, *Involving families***

Evaluation Criteria

A response that meets the standard will:

1. Describe an approach to student discipline that is reasonably likely to promote a safe and orderly learning environment;
2. Present legally sound policies for student discipline, suspension, dismissal and expulsion or a reasonable plan for their development see NRS 392.4655 through NRS 392.4675;

3. Outline a clear strategy for engaging parents and guardians in the life and culture of the school; and
4. Include evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference

NAC 386.180(5)

NRS 392.465(5)

NRS 392.467(5)

NRS 392.040-392.122

NRS 386.585

A.7 Target Population

Applicant Instructions

In general, charter schools are “open enrollment” schools in that they must enroll whichever pupils seek enrollment, in the order the pupils seek enrollment. Any deviation from an open enrollment model must comply with statute and regulation, and must be thoroughly described in this section. This section requires the applicant to provide an overall explanation of the school’s proposed target population. All applicants must complete the information called for under Required Elements; however, additional requirements apply if the proposed school intends to serve primarily at-risk pupils. The following two questions are from the three part “Cover Sheet” at the beginning of the Call for Quality Charter Schools and relate to section A.7.

1. Is this school intended to serve primarily at-risk pupils? (See NRS 386.500 and NAC 386.150)
2. Will the proposed charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580? (See NRS 386.520 (5) (p))

Required Elements

1. In a narrative, identification of the community location in which the proposed school would operate, including the zip code of the proposed school’s location;
2. A narrative describing the proposed target population and why the school believes this population is underserved in the community;
3. As an attachment, include an explanation and evidence to support the enrollment projections provided in the cover sheet and budget. Relevant evidence may include, among other things, the following:
 - a. Community demographic information (numbers of potential students);
 - b. Documentation of community or family demand for the proposed school such as letters of intent to enroll; and
 - c. Enrollment data from schools currently operating in community.
4. A narrative explaining how the proposed mission, curriculum, teaching methods and services align with the educational needs of the school’s proposed target population;
5. As an attachment, provide the plan for the recruitment of students. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families and prospective students. Include strategies you will use to reach families that are traditionally less informed about educational options;
6. If you answered yes to either of the two questions in the Applicant Instructions, above, please provide a narrative describing how the charter school will measure the success of the charter school in providing an education to students who are at risk, including examples of evidence that will be collected in order to measure success (NAC 386.150); and
7. If you answered yes to the second question in the Applicant Instructions above, please provide a narrative describing the proposed enrollment process including the method for determining eligibility for enrollment in each category of at-risk pupils if the school intends to favor pupils in a particular category of at-risk pupils.

Attachments

1. Explanation of enrollment projections;
2. Plan for recruitment of students;

A.7: Target Population Guidelines

Address Required Element 1 as **Narrative A.7.1, School location**

Address Required Element 2 as **Narrative A.7.2, Target population**

Address Required Element 3 as **Attachment, A.7.3, Enrollment projections**

Address Required Element 4 as **Narrative A.7.4, Alignment of school plan with target population**

Address Required Element 5 as **Attachment A.7.5, Student recruitment plan**

Address Required Element 6 as **Narrative A.7.6, Serving at-risk students, (if applicable)**

Address Required Element 7 as **Narrative A.7.7, Favoring at-risk pupils in the enrollment process, (if applicable)**

Evaluation Criteria

A response that meets the standard will:

1. Include an outreach and recruitment plan that demonstrates understanding of the community to be served and is likely to be effective, including for families traditionally less informed about educational options;
2. Present enrollment projections that are supported by evidence of actual or potential demand; and
3. Demonstrate alignment between proposed target population and education plan.

Statutory Reference

NRS 386.500

NRS 386.520

NAC 386.150

A.8 Special Student Populations

Applicant Instructions

For the purpose of this section Special Student Populations are defined as English Language Learners (ELL); Special Education; Gifted & Talented (GT); special needs/at-risk students (i.e. 504, students who do not qualify (DNQ's) under a specific handicapping condition but are having difficulty with their academic and/or behavior, dyslexia students, etc...).

As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student “falls through the cracks” may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

English Language Learners

Describe the school’s plan for educating children with limited English proficiency. Include your school’s process for:

- Identification - Home Language Survey (HLS) - Home Language Survey should be translated into the language spoken by the parent to help ensure accurate answers, or the school should provide an interpreter who can interpret the form for the parent.
- Screening (W-APT is used in Nevada)
- Assessment WIDA ACCESS
- Record keeping and monitoring
- Parent notifications
- Your school’s ELL Program - Education/academic content
- Plan for Evaluation of the ELL program
- Plan for ongoing monitoring exited students (2 years)

A school should choose the educational theory it will follow to educate ELL students, set educational goals for them, establish policies for all faculty and staff, and ensure there are sufficient resources to carry out the program effectively.

Explain specifically how the school’s curriculum and approach to instruction will be designed and/or adapted to serve your limited English proficient students.

Required Elements

1. In a narrative provide a clear explanation of your proposed school’s identification, screening, education/academic content, and assessment plans/process for ELL students.
2. As an attachment provide a clear detailed explanation of your proposed school’s ELL program. These options include, but are not limited to:
 - a. ELL pull out (small group/one on one)
 - b. Sheltered English

- c. Structured Immersion
 - d. Transitional bilingual
 - e. Dual Language
3. As an attachment describe your plan to evaluate your school's ELL program.
 4. As an attachment describe your plan for monitoring exited ELL students for two years and providing supports as needed.
 5. As an attachment, provide a signed and dated Title III Assurance Document with all boxes checked.

Attachments

1. As an attachment a clear detailed explanation of your proposed school's ELL program. (Required Element 2)
2. As an attachment your school's plan for monitoring your school's ELL program. (Required Element 3)
3. As an attachment your school's plan for monitoring exited ELL students for two years. (Required Element 4)
4. As an attachment, provide a signed and dated Title III Assurance Document with all boxes checked. (Required Element 5)

A.8: Special Student Populations

Address Required Element 1 as **Narrative A.8.1, Identification, etc. for ELL**

Address Required Element 2 as **Narrative A.8.2, ELL Program**

Address Required Element 3 as **Narrative A.8.3, Plan to evaluate ELL Program**

Address Required Element 4 as **Narrative A.8.4, Plan to monitor ELL students**

Address Required Element 5 as **Attachment A.8.5, Title III assurance**

Evaluation Criteria

A response that meets the standard will:

1. Be realistic and identify and meet the learning needs of English language learners (ELL); have chosen an educational theory that is recognized as sound by some experts in the field; use programs and practices that are reasonably calculated to implement effectively the educational theory adopted by the school
2. Include plans for serving ELL students that align with the overall curriculum, instructional approaches and the school mission.
3. Show students will receive the tools they need to learn English in a timely manner and receive meaningful access to the rest of the school's instructional program.
4. Identify plans to provide adequate staff to meet the needs of these students including Teaching English as a Second Language (TESL) endorsed teachers.
5. Include in section C.1 an ELL budget narrative that describes the specific costs involved with your school's ELL program.

The federal legal requirements governing the education of ELLs come from two primary sources: the civil rights laws and the Elementary and Secondary Education Act (ESEA). The relevant civil rights laws are Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA).

Resources

<http://www.charterschoolcenter.org/resource/serving-english-language-learners-toolkit-public-charter-schools>

Special Education, At-Risk, and 504 Students:

Describe the school's plan for educating children with disabilities and qualify as a Special Education students, at-risk students, and students who qualify for 504 plans. Include your school's process for:

1. Referral (e.g. RtI process and Child Find activities)
2. Curriculum and Instruction - The core content to be delivered in the school and the method of delivering the content. What is the school's plan to:
 - a. accommodate varied learning styles,
 - b. modifying delivery of curriculum to ensure that all students can access the general education curriculum
 - c. to train teachers to modify the curriculum and instruction to address the unique needs of students with disabilities,
 - d. track and monitor curriculum and instruction decisions by IEP teams and school personnel to ensure student success, and
 - e. if your school is a virtual or a blended model, please include a detailed description of how the learning management system (LMS), the central component of online learning approaches, will enable students with disabilities to access the curriculum.
3. Assessment - The tools used to measure academic progress (e.g. School's plan to implement evidence-based early interventions, RtI, and a means to track student progress; plan for determining if students may qualify for an alternate assessments; plan for school facility to administer assessments to students with disabilities such as the states' CRT's and HSPE assessments.)
4. Enrollment - The school should project to enroll and plan for approximately the same proportion of students with disabilities as is enrolled in local neighborhood schools or about 10% of enrollment. What is your school plan to:
 - a. manage the marketing
 - b. application,
 - c. enrollment materials, and
 - d. procedures that encourage, and do not inadvertently discourage students with disabilities from enrolling.
5. Individual Education Program (IEP) Development. What is the school's process by which a team of professionals, in collaboration with parents and other external experts as needed, develop a plan to provide special education and related services to a student identified as eligible for special education?
6. Service Provision - The distinct set of special education and related services outlined in IEP's are the core of special education. The purpose of the services and supports is to ensure that students with disabilities can access the general education curriculum and achieve the academic and social goals outlined in their IEP's.
 - a. What is the school's plan to provide special education and related services as outlined in students' IEP's?
 - b. How many special education teachers, coordinators, and paraprofessionals does the school anticipate hiring?
 - c. Will the school contract for certain services and if so, which ones?
 - d. If virtual, how will a student's specially designed instruction be delivered?
 - e. Does the school have a plan to recruit and hire only qualified personnel as required by IDEA?
 - f. What does your school's Special Education Program continuum of services include?

7. Funding – Special Education and related services are funded through a combination of federal, state, and local education funds (e.g. budget for personnel, contracted services, materials, assessment tools, transportation and/or reimbursement, etc...).
8. Budget – Description of how school revenues are allocated to pay for expenditures. (e.g. Support for special education and related services; professional development regarding educating students with disabilities; if school has a virtual or blended learning component, what are the budget implications of this approach such as cost of providing internet access and potentially specialized hardware and software to accommodate students with disabilities.)
9. Facility – The school’s physical plant, including classrooms, administrative space, and the external spaces used by students. What is the school’s plan to:
 - a. secure a facility that is accessible to students with limited mobility;
 - b. secure a facility that includes space to provide support and related services outside of the general education classroom; and
 - c. secure space to store student records that meets federal privacy requirements.
10. Discipline – Policies and procedures that outline behavioral expectations and consequences for students who do not meet expectations who qualify for Special Education services. Staff members should fully understand the specific requirements of IDEA for applying discipline for students with disabilities.
 - a. What is the school’s discipline plan regarding special education students?
 - b. What is the school’s plan for training staff regarding the discipline policy and, specifically, the nuances involved in disciplining students with disabilities?
 - c. How will the school participate in and facilitate manifestation hearings?
11. Family and Community Engagement – Efforts taken to engage parents and the broader community in the success of the school. What is the school’s plan to:
 - a. provide families and the broader community opportunities to contribute to the success of the school;
 - b. Provide opportunities for parents of students with disabilities to participate in school committees; and
 - c. if school is virtual or a blended learning component, what structures will be developed to fully engage parents to support learning that will occur in the home?
12. Transportation – The services provided to students to transport them between their home and school.
 - a. What is the school’s plan – will it be offered?
 - b. If yes, what accommodations does the school plan to make to be certain that students with disabilities can safely and successfully take advantage of the transportation provided?
13. If transportation is not provided to all students, how does the school plan to provide transportation if it is a related service in a student’s IEP? (e.g. reimbursement funds are budgeted for the parent, bus passes are purchased by the school, etc...).
14. Management Company (if applicable) – An entity (nonprofit or for-profit) hired under a performance contract to provide comprehensive or programmatic management services
 - a. Does the school plan to hire a management company to provide any services?
 - b. If yes, what expertise does the management company have related to education of students with disabilities?
 - c. Is the management company going to be responsible for providing comprehensive services?
 - d. If yes, what services will they be providing?
 - e. If Management Company is from out of state, how do they plan to develop expertise related to Nevada’s state special education law?)

15. Plan for Evaluation of the Special Education and RtI Programs

Required Elements

6. In a narrative provide a clear explanation of your proposed school's process and/or plans for your Special Education Program for Special Education students including:
 - a. Referral (RtI process and Child Find activities)
 - b. Curriculum and Instruction
 - c. Assessment
 - d. Enrollment
 - e. Individual Education Program (IEP) Development
 - f. Service Provision (continuum of service delivery model)
 - g. Funding
 - h. Budget
 - i. Facility
 - j. Discipline
 - k. Family and Community Engagement
 - l. Transportation
 - m. Management Company (if applicable)
 - n. Plan for Evaluation of Special Education and RtI Programs
7. As an attachment, provide a signed and dated Special Education Policy Assurance Document with all boxes checked.
8. As an attachment provide a clear explanation of your proposed school's RtI referral packet and flowcharts.
9. As an attachment provide a clear explanation of your proposed school's Special Education continuum of service delivery model (e.g., flowchart of least restrictive to most restrictive in your proposed school).

A.8: Special Student Populations

Address Required Element 6 as **Narrative A.8.6, Identification, etc. for Special Ed., etc.**

Address Required Element 7 as **Attachment A.8.7, Special Ed. Policy assurance**

Address Required Element 8 as **Attachment A.8.8, RtI referral packet and flowchart**

Address Required Element 9 as **Narrative A.8.9, Special Ed. Continuum of service**

Attachments

1. A signed and dated Special Education Policy Assurance Document with all boxes checked. (Required Element 7)
2. RtI referral packet and flowchart. (Required Element 8)
3. Special Education continuum of service delivery model flowchart of least restrictive to most restrictive in your proposed school. (Required Element 9)

Evaluation Criteria

A response that meets the standard will:

1. Be realistic and identify and meet the learning needs of Special Education students, at-risk students, and students on 504 plans;
2. Include a timeline, lead contact, and intervention process with specific action steps for meeting learning needs of all students with special needs (RtI model);
3. Include plans for serving Special Education students, at-risk students, and students on 504 plans that align with the overall curriculum, instructional approaches, the school mission,

- and their IEP's;
4. Include in section C.1 a Special Education budget that is adequate to meet the needs of all these students.
 5. Show that Special Education, at-risk, and students on 504 plans will receive the tools they need to make progress and achieve success in a timely manner and receive meaningful access to the rest of the school's instructional program.
 6. Identify plans to provide adequate staff to meet the needs of these students including a licensed special education teacher.
 7. Evidence of methods to regularly evaluate the effectiveness of the special education and RtI programs and to address deficiencies.

Gifted and Talented Students

Describe the school's plan for educating children who qualify as Gifted and Talented. Include your school's process for:

1. Referral Process
2. Identification
3. Screening Process
4. Assessment
5. Parent Notifications
6. Education/Academic content (research on effective strategies and support materials)
7. Monitoring Plan
8. Progress Reporting
9. Budget for allocation for resources, staffing, and training needed to serve qualified GT students
10. Plan for Evaluation of the GT program

Required Elements

10. In a narrative provide a clear explanation of your proposed school's Gifted and Talented Program including these elements:
 - a. Referral Process
 - b. Identification
 - c. Screening Process
 - d. Assessment
 - e. Parent Notifications
 - f. Education/Academic content (research on effective strategies and support materials)
 - g. Monitoring Plan
 - h. Progress Reporting
 - i. Budget for allocation for resources, staffing, and training needed to serve qualified GT students
 - j. Plan for Evaluation of the GT program
11. In a narrative provide a clear explanation of your proposed school's specific Gifted and Talented continuum of service delivery model.
12. As an attachment, provide a flowchart of continuum of services for Gifted and Talented students.

Attachments

1. Flowchart of continuum of services for Gifted and Talented students. (Required Element 12)

A.8: Special Student Populations

Address Required Element 10 as **Narrative A.8.10, *Identification, etc. for Gifted and Talented***

Address Required Element 11 as **Narrative A.8.11, *Gifted and Talented Continuum of service***
Address Required Element 12 as **Attachment A.8.12, *GT. Continuum of service flowchart***

Evaluation Criteria

A response that meets the standard will:

1. Be realistic and identify and meet the learning needs of Gifted and Talented (GT) students;
2. Include plans for serving GT students that align with the overall curriculum, instructional approaches and the school mission;
3. Include in section C.1 a GT budget that is adequate to meet the needs of these students.
4. Show students will receive the tools they need to be challenged and support the development of their GT skills.
5. Identify plans to provide adequate and trained staff to meet the needs of these students
6. Evidence of methods to regularly evaluate the effectiveness of the GT program and to address deficiencies.

Statutory Reference

NAC 386.150(10)

NRS 388.440 to 388.520,

Inclusive NAC 386.350(2)(8)

NRS 386.580(4)

NRS Chapter 395

NAC 388.150 to 388.45

A.9 Records

Applicant Instructions

In your narrative or attachment as applicable, provide information concerning the handling of student records. Student records may include but are not limited to emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions and academic performance, assessment results and documentation required pursuant to state and federal law.

Required Elements

1. In your narrative, include the following information concerning the records of pupils that will be maintained by your charter school in accordance with NAC 386.360 and NAC 386.365:
 - a. The name (if known) and title of the person who will be responsible for:
 - i. Maintaining records of pupils; and
 - ii. Providing records of pupils to the school district in which the charter school is located for inclusion in the automated system of accountability information for Nevada (NRS 386.650).
 - b. An example of the manner in which the cumulative record of a pupil is proposed to be stored.
 - c. The name (if known) and title of the person who will be responsible for the records of pupils if the charter is dissolved or the written charter is not renewed.
 - d. The proposed location within the charter school in which records of pupils will be stored.
 - e. An assurance that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.
2. As an attachment, the policy of the charter school regarding the retention of the records of pupils. See NAC 386.360 and NAC 392.301 – 392.360.

Attachments

The policy of the charter school regarding the retention of the records of pupils.

A.9: Records Guidelines

Address Required Element 1 as **Narrative A.9.1, Pupil records**

Address Required Element 2 as **Attachment A.9.2, Pupil record retention policy**

Evaluation Criteria

A response that meets the standard will:

1. Comply with applicable federal and state requirements for maintenance and transmittal of school records including as provided for under the Federal Family Education Rights and Privacy Act (FERPA).

Statutory Reference

NRS 386.650

NAC 392.301-392.360

NAC 386.360(3)

A.10 Career Education (if applicable)

Applicant Instructions

A.10, Career Education, needs to be completed only if the school wishes to be designated as a “vocational charter school” for the purpose of NRS 386.590(1). To be so designated, the school would need to comply with NAC 386.415.

A charter school career and technical education (CTE) program should be dedicated to developing educational opportunities for students to acquire skills for productive employment and lifelong learning. Provide a narrative and supporting resources of sufficient length to address the proposed CTE program for each bulleted item under the required elements below. Narrative should not exceed ten (10) pages.

Required Elements

1. Provide the rationale for the CTE program;
2. Outline the proposed course sequence(s);
3. Describe how the need for the program/course(s) of study was determined:
 - Include documentation showing the process, such as: results of community-based assessments, student interest survey data, advisory committee recommendations, need identified by business and industry and labor market projections;
4. List the program and course goals and objectives in measurable terms;
5. Provide topical outlines of major units of instruction for each proposed course;
6. Identify program instructional contact hours for each grade level;
7. Identify major methods of instructional delivery, such as: laboratory, classroom, project-based, problem-based, etc.;
8. Each CTE program area has an associated Career and Technical Student Organization (CTSO). These organizations are integral to the education in CTE programs. It is strongly encouraged that a CTSSO be an integral part of the proposed CTE program.
 - Identify the associated Career and Technical Student Organization(s) and describe how it can be used to support curriculum, instruction, and assessment;
9. Provide a brief summary of possible postsecondary partnerships that can assist students in transitioning to education, training and careers.
10. Identify the assessment plan to measure student progress including competency achievement; and
11. Identify the assessment plan to ensure program effectiveness. Include evaluation instrument(s) used, methods of evaluation, and how results will be used for program improvement.

Attachments

Provide documents which support the above required elements. Clearly identify which required element each document supports.

A.10: Career Education Guidelines (if applicable)

Address Required Element 1 as **Attachment A.10.1, Career program rationale**

Address Required Element 2 as **Attachment A.10.2, Course sequence**

Address Required Element 3 as **Attachment A.10.3, Determination of need for career program**

Address Required Element 4 as **Attachment A.10.4, Goals/objectives**

Address Required Element 5 as **Attachment A.10.5, Major units of instruction**

Address Required Element 6 as **Attachment A.10.6, Instructional contact hours**

Address Required Element 7 as **Attachment A.10.7, Instructional delivery methods**

Address Required Element 8 as **Attachment A.10.8, Associated student organization**

Address Required Element 9 as **Attachment A.10.9, Post-secondary partnerships**

Address Required Element 10 as **Attachment A.10.10, Student progress assessment plan**

Address Required Element 11 as **Attachment A.10.11, *Program effectiveness assessment plan***

Evaluation Criteria

A response that meets the standard will:

1. Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations;
2. Present measureable program goals and objectives;
3. Present learning objectives, content, credits and skills appropriate for the anticipated student populations that are aligned with Nevada state standards and current business and industry practices;
4. Include a convincing plan for transitioning students to work, further training, and higher education;
5. Include a complete assessment plan to measure student progress; and
6. Include a complete plan for evaluating the effectiveness of the program.

Statutory Reference

NRS 386.590 (1)

NAC 386.415

B.1 Governing Body

Applicant Instructions

In many ways the Committee to Form the Charter School and the school's governing body (board) are analogous. Usually, the members of the Committee to Form the School, or a majority of the members, become the school's first board, although Committee and board membership restrictions (see NAC 386.130 and NAC 386.345) and requirements (NRS 386.520 and 386.549) must be observed. In cases where a majority of Committee members would *not* also serve as the school's first board, a thorough discussion of the formation of the first board must be provided in the context of the Required Elements and/or the bylaws.

Submit a copy of the governing body's rules of governance, also called bylaws, which must follow generally accepted practices of good public body governance. See the sample bylaws on the SPCSA website at http://charterschools.nv.gov/OpenASchool/Application_Packet/ for a model. The Model Bylaws should not be wholly, automatically adopted; they are provided for guidance only.

The bylaws/rules of governance should contain or address each of the following 18 stipulations. If the school chooses not to address any of the 18 stipulations explain why not in a document accompanying but separate from the bylaws.

1. Identify a specific number—ideally between 7 and 11—of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting;
2. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not;
3. Address the types of governing body training that will be required of members;
4. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.). See NRS 386.549 for the minimum legal standard for membership; also see the guidance provided in the Charter School Operation Manual under the heading "Committee to Form a Charter School and Governing Body";
5. Assure that Robert's Rules of Order will be followed when conducting meetings;
6. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?;
7. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter);
8. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers;
9. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body;
10. Specify that only financial institutions in Nevada will be used by the school;

11. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect;
12. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws;
13. Assure compliance with NAC 386.345 which restricts membership on the governing body;
14. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties;
15. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor;
16. Include a mission statement that matches all other statements of the school's "mission" in the school's charter;
17. Clarify that at least three board committees will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee's membership, purpose and operation; and
18. Identify the type and number of officers, and provide a brief job description of each.

Describe how the governing body will recruit members, including a plan that addresses the involvement of parents, professional educators, and the community in governance of the school.

Required Elements

Ensure responses to the Required Elements compliment rather than contradict or conflict with the bylaws.

1. Letter from counsel, submitted as an attachment (see "Attachments").
2. Bylaws, submitted as an attachment (see "Applicant Instructions" and "Attachments").
3. Bylaw stipulations 1-18, above, must be clearly identified in the bylaws or in an accompanying document so that it may be readily determined that they have been addressed in the submitted bylaws; submit as a separate document or include in the bylaws attachment. Alternatively, explain why any stipulation has not been addressed.
4. As a narrative, explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
5. As a narrative, describe the size, current and desired composition, powers, and duties of the governing board. Explain how this governance structure and composition (including structure and composition of the committees) will help ensure that:
 - o The school will be an educational and operational success;
 - o The board will evaluate success of the school and school leader; and
 - o There will be active and effective representation of key stakeholders.
6. As a narrative, describe the plan for increasing the capacity of the governing board. What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive? What kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. Ensure the response compliments Bylaw Stipulation 4.
7. A description of how the governing body will recruit members, including a plan that addresses the involvement of parents, professional educators, and the community in governance of the school, submitted in the application narrative.

Attachments

1. Provide a letter from your legal counsel on his/her letterhead stating that the bylaws/rules of governance were reviewed by him/her; that they comply with the model bylaws and “Applicant Instructions,” above; and that they are legally sufficient as to form and content.
The bylaws/rules of governance should also be reviewed for compliance with Nevada's Open Meeting Law (NRS Chapter 241; an Open Meeting Law Manual is available from the Nevada Attorney General at <http://www.ag.state.nv.us/publications/manuals/omlmanual.pdf>).
2. Governing Body Bylaws/Rules of Governance, with indication of where in the bylaws stipulations 1-18, above, are addressed.

B.1: Governing Body Guidelines

Address Required Element 1 as **Attachment B.1.1, *Bylaws letter from counsel***

Address Required Element 2 as **Attachment B.1.2, *Bylaws***

Address Required Element 3 as **Attachment B.1.3, *Bylaws stipulations identification***

Address Required Element 4 as **Narrative B.1.4, *Governance philosophy***

Address Required Element 5 as **Narrative B.1.5, *Governance structure and composition***

Address Required Element 6 as **Narrative B.1.6, *Increasing board capacity***

Address Required Element 7 as **Narrative B.1.7, *Recruitment of board members***

Evaluation Criteria

A response that meets the standard will:

1. Include the letter from legal counsel.
2. Include the proposed bylaws/rules of governance which must follow generally accepted practices of good public body governance including not conflicting with the stipulations of the sample bylaws or the guidance provided in “Applicant Instructions.”
3. Provide clear, appropriate plans for the board to evaluate the success of the school and school leader.
4. Propose board members who demonstrate (as documented by resumes, bios, and Request for Information questionnaire):
 - o The will, capacity and commitment to govern the school effectively;
 - o A shared vision, purposes and expectations for the school; and
 - o A diversity of perspective and experience, and the objectivity necessary to protect the public interest.
5. Include a sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
6. Provide an effective plan for involving parents, professional educators and the community in governance of the school.
7. Identify where in the bylaws each of the items 1-18, above, are addressed.

Statutory Reference

NRS 386.520

NRS 386.549

NAC 386.343

NAC 386.345

NAC 386.350

NAC 386.210

B.2 Composition of the Committee to Form the School

Applicant Instructions

Provide information and documentation regarding the members of the committee to form the charter school.

Indicate who on the committee meets the NRS 386.520 stipulations (see the Charter School Operation Manual, “Committee to Form a Charter School...”) and provide the number of each of the in-state educators’ licenses (for out-of-state educators, submit a copy of the person’s license). Assure that the resumes of the teacher(s) indicate at least two years of teaching experience requiring state teacher licensure. At least one of the educators should be licensed for the grade level(s) to be served by the school.

Note that no one on the committee may have an ownership interest in the facility the school will lease.

State whether any member of the committee to form the charter school has an association or affiliation, or had an association or affiliation, with any other charter school in this state or in another state; if any member does/did, provide:

- (a) The name of the member;
- (b) The name and location of the charter school with which the member has or had the association or affiliation, including, without limitation, the street address and mailing address of the charter school;
- (c) The dates on which the member was associated or affiliated with the charter school;
- (d) A statement indicating whether the member is presently associated or affiliated with the charter school or has ceased the association or affiliation;
- (e) If the association or affiliation has ceased, a statement indicating the reason for the cessation; and
- (f) A written description of the nature of the association or affiliation.

Required Elements

1. Names, etc., of committee members, submitted as an attachment (see “Attachments”).
2. All committee members’ responses to “Request for Information...”, submitted as an attachment (see “Attachments”).
3. Statement of members’ association with other charter schools, submitted in the Call for Quality Charter Schools narrative (see “Applicant Instructions”).
4. Assurances, submitted as an attachment (see “Attachments”).

Attachments

1. The “Assurances to be Submitted with the Charter School Application” found at http://charterschools.nv.gov/OpenASchool/Application_Packet/ . The Assurances must be signed by a member of the Committee to Form the School. The signature must be notarized.
2. The names, addresses and qualifications of the members of the committee to form the charter school, including, without limitation:
 - a. The resume of each member. The resume must: identify employment during at least the prior ten years; identify current employment or clearly indicate the person is not employed and identify when the person’s last employment ceased; identify the person’s highest level of education attained and from where it was obtained; identify the person’s teaching employment history, if applicable, to enable the sponsor to determine compliance with NRS 386.520 and NAC 386.090; demonstrate the person’s qualifications as possessing knowledge

- and experience in 1) accounting, 2) financial services, 3) law, and/or 4) human resources, to comply with NRS 386.520 if applicable to that member.
 - b. The state of residence of each member.
 - c. If a member serves on the committee as an educator, as that term is defined in subsection 7 of [NRS 386.520](#), his/her Nevada license number; if the person's license is from out of state, a photocopy of his/her license.
 - d. Which NRS 386.520 membership category (currently licensed or retired Nevada-licensed teacher; school administrator with an out-of-state license; parent of a pupil who intends to enroll in the school; person with knowledge and experience in accounting, financial services, law, or human resources) the person occupies, if any.
3. Each Committee to Form the School member's response to the "Request for Information from Prospective Charter School Board Members" in Appendix 1.

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

Address Required Element 1 as **Attachment B.2.1, *Committee member names, resumes***

Address Required Element 2 as **Attachment B.2.2, *Committee members' response to questionnaire***

Address Required Element 3 as **Narrative B.2.3, *Members' association with other charter schools***

Address Required Element 4 as **Attachment B.2.4, *Assurances***

Evaluation Criteria

A response that meets the standard will:

1. Address committee members' association with other charter schools.
2. Include the Assurances, signed by a committee member and notarized.
3. Include each committee member's response to the "Request for information..."
4. Identify a committee to form the school that is composed of members representing the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic, or racial group; and lacks related (by birth or marriage) parties.
5. Identify a committee that includes at least one teacher who is licensed to teach the grades proposed to be served by the school.
6. Identify a committee that has the capacity to oversee the successful development and implementation of the education program presented in the application; to oversee the effective and responsible management of public funds; and to oversee and be responsible for the school's compliance with its legal obligations.
7. Identify a committee that will represent the community well and includes members who are aware of their duties and responsibilities as public servants.
8. Identify a committee that will generally have the capacity to found and sustain a quality school.

Statutory Reference

NAC 386.160

NRS 386.520

NAC 386.090

NAC 386.110

NAC 386.130

NAC 386.345

B.3 Management and Operation

Applicant Instructions

1. Describe the organizational structure of the school and its day to day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.
2. Describe the primary responsibilities for each key management position and identify critical skills or experience that will be priorities for fulfillment of those responsibilities. Give particular attention to the roles, responsibilities and actual (if already identified) or desired qualifications of the school leader.
3. Describe how the charter school will carry out the provisions of NRS 386.490 to 386.649, inclusive. The applicant should summarize, in narrative form, how he will carry out the charter school laws, for example, by:
 - Knowing the law and regulation;
 - Attending conferences and technical assistance meetings;
 - Avoiding conflicts of interest;
 - Assigning students' interests and academic achievement as the top priority of the school;
 - Maintaining a diverse governing body representative of the entire community served by the school;
 - Asking for assistance when in doubt;
 - Maintaining accountability and transparency in all operations; and
 - Cooperating with the school's sponsor and the Nevada Department of Education.
4. See note in Part 1 of the 2014 Call for Quality Charter Schools Cover Sheet regarding NAC 386.130. This application may be for the kind of school (elementary, middle, secondary) that will operate in the school's first year only. For this Required Element indicate the kind of school that would operate in year one, and the kind of school that would operate ultimately if the school would expand its grade level offerings after year one. Kinds of public schools (NRS 388.020):
 - a. An elementary school is a public school in which work is not given above that included in the eighth grade, according to the regularly adopted state course of study.
 - b. A junior high or middle school is a public school in which sixth, seventh, eighth, and ninth grades are taught under a course of study prescribed and approved by the State Board. The school is an elementary or secondary school for the purpose of licensure of teachers.
 - c. A high school is a public school in which subjects above the eighth grade, according to the state course of study, may be taught. The school is a secondary school for the purpose of licensure of teacher.
5. Provide a description of the lottery system that the proposed charter school will use pursuant to [NRS 386.580](#) if more eligible pupils apply for enrollment in the charter school than the number of spaces for pupils which are available. It is recommended that applicants adopt the enrollment lottery method developed by the Authority and found at <http://charterschools.nv.gov/ForSchools/Resources/> See "Enrollment Lottery." Note that the Enrollment Lottery template requires "customization" by any school that wishes to use; it's not just a matter of attaching the template as found on the website to the application. On the other hand, the

only “customization” that should be done to the template is indicated with **bold font** in [square brackets].

See the Charter School Operation Manual, “Enrollment Procedures and Lotteries.”

6. State whether the 2014 Call for Quality Charter Schools was prepared by a person who is not a member of the committee to form the charter school or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application. If so, provide:
 - a. The name of the person or entity;
 - b. The name and location of any public school, private school or charter school with which the person or entity has been or is presently affiliated, including, without limitation, the street address and mailing address of that school;
 - c. The dates on which the person or entity was affiliated with a school described in paragraph (b), if any such affiliation occurred;
 - d. A statement indicating whether the person or entity is presently affiliated with a school described in paragraph (b) or has ceased the affiliation;
 - e. If the affiliation has ceased, a statement indicating the reason for the cessation; and
 - f. A detailed resume listing the qualifications of the person or entity.

State whether the school will limit the enrollment of pupils to a specified number or ratio of teachers to pupils pursuant to NAC 386.353 and NAC 386.180(7). If so, what is that number per grade, and for the entire school; or that ratio?

Required Elements

1. Description of organizational structure, submitted in the 2014 Call for Quality Charter Schools narrative (see “Applicant Instructions” #1).
2. Description of responsibilities for key management positions, submitted in the 2014 Call for Quality Charter Schools narrative (see “Applicant Instructions” #2).
3. Organizational chart, submitted as an attachment (see “Attachments”).
4. Description of carrying out the charter school laws, submitted in the 2014 Call for Quality Charter Schools narrative (see “Applicant Instructions” #3).
5. Identification of the kind of school, submitted in the 2014 Call for Quality Charter Schools narrative (see “Applicant Instructions” #5).
6. Description of the lottery system, submitted as an attachment (see “Applicant Instruction” #6).
7. Statement of whether an entity other than the committee to form the school assisted in preparation of the application, submitted in the 2014 Call for Quality Charter Schools narrative (see “Applicant Instructions” #7).
8. Statement regarding limiting the enrollment of pupils to a specified number or ratio, submitted in the 2014 Call for Quality Charter Schools narrative (see “Applicant Instructions” #8).

Attachments

1. An organizational chart for the proposed school.
2. The lottery enrollment method.

B.3: Management and Operation Guidelines

Address Required Element 1 as **Narrative B.3.1, Organizational structure**

Address Required Element 2 as **Narrative B.3.2, *Key management positions responsibilities***
Address Required Element 3 as **Attachment B.3.3, *Organizational chart***
Address Required Element 4 as **Narrative B.3.4, *How carry out laws***
Address Required Element 5 as **Narrative B.3.5, *Dispute Resolution***
Address Required Element 6 as **Attachment B.3.6, *Kind of school***
Address Required Element 7 as **Narrative B.3.7, *Lottery Description***
Address Required Element 8 as **Narrative B.3.8, *Outside help with application***
Address Required Element 9 as **Narrative B.3.9, *Limiting Enrollment***

Evaluation Criteria

A response that meets the standard will:

1. Clearly delineate the roles and responsibilities for administering the day to day activities of the school.
2. Demonstrate understanding of management needs and priorities.
3. Include a staffing plan that appears viable and adequate for effective implementation of the proposed educational program.
4. Correctly identify the kind of school based on the grades that will be served during the first year of operation.
5. Describe a lottery system that is consistent with applicable law and regulation; and consistent with guidance provided herein and in the Charter School Operation Manual.
6. Address whether the 2014 Call for Quality Charter Schools was prepared with the assistance of entities other than the committee to form the school, and if so, identify a reliable source of assistance.
7. Address whether the school intends to limit the enrollment of pupils to a specified number or ratio, and if so, identify that number/ratio.
8. Include enrollment and admissions policies that comply with all applicable requirements.

Statutory Reference

NRS 386.580

NAC 386.353

B.3.1 School/Model Replication; Educational Management Organization (EMO), Charter Management Organization (CMO), or other Educational Service Provider (ESP)

Applicant Instructions

This section is required of any applicant intending to replicate an existing school or school model, including applicants who intend to contract with an EMO, CMO, or ESP. If an applicant is unsure as to whether or not this section is required, it is the applicant's responsibility to contact the sponsor for guidance. If the proposed school does not intend to replicate an existing school or school model, or contract with an EMO, CMO, or other ESP, skip to the next section, B.3.2 or B.4, as applicable.

All applicants must declare whether they intend to contract with an EMO, CMO, or other ESP (see cover sheet). The term "EMO" refers to any number of organizations that contract with the governing body of a charter school to "assist with the operation, management, or provision and implementation of educational services and programs of the charter school..."; see the NRS 386.562 definition of an EMO and prohibited EMO contract stipulations. EMOs tend to be for-profit entities; CMOs tend to be not for-profit; ESP is a more general term that may include either EMOs or CMOs. Also see NAC 386.180, 386.400, 386.405, 386.204, and 386.407. **For the purposes of this guidance, the term "EMO" will include CMOs and ESPs.**

The sponsor will use the information provided in this section to assess the academic, organizational, and financial performance record of the EMO, and the EMO's schools or the school/school model that the applicant proposes to replicate. The sponsor may then select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports.

Required Elements

1. As an attachment, complete the Existing Schools Information Template (see http://charterschools.nv.gov/OpenASchool/Application_Resources/) for each of the EMO's schools or schools or models to be replicated. Identify those schools that serve the same grade levels and student populations demographically similar to the anticipated population of the proposed school. If the EMO/school/school model operates more than 10 applicable schools, identify the 10 most similar to the proposed Nevada school.
2. Regarding **selection** of the EMO/school/school model, as an attachment (respond to each item i – iv separately):
 - i. Provide the following information related to the EMO/school/school model:
 1. Name of the EMO/school/school model;
 2. The name of a contact person for the EMO/school/school model; and
 3. The telephone number and mailing address of the EMO/school/school model.
 - ii. Explain why the applicant plans to contract with an EMO rather than operate the school directly, if applicable.

- iii. Explain how and why the EMO/school/school model was selected, including when and how the applicant learned of the EMO/school/school model, which other EMOs/schools/school models were considered, why the EMO/school/school model was selected over others, and what due diligence was conducted.
 - iv. List and explain any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed EMO/school/school model has experienced in the past 5 years.
3. Regarding the **academic performance** of the EMO/school/school model, as an attachment, explain the EMO's success in serving student populations similar to the target population of the proposed school. Describe the EMO's demonstrated academic track record as well as successful management of non-academic school functions.

Conduct reference checks of schools operated by the EMO or of the school or model to be replicated by consulting with administrators (who are not employees of the EMO) of those schools, sponsors and boards of those schools, and other stakeholders. Provide summary information from such reference checks, identifying each reference.

4. Regarding the **financial performance** of the EMO or school to be replicated, as an attachment include the most recent independent financial audit report of the EMO or the school to be replicated and its most recent annual report, if applicable.
5. Regarding the **legal relationship**, as an attachment (respond to each item i – iii separately):
 - i. Provide evidence that the Committee to Form is independent from the EMO/school/school model and self-governing, including evidence of independent legal representation and arm's-length negotiating.
 - ii. Explain the supervisory responsibilities of the EMO (if any), including which school staff the EMO will employ, how the EMO will supervise school staff who are EMO employees, and how the charter school board will oversee the EMO's supervisory responsibilities.
 - iii. If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationship with the EMO (or EMO affiliate), ensure such agreements are separately documented and not part of or incorporated into the school management contract. Any facility or financing agreements and the contract must honor the school governing board's authority and enable the school to terminate the management agreement and continue operation of the school.
6. Regarding the **organizational structure**, as an attachment (respond to each item i – viii separately);
 - i. Provide a detailed description of the roles and responsibilities of the EMO or school/model to be replicated.
 - ii. Describe the scope of services and costs, including general and special education, of all resources to be provided by the EMO or school/model to be replicated.
 - iii. Describe the oversight and evaluation methods that the charter school board will use to oversee the EMO. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what

ways, will the board review and evaluate the EMO's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the EMO's performance? What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?

- iv. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses and other compensation to be paid to the EMO.
 - v. Describe the respective financial responsibilities of the school governing board and the EMO.
 - vi. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision making procedures) for renewal and termination of the contract. List any indemnification provisions in the event of default or breach by either party.
 - vii. Describe the plan for the operation of the school in the event of termination of the management agreement. Identify the school's financial and other responsibilities in case the school terminates the EMO contract in mid-term, and at the end of a term.
 - viii. Provide unsigned contracts between the EMO and all NAC 386.405 "key personnel" working for the school and employed by the EMO.
7. As an attachment, the unsigned contract or management agreement setting forth terms and conditions, including roles and responsibilities of the school governing board, the school staff, and the EMO; the services and resources to be provided; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.

Attachments

All responses must be in the form of Attachments

B.3.1: Educational Management Organization (EMO), CMO, ESP Guidelines (if applicable)

Address Required Element 1 as **Attachment B.3.1.1, Existing Schools Information Template**

Address Required Element 2 as **Attachment B.3.1.2, Selection of EMO/model**

Address Required Element 3 as **Attachment B.3.1.3, Academic performance of EMO/model**

Address Required Element 4 as **Attachment B.3.1.4, Financial performance of EMO/model**

Address Required Element 5 as **Attachment B.3.1.5, Legal relationship with EMO/model**

Address Required Element 6 as **Attachment B.3.1.6, Organizational structure**

Address Required Element 7 as **Attachment B.3.1.7, Contract/management agreement**

Evaluation Criteria

A response that meets the standard will include:

1. Compelling justification for the decision to contract with an EMO rather than operate the school directly.
2. Compelling explanation of how and why the EMO was selected including when and how the applicant learned of the EMO, which other EMOs were considered, why the EMO was selected over other EMOs, and what due diligence was conducted.

3. Evidence of the EMO's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions.
4. Evidence that the applicant conducted reference checks on the EMO.
5. Evidence of the financial health of the EMO as demonstrated through an independent financial audit report and its most recent annual report.
6. Evidence of no management contract terminations or charter revocations, non-renewals, withdrawals, or failures to open.
7. Evidence that the board is independent from the EMO and self-governing, including separate legal representation of each and arms-length negotiating.
8. No existing or potential conflicts of interest between the school's governing board and proposed EMO or any affiliated business entities.
9. No unexplained or inappropriate relationships between the school and any subsidiary or related entities of the EMO.
10. Detailed explanation and compelling justification of any lease, promissory notes or other negotiable instruments, any lease-purchase agreements or other financing relationships with the EMO, including evidence that such agreements are separately documented and not part of or incorporated in the EMO agreement. Such agreements must honor the school's authority and enable it to terminate the EMO agreement and continue to operate.
11. A coherent delineation of the roles and responsibilities between the school's governing board, management and the EMO.
12. Detailed explanation of the scope of services and costs of all resources to be provided by the EMO.
13. EMO performance expectations that are consistent with the school's accountability requirements and the means by which the board will hold the EMO accountable for meeting those expectations. Additionally, a detailed explanation of the conditions, standards, and procedures for board intervention, if the EMO's performance is deemed unsatisfactory.
14. A contract that is deemed acceptable by the school's sponsor.

Statutory Reference

NRS 386.562
NAC 386.407
NAC 386.400
NAC 386.204
NAC 386.180
NAC 386.405

B.3.2 Distance Education (also known as Online, Virtual or Cyber Schools)

Applicant Instructions

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education. See application instructions at http://cteae.nv.gov/Adult_Education/Distance_Education/. The distance education application must also be submitted to the SPCSA.

To help applicants determine whether their plans to use online, virtual, cyber, or distance education require NDE approval, they should see the guidance (“Use of online, cyber, or virtual curriculum”) at <http://charterschools.nv.gov/ForSchools/Resources/> Jeff Wales at the NDE can also help, 775-687-7288.

Note that if a vendor of distance education programs or courses provides teachers to the school, the vendor also meets the definition of an EMO and Application Item B.3.1 must be addressed.

In addition to the information requested in the Department’s distance education application(s), the charter applicant must address the following Required Elements.

Required Elements

Address all as narratives:

1. Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities and English learners.
2. Describe how the school will conduct parent-teacher conferences.

Attachments

Not Applicable

B.3.2: Distance Education Guidelines

Address Required Element 1 as **Narrative B.3.2.1, *Distance education special education services***

Address Required Element 2 as **Narrative B.3.2.2, *Distance education parent-teacher conferences***

Evaluation Criteria

A response that meets standards will:

1. Include plans to provide appropriate services to students with disabilities and English language learners that comply with state and federal requirements.
2. Include parent-teacher conference plans that maximize the likelihood of parents’ meaningful participation.
3. Demonstrate alignment of the distance education plan with the school’s mission, and present research-based evidence of the effectiveness of the plan for the target population.

Statutory Reference

NRS 388.820-388.874

NAC 388.800-388.860

B.4 Staffing and Human Resources

Applicant Instructions

1. Discuss the staffing plan for the term of the charter including anticipated staffing needs and recruitment and retention strategies. Discuss how the plan supports sound operation and successful implementation of the school's educational program. Explain how staffing-related budget assumptions align with educational program needs. Address staffing needs in terms of anticipated enrollment and growth of the school. Explain how the school will determine appropriate experience, training and skills of non-certificated instructional personnel (see NRS 386.590).
2. Except as otherwise required by [NRS 386.595](#), provide the process by which the governing body of the charter school will negotiate employment contracts with the employees of the charter school.
3. Provide the qualifications of the persons who will provide instruction at the charter school.
4. Provide the procedure for the evaluation of teachers of the charter school, if different from the procedure prescribed in [NRS 391.3125](#). If the procedure is different from the procedure prescribed in [NRS 391.3125](#), the procedure for the evaluation of teachers of the charter school must provide the same level of protection and otherwise comply with the standards for evaluation set forth in [NRS 391.3125](#).
5. If applicable, provide the name, title, address and telephone number of the person selected to function as the administrative head of the charter school pursuant to [NAC 386.100](#).
6. Provide a position description for the school administrator.

A charter school administrator who otherwise meets the statutory and regulatory requirements for a charter school administrator, but does not have a public school administrator's license, is entitled to perform all the duties that an administrator traditionally performs, including evaluating staff and administering state mandated tests, except as dictated by applicable collective bargaining agreements.

7. Provide a description of the process that will be used to:
 - a. Advertise for, select and employ administrators for the charter school; and
 - b. Select new administrators for the charter school in the event of a vacancy in one or more of those positions.
8. Provide a description of the process that will be used to advertise for, select and employ instructional staff and other employees.
9. If known at the time of Call for Quality Charter Schools provide:
 - a. The name, license number and proposed assignment of each licensed staff member; and
 - b. The name, qualifications and proposed assignment of each non-licensed staff member.

The Authority recommends that key leadership positions be recruited, hired and employed by the governing body of the school, not by an Educational Management Organization or other educational service provider. It is further expected that persons occupying key positions reside and are located in Nevada, and are Nevada residents. "Key leadership positions" are the school administrator (NRS 386.590, NAC 386.100, NAC 386.160) and the person designated to draw orders for payment of the charter school's money (NRS 386.573, NAC 386.160).

See <http://nvteachers.doe.nv.gov/> regarding teacher licensure.

Required Elements

1. Staffing plan, submitted as a narrative (see “Applicant Instructions” #1).
2. Process for negotiation of employment contracts, submitted as a narrative (see “Applicant Instructions” #2).
3. Qualifications of instructors, submitted as a narrative (see “Applicant Instructions” #3).
4. Teacher evaluation procedure, submitted as a narrative (see “Applicant Instructions” #4).
5. If known at the time of application, the name, etc., of the administrator, submitted as a narrative (see “Applicant Instructions” #5).
6. Administrator position description, submitted as a narrative (see “Applicant Instructions” #6).
7. Process for employing administrators, submitted as a narrative (see “Applicant Instructions” #7).
8. Process for employing instructors and others, submitted as a narrative (see “Applicant Instructions” #8).
9. If known at the time of application, information about licensed and non-licensed staff, submitted as a narrative (see “Applicant Instructions” #9).

Attachments

Not applicable

B.4: Staffing and Human Resources Guidelines

Address Required Element 1 as **Narrative B.4.1, *Staffing plan***

Address Required Element 2 as **Narrative B.4.2, *Employment contract negotiation***

Address Required Element 3 as **Narrative B.4.3, *Instructor qualifications***

Address Required Element 4 as **Narrative B.4.4, *Teacher evaluations***

Address Required Element 5 as **Narrative B.4.5, *Administrator information, if applicable***

Address Required Element 6 as **Narrative B.4.6, *Administrator position description***

Address Required Element 7 as **Narrative B.4.7, *Employing administrators***

Address Required Element 8 as **Narrative B.4.8, *Employing instructors/others***

Address Required Element 9 as **Narrative B.4.9, *Licensed and non-licensed staff, if applicable***

Evaluation Criteria

A response that meets the standard will:

1. Present strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective.
2. Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school’s anticipated enrollment.
3. Demonstrate a sound understanding of staffing needs with respect to successful implementation of the educational program.
4. Present a staffing plan that is reasonably likely to attract and retain effective staff.
5. Identify an employment contract negotiation process that complies with NRS 386.595.
6. Identify instructor qualifications that comply with NRS 386.590.
7. Identify teacher evaluation procedures that comply with NRS 391.3125.
8. Include a position description for the school administrator that will identify the position’s major responsibilities and skills and qualifications.
9. Include a description of the process for employing administrators.
10. Include a description of the process for employing instructors and others.

Statutory Reference

NRS 386.520

NRS 386.590

NRS 386.593

NRS Chapter 391

NAC 386.100

NAC 386.160

C.1 Budget

Applicant Instructions

Provide proposed budgets and supporting cash flow statements that set forth the estimated revenues and expenditures of the charter school for the first 2 years of operation. The budgets, budget narratives contained in Supplementary Schedules and cash flow statements must clearly reflect each other and align with and be driven by the details of the Education Plan in Section A and the Organizational Plan in Section B. Inconsistencies may cause rejection of the application. Also provide a detailed budget for the period before the charter school commences operation. This pre-opening budget must demonstrate thoughtful consideration of likely expenses and must state the source(s) of funds, terms of any repayment obligations and the entity responsible for such repayment obligation.

Please note that the fiscal year is July 1 to June 30.

Forms for the budget, budget narrative and cash flow statement as well as budget instructions can be found on the NDE website: http://www.doe.nv.gov/Charter_Schools_Resources/. The chart of accounts may be found at http://www.doe.nv.gov/Business_Support_Financial_Information/ under “Budget.”

Avoid overly optimistic first year enrollment projections as they will give you an inaccurate impression of your school’s expected revenue. Funding from state, local and other revenue sources must be listed separately.

All money received by the school from this state or from the board of trustees of a school district must be deposited in a financial institution in this state (NRS 386.570(2)).

Required Elements

1. As an attachment, submit budgets that set forth the estimated revenues and expenditures of the school for the first two (2) years of operation. The proposed budget shall include, but not be limited to, the following:
 - a. Cost of insurance – estimated or actual;
 - b. Student information system: all SPCSA schools are required to utilize Infinite Campus as the Student Information System. This license is cloud-based and paid for by SPCSA, therefore no licensing or server costs are incurred by the school. Training is also provided by SPCSA. Costs that **would be** incurred by the school (and therefore should be included in a school’s budget) would be 1) expenses for travel/meals/lodging for those attending any trainings; 2) costs of providing substitute personnel (if necessary) for those attending any trainings; and 3) additional customization of specialized reports requested by a school and/or conversion programs that enable Infinite Campus to interface with a school’s third-party programs.
 - c. 1.5% administrative fee (see NRS 386.570(3)(4));
 - d. Distance education program costs; if applicable;
 - e. Salary costs broken out by teacher and administrator salaries; and
 - f. Contracted services broken out, including advertising.
2. As an attachment, submit Budget Narrative (Budget Supplementary Schedules) for each year providing detailed explanations of expenditures in each of the Object Codes listed. These explanations must clearly demonstrate the well-researched fiscal implications of all aspects of the Education Plan and the Organizational Plan.

3. As an attachment, submit properly labeled Cash Flow Statements for each year, FY15 and FY16.
4. As a narrative, submit an assurance that the school will use the Nevada Chart of Accounts. (See www.doe.nv.gov/NDE_Offices/Support/NDE_Chart_of_Accounts for the NDE Chart of Accounts)
5. As an attachment, submit a Pre-Opening Budget
 - Demonstrate thoughtful consideration of all projected expenses.
 - State the source(s) of funds, terms of any repayment obligations and the person(s) or entity responsible for such repayment obligation
6. As a narrative, discuss, in detail, the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.
7. As a narrative discuss, in detail the school's budget plan for the Special Education, ELL, and GT programs.
8. As an attachment, please provide the specific costs involved with your school's Special Education, ELL, and GT programs

Attachments

1. Proposed budgets for the first two (2) years of operation;
2. Cash flow statements for the first two (2) years of operation that align with and support proposed budgets;
3. Budget Narrative with detailed explanation of educational and operational plans underlying the numbers;
4. Assurance that the school will adhere to the NDE Chart of Accounts; and
5. Pre-opening budget.
6. Proposed budgets for the school's Special Education, ELL, and GT programs. Ensure that your budget coincides with your section A.8 plans for each program.

C.1: Budget Guidelines

Address Required Element 1 as **Attachment C.1.1, Budget**

Address Required Element 2 as **Attachment C.1.2, Budget Narrative**

Address Required Element 3 as **Attachment C.1.3, Cash Flow Statement**

Address Required Element 4 as **Narrative C.1.4, Chart of Accounts Assurance**

Address Required Element 5 as **Attachment C.1.5, Pre-opening Budget**

Address Required Element 6 as **Narrative C.1.6, Contingency plan for financial challenges**

Evaluation Criteria

A response that meets the standard will:

1. Present budget priorities that align with and support all parts of the plan, including the school's mission, educational program, staffing and facility;
2. Be based on realistic, evidence-based revenue and expenditure assumptions;
3. Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation; and
4. Demonstrate a commitment to maintaining the financial viability of the school.

Statutory Reference

NAC 386.215

NAC 387.600-387.780

NRS 386.570(2)(3)(4)

C.2 Financial Management

Applicant Instructions

In this section, applicants will describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management. To that end, applicants must provide a financial plan for the operation of the charter school. The plan must include, without limitation, procedures for the audit of the programs and finances of the charter school and guidelines for determining the financial liability if the charter school is unsuccessful. Ensure consistency of your response with other parts of your application, for example, your governing body bylaws.

Required Elements

1. As a narrative, provide the position title (and name if known) of the individual at the school, along with the name of any accounting firm(s), who will be responsible for handling the school's bookkeeping, financial reporting and financial liability. These persons are responsible for ensuring that any remaining money is returned to the appropriate funding sources, such as state and local authorities.
2. As a narrative, include closing procedures for the school (see NAC 386.335, 386.342, and 386.360).
3. The name of the audit firm the school will use, submitted as a narrative
4. The name of the local, Nevada bank the school will use, submitted as a narrative.
5. Submitted as a narrative, a list of any fees, charges and deposits, including without limitation, fees, charges and deposits for course materials or equipment that:
 - a. Are typically imposed upon pupils or the parents or guardians of pupils attending public schools which are not charter schools; and
 - b. Are anticipated by the Committee to be imposed upon the pupils or the parents or guardians of the pupils of the charter school. See the Nevada Charter School Operation Manual for guidance regarding fees.
6. Submitted as a narrative, the name, title, address, telephone number, fax, e-mail, position description and qualifications of the person who is designated to draw all orders for the payment of money belonging to the charter school pursuant to NRS 386.573
7. Submitted as a narrative, the procedures by which the orders for the payment of money must be approved and the cumulative voucher sheets signed.
8. As an attachment, a break-even cash flow statement documenting the minimum number of enrolled pupils necessary for financial viability of the school.

Attachments

1. A break-even cash flow statement.

C.2: Financial Management Guidelines

Address Required Element 1 as **Narrative C.2.1, *Financial responsibility***

Address Required Element 2 as **Narrative C.2.2, *Closing procedures***

Address Required Element 3 as **Narrative C.2.3, *Audit firm***

Address Required Element 4 as **Narrative C.2.4, *Nevada bank***

Address Required Element 5 as **Narrative C.2.5, *Fees, Charges***

Address Required Element 6 as **Narrative C.2.6, *Person to draw orders for payment of school's money***

Address Required Element 7 as **Narrative C.2.7, *Approving Payments of Money***

Address Required Element 8 as **Attachment C.2.8, *Minimum number of pupils necessary***

Evaluation Criteria

A response that meets the standard will:

1. Demonstrate a comprehensive understanding of the school's financial management obligations;
2. Demonstrate preparation to meet its insurance, annual audit, annual financial report and other key financial management obligations;
3. Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation;
4. Present evidence that the school is prepared to adhere to generally accepted accounting practices and the Charter School Budget and Finance Regulation (See NAC 387.600-387.780); and
5. Address whether the proposed school plans fees, charges and/or deposits, and if so, identify fees, etc., that are allowable and reasonable.

Statutory Reference

NRS 386.570(2)(3)(4)

NRS 386.573

NAC 386.215

NAC 387.600-387.780

NAC 386.355

NAC 386.342

NAC 386.360

C.3 Facilities

Applicant Instructions

Either NAC 386.140(2), (3), OR (4) will apply to your school's facility situation. Respond only to the appropriate item or group of items.

Respond to (2) If the facility the school will use currently exists; is suitable for use by the charter school; and if the facility is not owned by the school district in which the charter school will be located.

The documentation of sponsor satisfaction with the school's insurance coverage must originate with the sponsor if the sponsor is a school district or public university or college. If the State Public Charter School Authority (SPCSA) is the sponsor, an insurance affidavit and certificate of insurance must be submitted. See http://doe.nv.gov/SD_Charter_Schools_Forms.htm for the insurance affidavit. The affidavit is only for SPCSA sponsored schools and should not be submitted until a facility has been obtained. Also see "Insurance" in the Nevada Charter School Operation Manual. Submitting an insurance document alone will not satisfy the item.

Respond to (3) If the facility is already being used as a public school. See NRS 386.560(2), charter school use of school buildings owned by the school district.

Respond to (4) If the proposed charter school has not obtained a facility. Until a Certificate of Occupancy and other inspection/approval documents have been obtained, the 2014 Call for Quality Charter Schools will be considered an application for a Subsection 7 Charter, that is, a charter granted to an applicant who is not yet prepared to commence operation. In order to convert a Subsection 7 Charter granted due to lack of an inspected, approved facility to a charter under which the school may operate, the applicant would need to provide to the sponsor (1) a response to NAC 386.140(2) and NAC 386.170(3, 4). NOTE: A holder of a Subsection 7 Charter shall not operate a charter school and is not eligible to receive public school money for the operation of a charter school. See "Attachments, #1," below.

Required Elements

NAC 386.140(2): If the facility that the charter school will occupy exists at the time of 2014 Call for Quality Charter Schools and is suitable for use by the charter school, but is not owned by the school district in which the charter school will be located provide:

- (a) The address of the charter school;
- (b) The type of facility that the charter school will occupy;
- (c) A floor plan of the facility that the charter school will occupy, including a notation of the size of the facility which is set forth in square feet;
- (d) The name and address of the owner of the facility that the charter school will occupy;
- (e) If the facility that the charter school will occupy will be leased or rented, a copy of the proposed lease or rental agreement;
- (f) If available at the time that the 2014 Call for Quality Charter Schools is submitted, a copy of the certificate of occupancy for the facility; and
- (g) Documentation which demonstrates that the committee has obtained the insurance required by NAC 386.215 and that the proposed sponsor of the charter school is satisfied with the type and

amount of insurance or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550.

NAC 386.140(3): If the facility that the charter school will occupy is, at the time of application, being used as a public school, provide the name and location of that school and documentation which:

- (a) Sets forth the specific days and times during which the charter school is authorized to use the facility; and
- (b) Demonstrates that the committee has obtained the insurance required by NAC 386.215 and that the proposed sponsor of the charter school is satisfied with the type and amount of insurance or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550.

NAC 386.140(4): If the proposed charter school has not obtained a suitable facility, personnel or equipment provide:

- (a) A statement in writing describing why the proposed charter school has not obtained a suitable facility, personnel or equipment;
- (b) A plan for obtaining a suitable facility, personnel or equipment, including, without limitation, as applicable:
 - (1) A statement in writing that explains whether an existing facility will be remodeled or a new facility will be built; and
 - (2) A schedule for completing or obtaining a suitable facility, personnel and equipment, including, without limitation, if applicable, a description of and time schedule for any plan to raise funds for completing or obtaining the facility, personnel and equipment;
- (c) The date on which it is anticipated that the charter school will open;
- (d) A description of the equipment that will be used at the charter school, including, without limitation:
 - (1) Office furniture and equipment;
 - (2) Computer equipment;
 - (3) Musical instruments;
 - (4) Equipment to be used in a machinery shop; and
 - (5) Supplies and other items necessary for the use of equipment described in this paragraph;
- (e) A written estimate, prepared by an authorized insurer, of the cost of obtaining insurance required by NAC 386.215 and documentation which demonstrates that the proposed sponsor of the charter school is satisfied with the type and amount of insurance provided for in the written estimate or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550. The written estimate must specifically reference "NAC 386.215," for example: "The included estimate satisfies the requirements of NAC 386.215."
- (f) If applicable, evidence in writing that the acceptance of the application by the proposed sponsor of the charter school is necessary to obtain a facility, equipment or personnel.

Attachments

1. If an applicant does not yet have a facility, they must submit an estimate of the cost of insurance coverage. The estimate must be provided by a qualified insurance provider, and must be in the form of a letter from the insurance provider. The letter must specifically state that "the insurance estimate is based on the types and amounts of insurance that are required by NAC 386.215."
2. NAC 386.170(3): Unless the facility that the proposed charter school will occupy is a public school, provide documents which indicate that the facility which the charter school will occupy has been inspected and meets the requirements of any applicable building codes, codes for the prevention of

fire, and codes pertaining to safety, health and sanitation. This includes inspection for AHERA asbestos compliance.

3. NAC 386.170(4): Provide evidence which demonstrates to the satisfaction of the proposed sponsor that the committee has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) of 1970, as amended.

C.3: Facilities Guidelines

Of the three following Required Elements, address the one that applies to your situation as Narrative C.3.1

Required Element NAC 386.140(2)(a-g)

Or

Required Element NAC 386.140(3)(a-b)

Or

Required Element NAC 386.140(4)(a-f)

If NAC 386.140(2) applies to your situation:

1. Submit the inspection documents as Attachment C.3.3
2. Submit the OSHA document as Attachment C.3.4

If NAC 386.140(4) applies to your situation:

- Submit the estimate of the cost of insurance as Attachment C.3.2

Evaluation Criteria

A response that meets the standard will:

1. Provide all facility-related information required by NAC 386.140;
2. Include a letter from a qualified provider of insurance stating an estimated annual insurance premium if the applicant does not yet have a facility. The letter must specifically reference NAC 386.215;
3. Include an insurance affidavit and certificate of insurance if the proposed sponsor is the State Public Charter School Authority and the applicant has a facility;
4. Include a valid certificate of occupancy if the applicant has a facility; and
5. Include all inspection/approval documentation including without limitation, fire, health, building and asbestos (see Appendix 5) documentation if the applicant has a facility.

Statutory Reference

NAC 386.140(2)(3)(4)

NAC 386.170 (3)(4)

NAC 386.215

C.4 Transportation, Health Services and Emergency Services

Applicant Instructions

The purpose of this section is for you to describe the systems, procedures and provisions for providing transportation services, health services and emergency services to the students of the charter school.

Required Elements

1. As a narrative, provide a description of the manner in which pupils will be transported to the proposed charter school, including, without limitation, the details of any contract that the charter school has entered or will enter into for the transportation of general and special education pupils and the details of any plan developed in consultation with the parents and guardians of pupils for the transportation of pupils. (NAC 386.170(1) and NRS 386.520(4)(1)). See attachment 1, below
2. As a narrative, provide a description of the manner in which the proposed charter school will provide health services to pupils, including without limitation, the details of any contract that the charter school has entered or will enter into pursuant to subsection 1 of NRS 386.560 for the provision of health services to pupils (NAC 386.170)(2)(a)). See Attachment 2, below
3. As a narrative, provide a description of the manner in which the proposed charter school will maintain records related to the immunization of pupils that is required pursuant to NRS 392.435 to ensure that pupils are immunized in a timely manner (NAC 386.170(2)(b)).
4. As an attachment, provide a description of the manner in which the proposed charter school will provide drills for the pupils in the charter school and will instruct those pupils in the appropriate procedures to be followed in the event of a fire or other emergency (NAC 386.170(5)).
5. As an attachment, the school's proposed Emergency Management Plan. (NRS 392.600 – 392.656)

Attachments

1. If transportation is provided, the policy and procedures the school will use to provide transportation services, including to extra-curricular activities.
2. The school's contract for health services if contracting.
3. The school's Emergency Management Plan.

C.4: Transportation, Health Services and Emergency Services Guidelines

Address Required Element 1 as **Narrative C.4.1, Transportation**

Address Required Element 2 as **Narrative C.4.2, Health services**

Address Required Element 3 as **Narrative C.4.3, Immunization records**

Address Required Element 4 as **Attachment C.4.4, Emergency drills**

Address Required Element 5 as **Attachment C.4.5, Emergency management plan**

If transportation will be provided, submit the policies/procedures as **Attachment C.4.6**

If the school will contract for health services, submit the contract as **Attachment C.4.7**

Evaluation Criteria

A response that meets the standard will:

Transportation

1. Include a statement that the charter school will or will not provide for the transportation of pupils to and from the charter school. If it will not provide for transportation, include a statement that the

school will work with parents and guardians to develop a plan for transportation to ensure that pupils have access to transportation to and from the school. (NRS 386.520(2)(1))

2. If transportation will be provided, include a detailed description of how students will be transported to and from the proposed charter school and how the school plans to comply with the requirements of NRS 392.300 through 392.410 and NAC 392.400 through 392.502.

Health Services

1. Include a description of how health services will be provided to the students at the proposed charter school, including the details of any contract that the charter school has entered or will enter into pursuant to NRS 386.560(1).
2. Include a detailed description of how immunization records will be monitored and maintained by the staff of the charter school as required by NRS 392.435.
3. According to the Nevada Department of Education the following all apply to charter schools: NRS 389.065, NRS 391.207, NRS 391.208, NRS 392.420, NRS 392.425, NRS 392.430 NRS 392.435, NRS 392.437, NRS 392.439, NRS 392.443, NRS 392.446, NRS 392.448, NAC 389.2423, NAC 389.2938, NAC 389.381, NAC 389.455.

Emergency Services

1. Include a detailed description of how and when the charter school will provide drills and the plans and procedures for instructing pupils and staff on the appropriate procedures to be followed in an emergency.

Statutory Reference

Transportation

NRS 386.520 and NRS 386.560 - <http://www.leg.state.nv.us/NRS/NRS-386.html#NRS386Sec505> NRS 392.300 through 392.410 - <http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec300>
NAC 392.400 – 392.502 - <http://www.leg.state.nv.us/nac/NAC-392.html>

Health Services

NRS 386.560 - <http://www.leg.state.nv.us/NRS/NRS-386.html#NRS386Sec505> NRS 392.420, 392.425, 392.430, 392.435 392.437, 392.439, 392.443 - <http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec300>

Emergency Services

NRS 392.450, 392.616, 392.620, 392.324, & NRS 392.600 - 392.656 <http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec300>

APPENDIX 1

Appendix 1:

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows.

Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
3. Explain why you would like to serve on the board.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
5. What is your understanding of the appropriate role of a public charter school board member?
6. What relevant knowledge and experience will you bring to the board?
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
9. Are you familiar with the school's proposed educational program? How would you describe it?
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

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

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

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

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

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

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

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

APPENDIX 2

Appendix 2:

Frequently Asked Questions about Charter Schools

What are charter schools?

Charter schools are tuition-free public schools that are open to all families contingent on available space. They are permitted to operate with more flexibility and independence than traditional schools.

Are charter schools public schools?

Yes, every charter school is a public school.

How do charter schools differ from traditional public schools?

Charter schools differ from traditional public schools in that they are exempt from many state and school district regulations. They decide their own curriculum, staffing, organization and budget. In exchange for this autonomy, they promise to educate pupils well - meeting or exceeding Nevada's educational performance standards - or they lose the privilege of operating the school.

How are charter schools started?

Charter schools are established by a group of individuals - often teachers, principals, education experts and/or parents - that have a vision for the kind of school they would like to create. The founding group submits a plan for the school to a sponsor. Founding groups often spend a year or more planning their schools before submitting an application. If the sponsor finds that the plan demonstrates that the group is likely to create a high quality school, the application is approved, and the applicant group prepares to open the school.

Who gets to attend a charter school?

As long as space is available, almost any pupil who applies to a charter school may attend that school provided the pupil meets the age or grade range that the school intends to serve. Enrollment is free and non-selective. Usually enrollment is limited to a specific number per grade. Each school has a non-selective, free application process. If the number of applications exceeds the available space, the school will hold a random lottery to determine which children get to enroll.

What is a charter?

A charter is an agreement between the school's sponsor and the school that documents the school's rights and responsibilities as well as the educational outcomes that the school will be expected to attain. The charter is good for a fixed number of years. At the end of the charter term, the sponsor determines whether the school has met the terms of the agreement, particularly with respect to handling public funds responsibly, providing a safe environment and educating pupils well. If the school has met expectations, the sponsor will renew the charter, and the school will continue to operate. If not, the charter will not be renewed, and the school will be closed.

Do charter schools serve students with special needs?

Like all public schools, charter schools are required to provide access and services to all students, including students with disabilities and those who are limited English proficient.

May a charter school be religious in nature?

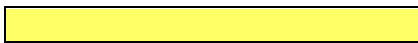
No. Like all public schools, charter schools must comply with the first amendment to the U.S. Constitution that prohibits religious instruction in public education

What is a sponsor?

A sponsor is an organization that has the authority to approve and oversee charter schools. The Nevada Legislature has authorized school districts, public colleges and universities, and the State Public Charter School Authority to sponsor charter schools. A group interested in starting a charter school may apply to any eligible sponsor, but the most common sponsor in Nevada is the SPCSA.

APPENDIX 3

"District" School Calendar for 2014-2015 School Year



Start Date:

Type of calendar	Monday	Tuesday	Wednesday	Thursday	Friday						Total Days	Days NT	Total Days		
August 2014	18	19	20	21	22	1	1	1	1	1	5				First Day 8/19/2014
September 2014	25	26	27	28	29	1	1	1	1	1	5				Labor Day 9/2/14
	LD 1	2	3	4	5	0	1	1	1	1	4				
	8	9	10	11	12	1	1	1	1	1	5				Count Day 9/12/2014
											19	1	19	School Month 1	
September 2014	15	16	17	18	19	1	1	1	1	1	5				
October 2014	22	23	24	25	26	1	1	1	1	1	5				
	29	30	1	2	3	1	1	1	1	1	5				
	6	7	8	9	10	1	1	1	1	1	5				School Month 2
											20	0	39		
October 2014	13	14	15	16	17	1	1	1	1	1	5				Nevada Day 10/31/14
November 2014	20	21	22	23	24	1	1	1	1	1	5				
	27	28	29	30	ND 31	1	1	1	1	0	4				
	4	5	6	7	8	1	1	1	1	1	5				School Month 3
											19	1	58		
November 2014	10	VD 11	12	13	14	1	0	1	1	1	4				Veterans Day 11/11/14
December 2014	17	18	19	21	22	1	1	1	1	1	5				Thanksgiving 11/27/14
	24	25	26	THG 27	FD 28	1	1	1	0	0	3				Family Day 11/28/14
	1	2	3	4	5	1	1	1	1	1	5				School Month 4
											17	3	75		
December 2014	8	9	10	11	12	1	1	1	1	1	5				Winter/Christmas break
January 2015	15	16	17	18	19	1	1	1	1	1	5				12/22/14 thru 1/02/15
	WB 22	WB 23	WB 24	WB 25	WB 26	0	0	0	0	0	0				
	WB 29	WB 30	WB 31	WB 1	WB 2	0	0	0	0	0	0				
	5	6	7	8	9	1	1	1	1	1	5				School Month 5
											15	5	90		
January 2015	12	13	14	15	16	1	1	1	1	1	5				
February 2015	MLK 19	20	21	22	23	0	1	1	1	1	4				Martin Luther King 1/19/2015
	26	27	28	29	30	1	1	1	1	1	5				
	2	3	4	5	6	1	1	1	1	1	5				School Month 6
											19	1	109		
March 2015	9	10	11	12	13	1	1	1	1	1	5				
	PRES Day 16	17	18	19	20	0	1	1	1	1	4				President's Day 2/16/15
	23	24	25	26	27	1	1	1	1	1	5				
	2	3	4	5	6	1	1	1	1	1	5				School Month 7
											19	1	128		
March 2015	9	10	11	12	13	1	1	1	1	1	5				
April 2015	16	17	18	19	20	1	1	1	1	1	5				
	23	24	25	26	27	1	1	1	1	1	5				
	30	31	1	2	3	1	1	1	1	1	5				School Month 8
											20	0	148		
April 2015	6	7	8	9	10	1	1	1	1	1	5				
May 2015	13	14	15	16	17	1	1	1	1	1	5				Spring Break 4/20/15 thru 4/24/15
	SB 20	SB 21	SB 22	SB 23	SB 24	0	0	0	0	0	0				
	27	28	29	30	1	1	1	1	1	1	5				School Month 9
	4	5	6	7	8	1	1	1	1	1	5				
											20	0	168		
May 2015	11	12	13	14	15	1	1	1	1	1	5				
June 2015	18	19	20	21	22	1	1	1	1	1	5				Memorial Day 5/25/15
	Mem Day 25	26	27	28	29	0	1	1	1	1	4				Last Day 6/5/15
	1	2	3	4	5	1	1	1	1	1	5				Contingency days
	CD8	CD9	CD10			0	0	0	0	0	0				
											19	1	187	School Month 10	

PD Professional Development for all teachers
 WB Winter Break
 SB Spring Break
 CD Contingency day
 DH District Holiday
 Scheduled Professional Development Days:

Totals

187 13 187

NEVADA STATE LEGAL HOLIDAYS

The holiday schedule for State employees is established by the Legislature. The following are legal holidays:

January 1.....	New Year's Day
Third Monday in January.....	Martin Luther King, Jr.'s Birthday
Third Monday in February.....	Presidents' Day
Last Monday in May.....	Memorial Day
July 4.....	Independence Day
First Monday in September.....	Labor Day
Last Friday in October.....	Nevada Day
November 11.....	Veterans' Day
Fourth Thursday in November.....	Thanksgiving Day
Friday following the Fourth Thursday in November.....	Family Day
December 25.....	Christmas Day

When January 1, July 4, November 11, or December 25 falls on a Saturday, the preceding Friday is the observed legal holiday. If these days fall on Sunday, the following Monday is the observed holiday.

**NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE
PURSUANT TO NRS 388.090 OR NRS 386.550
SCHOOL YEAR 2014-2015**

District/Charter School Name	Beginning Date of School Year	Ending Date of School Year
Address	City, Zip	Telephone
Authorized Contact Person's Name	Title	E-Mail

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the District/Charter School's meeting held on _____. The Board of Trustees is aware that a written report is required to be submitted to the State Superintendent of Public Instruction on or before December 31, 2015. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

Signature of District Superintendent or Authorized Person (include title) _____ Date _____

1. The district/charter school is applying to operate the schools noted in this application on an alternative instruction schedule due to the following reason. Please check **one** of the following:

- A.** The district requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. The district is in a rural or remote area, whereby the population of the county is less than 100,000.
- B.** The district requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the district has schools in a rural or remote area.
- C.** The district requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. Please provide the supporting documentation to justify the claim of growth or overcrowding.
- D.** The district requests to operate on an alternative instruction schedule in accordance with NRS 388.090.2.b due to providing regular professional development to educational personnel.
- E.** The charter school requests to operate on an alternative instruction schedule in accordance with NRS 386.550.1 due to reasons described in item 2 of this application.

2. What is the purpose for which the school charter school is requesting an alternative schedule?

3. What problems does the school district/charter school hope to alleviate through an alternative schedule?

4. List the names and addresses of all schools that will offer an alternative schedule of instruction if this application is approved.

School Name	School Address	Grade Levels

Attach additional sheets if necessary.

5. For school year 2014-2015, how many pupils are estimated to attend the schools covered by this application?

6. The bell schedule for schools operating on an alternative schedule will be:

Bell Schedule	Kindergarten	Grades 1-2	Grades 3-6	Grades 7-12
Classes Begin				
Lunch/Nutrition Break Begins				
Lunch/Nutrition Break Ends				
Lunch/Nutrition Break Begins				
Lunch/Nutrition Break Ends				
Classes End				

Note: Recess Breaks are **included** in class time. Do **NOT** include Lunch/Nutrition Breaks as class time. If the bell schedule is not exactly the same for each school or each day of the school week, attach a separate bell schedule as appropriate.

7. The school schedule for the first school month of the schools covered by this application will be the following:

Daily Minutes of Attendance by Grade
Sunday Monday Tuesday Wednesday Thursday Friday Saturday
Week 1

Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							
Week 2							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							
Week 3							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							
Week 4							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							

Note: Attach additional schedules if all schools do not operate on the same schedule. The district/charter school must attach an applicable school calendar covering the schools with changed schedules as provided to the Nevada Department of Education in accordance with NAC 387.120.

8. NAC 387.131 requires that **kindergarten** pupils receive a minimum of **21,600** minutes of instruction per school year. Kindergarten requires **120 daily minutes** per school day x 180 school days = 21,600 minutes per school year. How many minutes of instruction per school year will be received by Kindergarten pupils attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

9. NAC 387.131 requires that pupils in **grades** one and **two** receive a minimum of **43,200** minutes of instruction per school year. First and second grade requires **240 daily minutes** per school day x 180 school days = 43,200 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades one and two that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

10. NAC 387.131 requires that pupils in grades **three, four, five** and **six** receive a minimum of **54,000** minutes of instruction per school year. Grades three, four, five and six require **300 daily minutes** per school day x 180 school days = 54,000 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades three, four, five and six that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

11. NAC 387.131 requires that pupils in grades **seven through twelve** receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require **330 daily minutes** per school day x 180 school days = 59,400 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades seven through twelve that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

Submit:

1. School Calendar per NAC 387.120
2. Alternative Schedule Application, Completed
3. For school district applications, a copy of a letter from a representative of the local teachers association agreeing to the alternative schedule is also required.

FOR DEPARTMENT OF EDUCATION USE ONLY

The application to offer an alternative schedule of instruction per week at the aforementioned schools is recommended/not recommended for approval.

School District/Charter School:

Date Approved	Fiscal Year	Recommendation for Approval By

DEPARTMENT OF EDUCATION APPROVAL

_____ DALE A.R. ERQUIAGA, Superintendent of Public Instruction	_____ Date
---	---------------

APPENDIX 4

Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name					Monitoring Year (circle): 1st year 2nd year		
Grade		Academic Year					
Name of <u>Language Arts</u> teacher					<i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.</i>		
Name of <u>Mathematics</u> teacher							
Name of <u>Science</u> teacher							
Name of <u>Social Studies</u> teacher							
Name of ESL/Bilingual Ed teacher					<i>The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>		
ESL Coordinator <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>							

Exiting ACCESS for ELLs [®] Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	Mathematics	Writing

Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>	NO	YES
If so, describe the services:		

Report Card Results:								
	1 st	Comments	2 nd	Comments	3 rd	Comments	4 th	Comments
LA								
Math								
Science								
Social Studies								

Student Name: _____

Monitoring Year (circle): **1st year** | **2nd year**

Language Arts

Teacher's Initials: _____

1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects.-----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1st	2nd	3rd	4th

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Mathematics

Teacher's Initials: _____

1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects.-----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1st	2nd	3rd	4th

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Science	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
						1st	2nd	3rd	4th
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)									
1. The student completes assignments on-time. -----									
2. The student communicates effectively with teacher. -----									
3. The student participates effectively in class projects.-----									
4. The student participates effectively in class discussions. -----									
5. The student is able to work independently. -----									
6. The student attends class regularly. -----									
7. The student displays effort and enthusiasm in class. -----									
8. The student requires additional assistance with assignments. -----									
9. The student shows evidence of difficulty with language. -----									
10. The student has discipline problems that interfere with his/her academic progress. -----									
						1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?						Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies	Teacher's Initials:	1st	2nd	3rd	4th	Quarter			
						1st	2nd	3rd	4th
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)									
1. The student completes assignments on-time. -----									
2. The student communicates effectively with teacher. -----									
3. The student participates effectively in class projects.-----									
4. The student participates effectively in class discussions. -----									
5. The student is able to work independently. -----									
6. The student attends class regularly. -----									
7. The student displays effort and enthusiasm in class. -----									
8. The student requires additional assistance with assignments. -----									
9. The student shows evidence of difficulty with language. -----									
10. The student has discipline problems that interfere with his/her academic progress. -----									
						1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?						Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?						Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

To be completed by appropriate ESL staff

I received and reviewed this completed form.	1 st _____ (Initial)	2 nd _____ (Initial)	3 rd _____ (Initial)	4 th _____ (Initial)
--	---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1st	Yes No	<i>Comments:</i>
2nd	Yes No	<i>Comments:</i>
3rd	Yes No	<i>Comments:</i>
4th	Yes No	<i>Comments:</i>

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1 st	2 nd	3 rd	4 th
I recommend that this student be reclassified as an ELL.	YES NO	YES NO	YES NO	YES NO

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	YES	NO
--	------------	-----------

Initial	Assurances Title III Program
	The school has processes in place to annually measure the English proficiency of English language learners.
	The school's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students. [NCLB Sec. 3116]
	The school has procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency. [NCLB Sec. 3121]
	The school has a clear process for handling complaints related to services to ELLs. [Title VI – OCR Guidelines]
	The school has documentation to support eligible immigrant students. Sec 3301(6)(A-C)
	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3127 Title VI - OCR Guidelines]
	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year. [NCLB Sec. 3115]
	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3122]
	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
	The school will provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand. [NCLB Sec. 3302 (c)]
	The school will have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service. [NCLB Sec. 3302 (a)]
	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
	The school will have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities. [NCLB Sec. 3116]
	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. [NCLB Sec. 3115]
	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
	The school established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. [NCLB Sec. 3122]

Administrator/ Principal _____ Date _____

ELL Coordinator _____ Date _____

A.8 Special Student Populations

Applicant Instructions

For the purpose of this section Special Student Populations are defined as English Language Learners (ELL); Special Education; Gifted & Talented (GT); special needs/at-risk students (i.e. 504, students who do not qualify (DNQ's) under a specific handicapping condition but are having difficulty with their academic and/or behavior, dyslexia students, etc...).

As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student "falls through the cracks" may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

English Language Learners

Describe the school's plan for educating children with limited English proficiency. Include your school's process for:

- Identification - Home Language Survey (HLS) - Home Language Survey should be translated into the language spoken by the parent to help ensure accurate answers, or the school should provide an interpreter who can interpret the form for the parent.
- Screening (W-APT is used in Nevada)
- Assessment WIDA ACCESS
- Record keeping and monitoring
- Parent notifications
- Your school's ELL Program - Education/academic content
- Plan for Evaluation of the ELL program
- Plan for ongoing monitoring exited students (2 years)

A school should choose the educational theory it will follow to educate ELL students, set educational goals for them, establish policies for all faculty and staff, and ensure there are sufficient resources to carry out the program effectively.

Explain specifically how the school's curriculum and approach to instruction will be designed and/or adapted to serve your limited English proficient students.

Required Elements

1. In a narrative provide a clear explanation of your proposed school's identification, screening, education/academic content, and assessment plans/process for ELL students
2. As an attachment provide a clear detailed explanation of your proposed school's ELL program. These options include, but are not limited to:
 - ELL pull out (small group/one on one)
 - Sheltered English
 - Structured Immersion
 - Transitional bilingual
 - Dual Language
3. In a narrative describe your plan to evaluate your school's ELL program
4. As an attachment describe your plan for monitoring exited ELL students for two years and

providing supports as needed.

Attachments

1. As an attachment a clear detailed explanation of your proposed school's ELL program.
2. As an attachment your school's plan for monitoring exited ELL students for two years.

Evaluation Criteria

A response that meets the standard will:

1. Be realistic and identify and meet the learning needs of English language learners (ELL); have chosen an educational theory that is recognized as sound by some experts in the field; use programs and practices that are reasonably calculated to implement effectively the educational theory adopted by the school
2. Include plans for serving ELL students that align with the overall curriculum, instructional approaches and the school mission.
3. Show students will receive the tools they need to learn English in a timely manner and receive meaningful access to the rest of the school's instructional program.
4. Identify plans to provide adequate staff to meet the needs of these students including Teaching English as a Second Language (TESL) endorsed teachers.
5. Include in section C.1 an ELL budget narrative that describes the specific costs involved with your school's ELL program.

The federal legal requirements governing the education of ELLs come from two primary sources: the civil rights laws and the Elementary and Secondary Education Act (ESEA). The relevant civil rights laws are Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA).

Resources

<http://www.charterschoolcenter.org/resource/serving-english-language-learners-toolkit-public-charter-schools>

<http://toolkit.eslportalpa.info/providers/302/ADiagnosticToolForTakingYourProgramsPulse.pdf>

Special Education, At-Risk, and 504 Students:

Describe the school's plan for educating children with disabilities and qualify as a Special Education students, at-risk students, and students who qualify for 504 plans. Include your school's process for:

- Referral (e.g. RtI process and Child Find activities)
- Curriculum and Instruction - The core content to be delivered in the school and the method of delivering the content. What is the school's plan to:
 - accommodate varied learning styles,
 - modifying delivery of curriculum to ensure that all students can access the general education curriculum ,
 - to train teachers to modify the curriculum and instruction to address the unique needs of students with disabilities,
 - track and monitor curriculum and instruction decisions by IEP teams and school personnel to ensure student success, and
 - if your school is a virtual or a blended model, please include a detailed description of how the learning management system (LMS), the central

component of online learning approaches, will enable students with disabilities to access the curriculum.

- Assessment - The tools used to measure academic progress (e.g. School's plan to implement evidence-based early interventions, RtI, and a means to track student progress; plan for determining if students may qualify for an alternate assessments; plan for school facility to administer assessments to students with disabilities such as the states' CRT's and HSPE assessments.)
- Enrollment - The school should project to enroll and plan for approximately the same proportion of students with disabilities as is enrolled in local neighborhood schools or about 10% of enrollment. What is your school plan to:
 - manage the marketing
 - application,
 - enrollment materials, and
 - procedures that encourage, and do not inadvertently discourage students with disabilities from enrolling.
- Individual Education Program (IEP) Development. What is the school's process by which a team of professionals, in collaboration with parents and other external experts as needed, develop a plan to provide special education and related services to a student identified as eligible for special education?
- Service Provision - The distinct set of special education and related services outlined in IEP's are the core of special education. The purpose of the services and supports is to ensure that students with disabilities can access the general education curriculum and achieve the academic and social goals outlined in their IEP's.
 - What is the school's plan to provide special education and related services as outlined in students' IEP's?
 - How many special education teachers, coordinators, and paraprofessionals does the school anticipate hiring?
 - Will the school contract for certain services and if so, which ones?
 - If virtual, how will a student's specially designed instruction be delivered?
 - Does the school have a plan to recruit and hire only qualified personnel as required by IDEA?
 - What is your school's Special Education Program continuum of services include?
- Funding – Special Education and related services are funded through a combination of federal, state, and local education funds (e.g. budget for personnel, contracted services, materials, assessment tools, transportation and/or reimbursement, etc...).
- Budget – Description of how school revenues are allocated to pay for expenditures. (e.g. Support for special education and related services; professional development regarding educating students with disabilities; if school has a virtual or blended learning component, what are the budget implications of this approach such as cost of providing internet access and potentially specialized hardware and software to accommodate students with disabilities.)
- Facility – The school's physical plant, including classrooms, administrative space, and the external spaces used by students. What is the school's plan to:
 - secure a facility that is accessible to students with limited mobility;
 - secure a facility that includes space to provide support and related services outside of the general education classroom; and
 - secure space to store student records that meets federal privacy requirements.
- Discipline – Policies and procedures that outline behavioral expectations and consequences for students who do not meet expectations who qualify for Special

Education services. Staff members should fully understand the specific requirements of IDEA for applying discipline for students with disabilities.

- What is the school's discipline plan regarding special education students?
- What is the school's plan for training staff regarding the discipline policy and, specifically, the nuances involved in disciplining students with disabilities?
- How will the school participate in and facilitate manifestation hearings?
- Family and Community Engagement – Efforts taken to engage parents and the broader community in the success of the school. What is the school's plan to:
 - provide families and the broader community opportunities to contribute to the success of the school;
 - Provide opportunities for parents of students with disabilities to participate in school committees; and
 - if school is virtual or a blended learning component, what structures will be developed to fully engage parents to support learning that will occur in the home?
- Transportation – The services provided to students to transport them between their home and school.
 - What is the school's plan – will it be offered?
 - If yes, what accommodations does the school plan to make to be certain that students with disabilities can safely and successfully take advantage of the transportation provided?
 - If transportation is not provided to all students, how does the school plan to provide transportation if it is a related service in a student's IEP? (e.g. reimbursement funds are budgeted for the parent, bus passes are purchased by the school, etc...).
- Management Company (if applicable) – An entity (nonprofit or for-profit) hired under a performance contract to provide comprehensive or programmatic management services
 - Does the school plan to hire a management company to provide any services?
 - If yes, what expertise does the management company have related to education of students with disabilities?
 - Is the management company going to be responsible for providing comprehensive services?
 - If yes, what services will they be providing?
 - If Management Company is from out of state, how do they plan to develop expertise related to Nevada's state special education law?)
- Plan for Evaluation of the Special Education and RtI Programs

Required Elements

1. In a narrative provide a clear explanation of your proposed school's process and/or plans for your Special Education Program for Special Education students including:

- * Referral (RtI process and Child Find activities)
- * Curriculum and Instruction
- * Assessment
- * Enrollment
- * Individual Education Program (IEP) Development
- * Service Provision (continuum of service delivery model)
- * Funding
- * Budget

- * Facility
 - * Discipline
 - * Family and Community Engagement
 - * Transportation
 - * Management Company (if applicable)
 - * Plan for Evaluation of Special Education and RtI Programs
2. As an attachment, provide a signed and dated Special Education Policy Assurance Document with all boxes checked.
 3. As an attachment provide a clear explanation of your proposed school's RtI referral packet and flowcharts.
 4. As an attachment provide a clear explanation of your proposed school's Special Education continuum of service delivery model (e.g., flowchart of least restrictive to most restrictive *in your proposed school*).

Attachments

1. A signed and dated Special Education Policy Assurance Document with all boxes checked.
2. RtI referral packet and flowchart.
3. Special Education continuum of service delivery model flowchart of least restrictive to most restrictive *in your proposed school*.

Evaluation Criteria

A response that meets the standard will:

1. Be realistic and identify and meet the learning needs of Special Education students, at-risk students, and students on 504 plans;
2. Include a timeline, lead contact, and intervention process with specific action steps for meeting learning needs of all students with special needs (RtI model);
3. Include plans for serving Special Education students, at-risk students, and students on 504 plans that align with the overall curriculum, instructional approaches, the school mission, and their IEP's;
4. Include in section C.1 a Special Education budget that is adequate to meet the needs of all these students.
5. Show that Special Education, at-risk, and students on 504 plans will receive the tools they need to make progress and achieve success in a timely manner and receive meaningful access to the rest of the school's instructional program.
6. Identify plans to provide adequate staff to meet the needs of these students including a licensed special education teacher.
7. Evidence of methods to regularly evaluate the effectiveness of the special education and RtI programs and to address deficiencies.

Gifted and Talented Students

Describe the school's plan for educating children who qualify as Gifted and Talented. Include your school's process for:

- Referral Process
- Identification
- Screening Process
- Assessment

- Parent Notifications
- Education/Academic content (research on effective strategies and support materials)
- Monitoring Plan
- Progress Reporting
- Budget for allocation for resources, staffing, and training needed to serve qualified GT students
- Plan for Evaluation of the GT program

Required Elements

1. In a narrative provide a clear explanation of your proposed school's Gifted and Talented Program including these elements:
 - Referral Process
 - Identification
 - Screening Process
 - Assessment
 - Parent Notifications
 - Education/Academic content (research on effective strategies and support materials)
 - Monitoring Plan
 - Progress Reporting
 - Budget for allocation for resources, staffing, and training needed to serve qualified GT students
 - Plan for Evaluation of the GT program
2. In a narrative provide a clear explanation of our proposed school's specific Gifted and Talented continuum of service delivery model.

Attachments

1. Flowchart of continuum of services for Gifted and Talented students.

Evaluation Criteria

A response that meets the standard will:

1. Be realistic and identify and meet the learning needs of Gifted and Talented (GT) students;
2. Include plans for serving GT students that align with the overall curriculum, instructional approaches and the school mission;
3. Include in section C.1 a GT budget that is adequate to meet the needs of these students.
4. Show students will receive the tools they need to be challenged and support the development of their GT skills .
5. Identify plans to provide adequate and trained staff to meet the needs of these students
6. Evidence of methods to regularly evaluate the effectiveness of the GT program and to address deficiencies.

Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name					Monitoring Year (circle): 1st year 2nd year	
Grade		Academic Year				
Name of <u>Language Arts</u> teacher					<i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.</i>	
Name of <u>Mathematics</u> teacher						
Name of <u>Science</u> teacher						
Name of <u>Social Studies</u> teacher						
Name of ESL/Bilingual Ed teacher					<i>The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>	
ESL Coordinator <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>						

Exiting ACCESS for ELLs[®] Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	Mathematics	Writing

Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>	NO	YES
If so, describe the services:		

Report Card Results:								
	1 st	Comments	2 nd	Comments	3 rd	Comments	4 th	Comments
LA								
Math								
Science								
Social Studies								

Student Name: _____

Monitoring Year (circle): **1st year** | **2nd year**

Language Arts

Teacher's Initials: _____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects. -----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1 st	2 nd	3 rd	4 th

Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
--	-----	-----	-----	-----

Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N
--	-----	-----	-----	-----

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Mathematics

Teacher's Initials: _____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects. -----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1 st	2 nd	3 rd	4 th

Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
--	-----	-----	-----	-----

Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N
--	-----	-----	-----	-----

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____

Monitoring Year (circle): **1st year** | 2nd year

Science

Teacher's Initials: _____
1st 2nd 3rd 4th

Quarter

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects.-----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

	1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies

Teacher's Initials: _____
1st 2nd 3rd 4th

Quarter

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects.-----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

	1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (circle): **1st year** | **2nd year**

To be completed by appropriate ESL staff

I received and reviewed this completed form.	1 st	2 nd	3 rd	4 th
	_____ (Initial)	_____ (Initial)	_____ (Initial)	_____ (Initial)

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	1 st	2 nd	3 rd	4 th
	YES NO	YES NO	YES NO	YES NO

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	YES	NO
--	-----	----

Initial	Assurances Title III Program
	The school has processes in place to annually measure the English proficiency of English language learners.
	The school's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students. [NCLB Sec. 3116]
	The school has procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency. [NCLB Sec. 3121]
	The school has a clear process for handling complaints related to services to ELLs. [Title VI – OCR Guidelines]
	The school has documentation to support eligible immigrant students. Sec 3301(6)(A-C)
	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3127 Title VI - OCR Guidelines]
	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year. [NCLB Sec. 3115]
	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3122]
	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
	The school will provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand. [NCLB Sec. 3302 (c)]
	The school will have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service. [NCLB Sec. 3302 (a)]
	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
	The school will have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities. [NCLB Sec. 3116]
	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. [NCLB Sec. 3115]
	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
	The school established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. [NCLB Sec. 3122]

Administrator/ Principal _____ Date _____

ELL Coordinator _____ Date _____

APPENDIX 5

Facilities Checklist

Ensure there is an entry in every box before submitting to NDE

	Facilities requirements per NAC 386.140 (2) (a-g) and 386.170 (3) and (4) Completed
	Certificate of Occupancy and copy submitted _____ _____ Name of inspector phone number
	Asbestos Inspection completed and copy submitted _____ _____ Name of inspector phone number
	Fire Inspection completed and copy submitted _____ _____ Name of inspector phone number
	Health inspection completed and copy submitted _____ _____ Name of inspector phone number
	OSHA Letter from Business and Industry received within first year of operation

Facilities requirements per NAC 386.140 (2) (a-g) and 386.170 (3) and (4)

NAC 386.140 Application to form charter school: Inclusion of information regarding facility, personnel and equipment. (NRS 386.520, 386.540)

2. If the facility that the charter school will occupy exists at the time of application and is suitable for use by the charter school, but is not owned by the school district in which the charter school will be located:

	(a) The address of the charter school;
	(b) The type of facility that the charter school will occupy;
	(c) A floor plan of the facility that the charter school will occupy, including a notation of the size of the facility which is set forth in square feet;
	(d) The name and address of the owner of the facility that the charter school will occupy;
	e) If the facility that the charter school will occupy will be leased or rented, a copy of the proposed lease or rental agreement;
	(f) If available at the time that the application is submitted, a copy of the certificate of occupancy for the facility; and
	(g) Documentation which demonstrates that the committee has obtained the insurance required by NAC 386.215 and that the proposed sponsor of the charter school is satisfied with the type and amount of insurance or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550.

NAC 386.170 Application to form charter school: Inclusion of information regarding issues of health and safety. (NRS 386.520, 386.540)

	3. Unless the facility that the proposed charter school will occupy is a public school, documents which indicate to the satisfaction of the Department that the facility which the charter school will occupy has been inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation.
	4. Evidence which demonstrates to the satisfaction of the Department that the committee has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act of 1970, as amended.

APPENDIX 6

DEVELOPING SOUND PERFORMANCE GOALS AND MEASURES

Guidance for Charter Schools

Prepared by Margaret Lin¹

To set performance goals, schools will find it helpful to engage in *backward mapping* – asking themselves what they would like to have achieved several years from now. What would the school like a newspaper article or concerned parent to say about the school at that time? The school should then translate these broad hopes into specific goals reflecting both (1) **Educational Performance** and (2) **Organizational and Management Performance**.

For each goal, schools should develop specific indicators, assessment tools, baseline data, targets for performance, and strategies for attaining them. (See attached templates for assistance.)

Developing Sound Performance Goals and Measures

Charter school organizers and operators should define both **educational** and **organizational and management** goals for their school. This important exercise helps organizers begin to reflect on how they will define and measure success. It also helps existing schools foster a culture of professional accountability and sets the stage for the effective use of data for continuous school improvement.

However, to be meaningful and realistic, each school must reexamine and refine its goals and measures after enrolling students and gathering baseline achievement data early in their first year of operation.

This resource is designed to offer focused guidance in developing sound goals and measures – both educational and organizational – for inclusion in each school’s accountability plan. These goals and measures should be carefully selected to be most useful to the charter school, the authorizing entity, and other stakeholders in the school’s success.

The performance framework presented here asks each school to develop school-specific goals and measures for:

¹ Margaret Lin is a Senior Associate at the National Association of Charter School Authorizers. This guidance was originally developed for charter authorizers to provide to schools, and appears in customized form in *The Charter School Accountability Handbook for Mayor-sponsored Charter Schools*, 3rd ed. (City of Indianapolis, 2004). Many of the concepts, definitions and principles in these pages are adapted from the following sources: *Measuring Up: How Chicago’s Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2000); *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), http://www.newyorkcharters.org/charterny/act_guide.html; and “Some Expectations Regarding the Contents of Charter School Accountability Plans,” District of Columbia Public Charter School Board.

- 1) **Educational Performance** – addressing aspects of student learning that demonstrate the school’s mission; and
- 2) **Organizational and Management Performance** – addressing matters such as finances, facilities and other operational management; leadership, governance and personnel; attendance and retention rates; strength of community; parent satisfaction and market demand.

While it is important that charter schools have enough goals to measure progress relating to their mission, too many goals can become difficult to manage and measure. In addition, not all goals that your school may develop for internal guidance and strategic planning are necessary for external accountability purposes. Thus, for purposes of an external accountability plan, most schools would be wise to develop no more than ten to twelve broad goals, with the majority focusing on educational performance. Fewer goals are also acceptable. Each school, however, should use its own discretion to determine a suitable number of goals based on its individual situation.

Note: The following guidance focuses particularly on developing strong *educational* goals and measures for your accountability plan. This task demands particular attention because educational performance indicators are often more challenging to state in objective, externally meaningful terms than are measures that focus on organizational and management performance. However, the principles for developing both educational and organizational goals and measures are very similar. Thus, to the extent applicable, you should follow the guidance in these pages for developing your organizational and management goals and measures as well.

General Criteria for Educational and Organizational Goals

Goals should be SMART:

- **Specific** (and, for educational goals, tied to learning **Standards**). A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify **what students should know and be able to do**, for each subject or content area and for each grade, age, or other grouping level. Equally important, educational goals should be developed with solid knowledge of students’ **baseline achievement levels**.
- **Measurable**. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable**. A goal should be challenging yet attainable and realistic. Educational goals should be based on a well-informed assessment of your school’s capacities and your students’ baseline achievement levels.
- **Reflective of Your Mission**. A goal should be a natural outgrowth of your school mission, reflecting the school’s values and aspirations.

- **Time-Specific with Target Date.** A well-conceived goal should specify a time frame or target date for achievement. It is useful for schools to set both short-term (annual) and long-term (3-5 year) targets for accomplishing goals.

Definitions of Key Terms in Goal-Setting²

****Remember:** while these definitions pertain specifically to educational goals, they are also applicable to organizational and management goals.

To develop adequate learning goals and measures, schools should begin with a clear understanding of a few essential terms:

Goal: A clear, measurable statement of what the school will accomplish with its students after a specific length of time attending the school.

Indicator: A clear statement of how the school will know that it has achieved a goal, without necessarily detailing specific assessments or measures.

(Examples: “Students will demonstrate reading proficiency at or above grade level” or “Students will achieve annual growth that is sufficient for them to reach proficiency on state standards by the time they exit our school.”)

Standard: A clear, measurable statement of what students will be expected to know (a *content* standard) or be able to do (a *performance* or *skill* standard) at a given point in their development, usually each year and at graduation. Allows monitoring of progress toward an ultimate *goal*.

(Standards are usually defined grade-by-grade and subject-by-subject, and are thus more specific than – but necessary to support – overarching school goals.)

Benchmark: A clear, measurable statement of what the school will accomplish with its students at a given point in the school’s development, usually each year or at more frequent intervals. Allows monitoring of progress toward an ultimate *goal*.

Assessment (sometimes also “*measure*”): A method, tool or system to evaluate and demonstrate student progress toward – or mastery of – a particular learning standard or goal.

(Examples: A standardized test, or a portfolio-judging system)

Measure: An application of an assessment that defines progress toward or attainment of a goal.

(Example: “Percent of students at State Assessment performance levels, disaggregated by student subgroup” or “Value-added scale score growth for each student.”)

Assessments – and by extension, measures – should be **valid**, **reliable**, and demonstrate **scoring consistency**:

- **Valid:** Assesses the skill or knowledge it is intended to assess.
- **Reliable:** Provides consistent results when taken repeatedly by the student at a given point in his/her development, as well as by other students at the same point in development.
- **Scoring Consistency:** Produces consistent scores, ratings, results or responses when a particular assessment tool, scoring guide or rubric is used by different evaluators to assess the same student performance or work sample. (Often called *interrater reliability*)
- **Target:** An application of an assessment or measure that indicates the level of performance that will constitute success over a time period.

(Example: “90% of students at Successful Charter School will achieve annual

² Some of these terms may be defined or used differently elsewhere in the education community. This page is meant to provide a consistent set of working definitions for schools to use in developing accountability plans.

Essential Principles for Developing Sound Educational Goals and Measures

- Your mandate as the operator of a charter school is not just to teach well but also to **demonstrate objectively** – in ways that are **clear, understandable** and **credible** to a variety of external audiences – that you are doing so. Thus, you must measure and report educational progress precisely and extensively.
- Distinguish between **goals** and **measures**. Goals are the starting point, but require valid, reliable ways to measure and demonstrate that you have achieved them.
- Make sure that your goals are **clear, specific** and **measurable**. They should also be **challenging yet achievable**.
- Your measures for attainment of those goals should describe **how you will assess progress**, and **how much progress will constitute success**.
- Educational goals must be connected to a well-defined set of learning standards for both **content** (what students should know) and **performance** (what students should be able to do). Such standards should exist for **every subject or content area** and **each grade, age or other grouping level** in the school. Focus on **outcomes** and **evidence of learning**, not inputs. For example, participation rates or the number of hours spent on an activity are *not* sufficient measures of success. Participation and investment of time are necessary first steps, but they are inputs, not **demonstrable** measures of learning and accomplishment.
- In developing goals for your accountability plan, focus on **what’s most important**. No more than eight to ten clear, well-chosen and carefully measured educational goals should allow you to provide a convincing story of your progress and achievements – and will be more effective than listing a score of vague, trivial, redundant or hard-to-measure indicators.
- The measures you develop to assess achievement of each goal, if not based on standardized assessments, should be demonstrably **valid** and **reliable**. (The “Framework for Creating Unique Learning Measures” provided later in this guidance will provide some help in developing validity and reliability in assessments.)

A Note on Defining Standards: Milestones on the Path to Broader School Goals

Educational goals must be tied to clear content and performance standards specifying what you expect your students to know and be able to do in order to graduate or be promoted to the next level. These standards need only to be referenced in your accountability plan, but they form the foundation of your school’s education program. As such, selecting and developing grade-by-grade, subject-by-subject standards is an essential component of accountability planning that goes hand-in-hand with broader goal-setting. In setting standards, keep in mind this central question: ***Do our standards embody the expectations necessary to achieve our mission and reach our goals?***

Of course, many of your school standards will be state standards. However, most schools have important aims beyond the state requirements, and developing these supplemental

standards is a technically challenging task. It usually consists of several steps, including:

1. Articulating desired characteristics of “educated” students at a general level – or setting your school’s overarching goals;
2. Breaking these general qualities and goals into more concrete graduation or exit standards; and
3. Benchmarking these exit standards down into specific and measurable grade-level content and performance standards.³

Practical Steps for Developing Sound Educational Goals and Measures

- **Define a set of goals** that describe what success will look like at your school. These goals should be carefully selected to reflect the **breadth and depth of your mission**.

Defining Goals: Some Helpful Guiding Questions

Ask the following critical questions when defining your school’s goals:

- *How will you know if your school is succeeding (or not)?*
- *What will be important characteristics of “educated students” at your school?*
- *What will students learn, know, understand and be able to do after a certain period of time, before promotion to the next grade level, or before graduation from our school?*
- *What should your graduates permanently possess as a result of their time in your school?*

- Outline your goals in **precise, declarative sentences**. Example: “All students at the Excelencia Charter School will be proficient readers and writers of Spanish within four years of enrolling.”
- Identify at least **one and possibly multiple measures** to assess and demonstrate progress toward each goal. These measures must indicate both (1) the **level of performance** you will expect your school or students to achieve, and (2) **how much progress will indicate success**. (It is not sufficient to say you’ll administer a certain type of assessment; you must explain how you expect your students to perform on it to demonstrate progress and success.)
- You may develop different types of measures to assess (1) absolute achievement; (2) student growth or gains; or (3) achievement compared to other schools. (The box below, entitled “**Example: Multiple Measures Applied to a Single Goal**,” provides an example of different ways to measure achievement of the same goal.)
- For every goal, choose means of assessment that make **non-attainment** of the goal as **objectively apparent** as success. That is, the assessment(s) should tell you (and

³ Adapted from *Accountability for Student Performance: An Annotated Resource Guide for Shaping an Accountability Plan for Your Charter School* (Charter Friends National Network, 2nd ed., 2001), p. 5, <http://www.charterfriends.org/accountability.doc>.

external audiences) immediately whether you have achieved a particular goal or not. For example, if one goal of your school is to develop your students into skilled readers, it would not be persuasive to rely on a survey of parents' opinions of their children's reading skills to show that your students did indeed become skilled readers. You would need to select some type of **externally credible assessment** to measure and demonstrate students' reading proficiency.

- Make sure that your measures of student learning are based on knowledge of your students' **baseline achievement levels**. Without such knowledge, your measures will not be meaningful or realistic.
- Set **long-term goals** as well as **intermediate (typically annual) benchmarks** to assess progress. Administer assessments corresponding to this timeline to provide longitudinal data over the term of the charter.
- To have time to counter learning deficits that students may have upon entering your school, you may consider setting certain goals for students who have been enrolled in your school for a **specific length of time**, such as "students who have been in the school for at least three years."
- For every measure you develop, ask yourself, "*Will this measure be readily understandable and **credible** to someone who doesn't spend a day or a week in our school getting to know us?*" Remember, your school will be judged by the media, community leaders and the public at large, in addition to your authorizer and parents. For measures not based on standardized tests, establishing external credibility typically requires demonstrating **validity** and **reliability**. (The "Framework for Creating Unique Learning Measures" in the next section offers an overview of one way for schools to do this.) Credibility – through valid and reliable measures – is important for all measures you develop. Be sure to establish this.
- Understand **what data** you will need to gather to support each measure. Remember, *if you have no data, you have no case* proving your school's achievements. Likewise, if you have insufficient data, you have an insufficient case.

Selecting Assessments: Some Helpful Guiding Questions

Ask the following critical questions when selecting or developing assessments:

- *How will we ensure and demonstrate that we meet or exceed these expectations? How will we measure and report – clearly and concisely – whether our students are reaching each learning standard?*
- *What are all the characteristics of a student performance or sample of work that meet a particular standard? Exceed the standard? Approach the standard? Do not meet the standard?*
- *Does this assessment enable all students to demonstrate their knowledge, skills and understandings relevant to the given standard?*
- *Is the assessment **valid** – does it measure the skills or knowledge we intend it to measure?*
- *Is the assessment **reliable** – does it provide consistent results when taken repeatedly by the same student at a given point in his/her development? Does it provide consistent results when taken by other students at the same point in development?*

- *Is there a clearly written scoring tool or rubric that is consistent with the purpose of the assessment?*
- *Do our assessment tools, scoring guides, or rubrics pass the test of **interrater reliability**, or **scoring consistency and accuracy**? That is, do different assessors or evaluators use them in the same way, resulting in consistent responses when scoring the same student performance or work sample?*
 - Tip:** *Schools can achieve interrater reliability by undertaking an audit-like process to pilot and refine assessment tools – for example, double- or triple-scoring every fifth sample of student work, comparing the scoring responses given by the different evaluators, and revising or clarifying the scoring tool as needed to eliminate inconsistent ratings. (See the examples that appear later in this guidance.)*
- *Are our assessment tools or scoring guides user-friendly? Are the instructions and procedural explanations for teachers or other assessors clear?*
- *Is the assessment feasible to administer?*

There is no single best way to measure achievement of a particular goal. As charter schools, you are free to choose measures that you prefer, provided that they are also clear, meaningful and persuasive to external audiences.

Double-Checking the Quality and Integrity of Learning Measures: Some Helpful Guiding Questions

Ask the following critical questions when selecting or developing assessments:

- *Are our assessments aligned with our standards and curriculum?*
- *Are the standards and curriculum aligned?*
- *Are the knowledge and skills we test important to teach and test?*
- *Does our school adequately teach the knowledge and skills being tested?*
- *Do our assessments accurately measure attainment of the standards?*
- *Do our standards and assessments show both breadth and depth?*
- *Do our standards and assessments demand that students demonstrate more than simple recall?*
- *Do our standards and assessments represent a worthwhile educational experience?*
- *Are the standards and assessments free of gender, cultural and other biases?*

The following example shows how three different measures might be applied to a single learning goal. (These goals could be developed by one school or by three different schools that have the same goal.) Note that each measure describes **how progress will be assessed and how much progress will constitute success**. The third measure allows the school to assess skills beyond those measured on standardized tests, and would thus require some demonstration of validity and reliability or be used in addition to externally validated assessments.⁴

⁴ Adapted from *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), p. 4, http://www.newyorkcharters.org/charterny/act_guide.html.

Example: Multiple Measures Applied to a Single Goal

Goal: “All students at the Successful Charter School will become proficient readers of English within three years of enrolling at our school.”

Possible Measures:

- “Students at the Successful Charter School will improve their performance on the reading portion of the State ABC Test by at least 5% per year, on average.”
(Measuring growth – Note: The proposed rate of improvement must be sufficient, based on information collected through baseline data, to meet the ultimate target goal in the specified time frame)
- “Students at the Successful Charter School will perform at a level higher than their peers in the Successful School District on the English & Language Arts portion of Required State Examination in all grades, as demonstrated by a greater percentage of students passing and by a higher overall average student score.”
(Assessing comparative performance)
- “All students at the Successful Charter School will read aloud and discuss an essay of literary significance before a panel of teachers and outside experts at the end of their 8th and 10th grade years, achieving a “Proficient” or higher rating from the panel for each of the following skills: elocution, comprehension and analysis.”
(Performance-based assessment)

“From Qualitative to Quantitative”: A Framework for Creating Unique Learning Measures⁵

Following is a six-step framework for designing **valid, reliable** measures of learning in areas not typically assessed by standardized tests. Schools may use this framework to create their own externally credible measures in similarly difficult-to-measure areas.

⁵ From *Measuring Up: How Chicago’s Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2000), pp. 32-33.

Six-Step Framework for Creating Unique Learning Measures

1. Define Clear Standards

Define: What are our ultimate goals for our students and graduates? What do we expect them to know and be able to do before promotion to the next grade level or graduation?

Have the standards externally reviewed by experts and community members (e.g., standards and subject-area experts, curriculum specialists, university professors, other educators, school district administrators, school governing board members, parents).

2. Design Assessments Aligned with Those Standards

Define: How can students demonstrate they have reached our standards?

3. Develop Scoring Tools or Rubrics

- a. For every assessment designed to measure attainment of a particular standard, first **define:** What are the essential features of a student performance or sample of work that *meets* the standard? That *exceeds* the standard? That *does not meet* the standard? That *approaches* the standard?
- b. Create a **scoring tool** or guide that rates student performance or work by applying these criteria.
- c. Assign **point values** to express students' overall attainment or non-attainment of the standard (for example: 4 = exceeds standard; 3 = meets standard; 2 = approaching standard; 1 = does not meet standard).
- d. **Train** teachers and other assessors to use the scoring guides or rubrics consistently.

4. Test the Reliability of Assessments

Pilot assessments and scoring tools repeatedly to ensure **scoring consistency and accuracy** across different evaluators and assessment occasions. Try an **audit-like process** in piloting and refining an assessment – for example, double- or triple-score every fifth sample of student work, compare scoring responses, and revise or clarify the scoring tool as needed to eliminate inconsistent ratings. Use **exemplars** – samples of student work that should be scored at varying levels – to help achieve consistent interpretation and usage of scoring guides.

5. Translate Student Scores into Aggregate Measures

After ensuring the validity and reliability of an assessment, translate student scores on the assessment into aggregate measures: What percent of all students met, exceeded, approached, or did not meet the standard?

6. Communicate Results

Communicate student progress toward the standards by reporting individual and aggregate growth, using students' beginning or baseline performance as the point of comparison. Communicate school results through multiple avenues, such as community meetings and annual or more frequent reports for parents, your authorizer, the public, and the media.

Examples of Measures Created through this Framework

Examples of goals and assessment processes developed by charter schools in Chicago, IL following this framework include:

Narrative Writing: Writing Appraisal System

North Kenwood-Oakland Charter School (NKO)

Performance Goal:

“80% of our students will demonstrate mastery in narrative writing by meeting or exceeding the minimum grade-level standard score for work assessed according to the seven-category Writing Appraisal System.”

Establishing Reliability in Assessment:

North Kenwood-Oakland, an elementary charter school in Chicago, has created a unique system to assess its students’ writing skills. The assessment team that developed NKO’s Writing Appraisal System was composed of writing assessment specialists, NKO faculty, and Literacy Coordinators (teachers) from eight other public schools in Chicago in the Center for School Improvement’s (CSI, affiliated with the University of Chicago) network. Together, this team examined accountability protocols developed earlier by CSI as well as from across the country, paying particular attention to urban school district and charter school writing assessment materials.

Drawing upon these models, the assessment team created scoring guides to gauge student progress toward NKO Charter School’s Unique Writing Standards as well as state and district standards. The team then repeatedly scored samples of student writing collected from the eight schools in CSI’s network, compared their scores to find variances, and revised the rubrics as needed to eliminate significant discrepancies. To build consistent understanding and usage of the rubrics, the team used **exemplars** – samples of student work illustrating distinct levels of achievement that should be scored accordingly. They repeated this exercise several times throughout the Project year until they had confidence in the reliability of the assessment instruments.

Oral Expression

North Lawndale College Preparatory Charter High School (NLCP)

Performance Goal:

“Within two years, 75% of our students will master speaking effectively in a variety of academic and professional settings.”

Establishing Reliability in Assessment:

North Lawndale College Prep, a charter high school in Chicago, has established both internal and external consistency and reliability in tools to assess its students’ skills in Oral Expression. First, in training faculty and student judges in the use of the rubric, the school uses videotaped Oral Presentations by students from other schools. Teams of assessors of three people each (two faculty members and one student) watch a taped presentation, score it and then compare and discuss individual scoring. They repeat this with two additional taped presentations.

Having each Oral Presentation assessed by three people provides an ongoing check on consistency, reliability and fairness. Significant scoring variances within any three-member scoring team are discussed and resolved by the team. If necessary, the scoring team can request assistance from one of the two English faculty members to resolve a scoring difference.

The school also uses a team of external expert assessors to evaluate randomly selected, taped Oral Presentations. This team consists largely of speech and communications faculty of local colleges and universities and possibly the Speaking, Arguing and Writing Program at Mt. Holyoke College. Scores produced by the external assessors are compared with those of NLCP's internal team, and scoring variances are resolved by refining or clarifying the assessment tool.

Developing Organizational and Management Performance Goals and Measures

In addition to goals and measures for student learning, your accountability plan will require a few goals and measures pertaining to **Organizational and Management Performance**. Many of the general principles and steps outlined above are useful to follow in developing these indicators, though the framing question to guide this task is:

In addition to educational measures, what evidence will show that our school is an effective, well-run institution?

This will be your opportunity to demonstrate success in areas of organizational and operational performance such as (but not limited to):

- Financial management and performance;
- Strength and stability of leadership, governance and personnel;
- Facilities and other operational management;
- Enrollment, attendance and retention;
- Staffing and professional development;
- Parent and community involvement; and
- Parent and student satisfaction.

For most schools, developing three to four school-specific goals for organizational performance should be sufficient. The following box offers examples of organizational goals and possible related measures.

Examples of Organizational and Management Performance Goals and Measures

Goal: “Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.”

Measures: “90% or more of the teaching staff will have at least a bachelor’s degree in the subject they teach and at least two years of teaching experience. The teacher retention rate will be at least 90% each year, not including departures for health or family reasons. All teachers will consistently earn satisfactory ratings on regular classroom observations by the Principal and Academic Director. The school will earn satisfactory ratings from at least 90% of the faculty on a survey administered each semester to assess professional satisfaction. At least 90% of parents responding to an annual survey will indicate satisfaction with teachers at our school.”

Goal: “Families will see themselves as partners in their children’s education and will be active in the life of the school.”

Measures: “At least 80% of parents will participate in report card pick-up days and quarterly parent-teacher conferences, as recorded on sign-in sheets. At least 80% of parents will regularly attend student exhibitions, performances, academic fairs and other showcase events, as recorded on sign-in sheets. At least 20% of parents will volunteer at least 15 hours per year for the school, and at least 50% of parents will volunteer at least 10 hours per year.”

GENERAL TEMPLATE FOR ACCOUNTABILITY PLAN⁶

Accountability Plan for _____ (School Name)

Mission Statement	<i>The mission of our charter school is to...</i> (Brief, jargon-free statement of the school's purpose and broad aims)
Performance Goal	<i>What will our school accomplish?</i> (Precise, declarative statement tied to a specified timeframe or length of attendance)
Performance Indicators	<i>How will we know that we have achieved this goal?</i>
Assessment Tools and Measures	<i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i>
Attachments	<i>Attachments to illustrate the performance goal and assessments.</i> (Note and attach relevant school-developed assessments and/or assessment tools.)
Rationale for Goal and Measures	<i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i> (2-3 sentences)
Assessment Reliability and Scoring Consistency	<i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i>
Strategies for Attainment	<i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i> (Include designation of point person)
Baseline Data	<i>What is our beginning data point?</i>

⁶ Originally developed for *The Charter School Accountability Handbook for Mayor-sponsored Charter Schools*, 3rd ed. (City of Indianapolis, 2004).

1st-Year Target*	<p><i>What do we expect to achieve by the end of our first year? (Set your Rating 3 [“Meets standard”] at a level that you would consider on target for your first year.)</i></p> <p><u>Rating 1</u> (Does not meet standard):</p> <p><u>Rating 2</u> (Approaching standard):</p> <p><u>Rating 3</u> (Meets standard):</p> <p><u>Rating 4</u> (Exceeds standard):</p>
4th-Year Target*	<p><i>What do we expect to achieve by the end of our fourth year? (Set your Rating 3 [“Meets standard”] at a level that you would consider on target for your fourth year.)</i></p> <p><u>Rating 1</u> (Does not meet standard):</p> <p><u>Rating 2</u> (Approaching standard):</p> <p><u>Rating 3</u> (Meets standard):</p> <p><u>Rating 4</u> (Exceeds standard):</p>
Annual Progress	<p><i>What progress have we made toward this goal this year?</i></p>

- SAMPLE COMPLETED TEMPLATE PAGE FOLLOWS -

SAMPLE GOAL SUBMISSION FOR ACCOUNTABILITY PLAN

Accountability Plan for the New Academy Charter School

Mission Statement	<i>The mission of our charter school is to</i> cultivate in youth of the Riverside and Brickyards neighborhoods a deep appreciation and understanding of mathematics and science, and to develop in them the academic and social skills and character qualities essential to be active community members, responsible citizens and successful individuals.
Performance Goal	<i>What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance)</i> Graduating students will have a plan for their future and the confidence, skills and preparation to pursue it.
Performance Indicators	<i>How will we know that we have achieved this goal?</i> Students will demonstrate that they have thought about their interests and aptitudes, have researched necessary steps to achieve their goals, and have outlined a realistic path for taking those steps.
Assessment Tools and Measures	<i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i> Beginning in the 8 th grade, students will develop a career plan that is revised annually. The career plan will be evaluated for soundness by the school counselor and each student's teacher-advisor, using a tool that we have developed for this purpose.
Attachments	<i>Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it once it is developed.)</i> Our school-developed tool for evaluating student career plans is attached. [Example response only – no tool is attached to this sample.]
Rationale for Goal and Measures	<i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)</i> Developing in students the self-knowledge and skills to plan realistically for their futures is essential to our mission. We are committed to preparing our students to succeed beyond our doors. Individual student career plans, thoughtfully revised each year with faculty counseling, will teach students to engage in self-reflection and research that will equip them to follow a plan throughout their lives – adjusting as necessary, but continuously focused on meaningful and realistic goals.
Assessment Reliability and Scoring Consistency	<i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i> The school counselor and all teachers (who also serve as advisors to assigned groups of students) will be trained to use the tool that we have developed for evaluating student career plans. From the first set of career plans developed in 2004-2005, we will identify exemplars representing distinct levels of achievement (Excellent, Good, Fair, Needs Improvement) that should be rated accordingly, and will use these to help guide and build consistency in evaluation. Guided by the exemplars, the counselor and teachers will repeatedly evaluate a sample set of actual career plans developed in 2004-2005 (including written comments and oral feedback as well as a numeric score for each plan), comparing their scores and comments to identify variances, and revising the evaluation tool as needed

	to eliminate significant discrepancies. We will repeat these “practice evaluations” as needed until we are confident in the reliability and consistent usage of the evaluation tool.
Strategies for Attainment	<p><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal? (Include designation of point person)</i></p> <p>The school will provide career interest and aptitude inventories for students. The school counselor will work with students and teacher-advisors to support the development of annual plans beginning in the eighth grade. The Academic Director will oversee these strategies.</p>
Baseline Data	<p><i>What is our beginning data point?</i></p> <p>Career plans from the 2004-2005 school year, which will be finalized in May 2005.</p>
1st-Year Target	<p><i>What do we expect to achieve by the end of our first year? (Set your Rating 3 [“Meets standard”] at a level that you would consider on target for your first year.)</i></p> <p><u>Rating 1 (Does not meet standard):</u> Fewer than 70% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><u>Rating 2 (Approaching standard)</u> 70% to 84% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><u>Rating 3 (Meets standard):</u> 85% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><u>Rating 4 (Exceeds standard):</u> 86% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p>
4th-Year Target	<p><i>What do we expect to achieve by the end of our fourth year? (Set your Rating 3 [“Meets standard”] at a level that you would consider on target for your fourth year.)</i></p> <p><u>Rating 1 (Does not meet standard):</u> Fewer than 80% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><u>Rating 2 (Approaching standard):</u> 80% to 94% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><u>Rating 3 (Meets standard):</u> 95% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p> <p><u>Rating 4 (Exceeds standard):</u> 96% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).</p>
Annual Progress	<i>What progress have we made toward this goal this year?</i>

APPENDIX 7

Review by the State Public Charter School Authority
Of a Charter School Application for a Fall, 2015, Startup

1. A charter school application for sponsorship by the State Public Charter School Authority (Authority) proposing a fall, 2015, startup of the school must be submitted by the Committee to Form the School and received by Authority staff at 1749 Stewart Street, Suite 40, Carson City, between 8:00AM Wednesday August 27, 2014 and 5:00PM, Friday, August 29, 2014.
2. Upon receipt of an application by Authority staff, a copy of the application will be made available to all Authority Board members.
3. The Authority Board will meet within 60 days of receipt of the application, to review the application for compliance with statute and regulation and for completeness and for approval or denial (NRS 386.525(8)).
4. During the 60 day period between receipt of the application and the meeting of the Authority Board, the Application Review Team will review the application and interview the members of the Committee to Form the School.
5. Based on its review of the application and interview of the Committee, the Application Review Team, at the Authority Board meeting identified in 3, above, will make a recommendation to the Authority Board for approval or denial of the application.
6. Within 30 days after the meeting identified in 3, above, Authority staff will provide written notice of the Authority Board's determination to the applicant (NRS 386.525(8)).
7. If the Authority Board denies an application, and the applicant wishes to resubmit the application for further consideration by the Authority Board, the applicant will be given 30 days after receipt of the written notice referred to in 6, above, to correct the application's deficiencies and resubmit the application (NRS 386.525(9)).
8. Upon receipt of a resubmitted application by Authority staff, a copy of the application will be made available to all Authority Board members.
9. The Application Review Team will review the resubmitted application for correction of the deficiencies identified in the written notice.
10. At its next regularly scheduled meeting, the Authority Board will review the resubmitted application for compliance with applicable statute and regulation, for completeness and for approval or denial.
11. Based on review of the resubmitted application, the Application Review Team, at the meeting identified in 10, above, will make a recommendation to the Authority Board for approval or denial of the resubmitted application.