Dr. Eugene T. Paslov
5067 Red's Grade
Carson City, Nevada 89703

July 10, 2012

Steve Canavero, Ph.D
Director, Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Dr. Canavero:

Please be advised that I, Dr. Eugene T. Paslov, on behalf of the Committee to Form, intend to submit an application to establish The Nevada Performance Academy (NPA) to be located in Carson City and to recruit students from Washoe, Storey, Lyon, and Douglas counties. The school is not intended to serve primarily at risk students, although if we do identify such students, they will be served by qualified teachers.

The school will not serve exclusively special education students nor specifically the gifted and talented. However, if such students are identified they will be served. There will be a special education teacher available and IEP's developed to accommodate special need students.

NPA is not a private school conversion, and the proposed opening date is September 2013.

The Public Charter School Authority is the proposed sponsor of the Nevada Performance Academy.

David Papke, Committee to Form member, is the designated liaison with for the Authority staff. Mr. Papke's mailing address is: 10573 French Meadows Way, Reno, Nevada 89521. Phone: 775-853-1808. Email: DAVID PAPKE@NETSCAPE.NET

Respectfully,

Eugene T. Paslov

epaslov@gbis.com
(h) 775-841-0729
(c) 775-741-5936

APPLICATION COVER SHEET

The NEVADA PERFORMANCE ACADEMY

CHARTER SCHOOL APPLICATION

September 4, 2012

Nevada Charter School Application Cover Sheet

Part 1: Basic Information

Name of Proposed Charter School

The NEVADA PERFORMANCE ACADEMY

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

David Papke

Title/Relationship to Committee to Form

Member

Mailing Address of Liaison

10573 French Meadows Way, Reno, NV 89521

Telephone for Liaison (Primary)

(775) 853-1808

Telephone for Liaison (Secondary)

(775) 846-2201

Fax for Liaison

None

Email Address for Liaison

dpapke@galileocourseware.com

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

Fall of 2013

Educational Management Organization, Charter Management Organization, or other

Educational Service Provider (if applicable)

None

Proposed Sponsor:

_✓_State Public Charter School Authority

___School District (Which One?_____)

___Public College or University (Which one?_____)

Physical Address of School (If Known)

Unknown

Geographic Region or Neighborhood Where Proposed School Will be Located

Carson City, NV

School District in Which the School Will Be Located

Carson City

Enrollment Projections

	Grade Levels Served	Projected Enrollment per grade	
School year 1	7-12	7th	30
		8th	30
		9th	30
		10th	30
		11th	30
		12th	30
School year 2	7-12	7th	40
		8th	40
		9th	40
		10th	40
		11th	40
		12th	40

Ultimately, the school expects to serve a total of 300 pupils in grades 7 to 12.

Part 2: Educational program overview

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 the applicable Required Element in A.7

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(2)(p))?

___Yes

_✓_No

If yes, address the applicable Required Element in A.7

Vocational education status (NAC 386.415):

Is this an application for the vocational education charter school?

___Yes

_✓_No

If yes, respond to A.10

Distance education status:

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

_✓_Yes

___No

If yes, address B.3.2 and submit (an) appropriate distance education application(s) to the Nevada Department of Education.

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://nde.doe.gov/SD_CharterSchools_Forms.htm

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 B.3, Required Element 9.

Part 3: School Description

The NEVADA PERFORMANCE ACADEMY (NPA) offers a unique, arts-based and arts-infused, academic program that provides a distinct option for 7-12 grade students looking for challenging curriculum, leading to strong educational outcomes. The NEVADA PERFORMANCE ACADEMY promotes academic excellence and student success by identifying and developing each student's individual interests and talents. Utilizing an emphasis on active engagement and product-based learning, students at The NEVADA

PERFORMANCE ACADEMY build essential skills and knowledge related to thinking critically and creatively, communicating effectively, and exceling academically and intellectually. The NEVADA PERFORMANCE ACADEMY utilizes a technology-based, blended format structure that allows students the flexibility to pursue their interests and turn their passion into performance. Located in Carson City and serving all of northern Nevada, The NEVADA PERFORMANCE ACADEMY employs fully certified teachers and community-based experts to craft a high-quality, student-focused educational environment that gives learners the opportunity, and guidance, to achieve at their highest level.

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MISSION, VISION AND EDUCATIONAL PHILOSOPHY

A.1 Mission, Vision and Educational Philosophy

Narrative A.1.1 (Purpose): 1) Improving the academic achievement of pupils. 2) Encouraging the use of effective and innovative methods of teaching.

Narrative A.1.2 (Mission): The NEVADA PERFORMANCE ACADEMY offers a unique, arts-based and arts-infused, academic program that provides a distinct option for students looking for challenging curriculum, leading to strong educational outcomes. The NEVADA PERFORMANCE ACADEMY promotes academic excellence and student success by identifying and developing each student's individual interests and talents. Utilizing an emphasis on active engagement and product-based learning, students at The NEVADA PERFORMANCE ACADEMY build essential skills and knowledge related to thinking critically and creatively, communicating effectively, and exceling academically and intellectually.

Narrative A.1.3 (Vision): The NEVADA PERFORMANCE ACADEMY will create a high-quality, student-focused educational environment that gives learners the opportunity, and guidance, to achieve at their highest level. The NEVADA PERFORMANCE ACADEMY will develop, support, and deliver an exemplary personalized learning program for every student by turning their passions into measurable performance through practical experience. The NEVADA PERFORMANCE ACADEMY will foster student growth and enhance student lives by providing a deep, enriching, and lasting schooling experience that is rooted in the vital role performance has on achievement.

Narrative A.1.4 (Educational Philosophy): The NEVADA PERFORMANCE ACADEMY believes the arts play a vital role in the education of students, that inclusion of the arts throughout the curriculum is essential to developing the requisite skills for participating in modern society, and that technology provides the means for delivering a program of study that is individualized, flexible, and enhances the performance model of learning in all its manifestations. The NEVADA PERFORMANCE ACADEMY believes schools exist to foster the

full potential of students and that the highest levels of performance are achieved when student passions and talents are nurtured and focused on solutions to real-world problems. The NEVADA PERFORMANCE ACADEMY believes that students respond to high expectations and that schools must provide an authentic educational experience that fully prepares students to engage meaningful post-secondary outcomes, take their place as active members of society, and value continued learning throughout their lives.

SCHOOL-SPECIFIC GOALS AND OBJECTIVES

A.2: School-Specific Goals and Objectives

Narrative A.2.1 (Goals): 1) At grade levels 7-9, students at The NEVADA PERFORMANCE ACADEMY will average 10% greater academic growth in reading, mathematics, language, and science as compared to their peers, as measured by three benchmark administrations per academic year of The Northwest Evaluation Association's Measures of Academic Progress academic assessment tool. 2) 90% of students enrolled at The NEVADA PERFORMANCE ACADEMY for a three consecutive year period will achieve passing scores on the Writing, Reading, and Science Nevada High School Proficiency Exams. 80% of students enrolled at The NEVADA PERFORMANCE ACADEMY for a three consecutive year period will achieve a passing score on the Mathematics Nevada High School Proficiency Exam.

Narrative A.2.2 (Goals): 3) Each academic year, The NEVADA PERFORMANCE ACADEMY will exceed mean scores on all dimensions of the Hoy Organizational Climate Description (OCDQ-RM and OCDQ-RS) and the Hoy Organizational Health Inventory (OHI-M and OHI-S) surveys. 4) By its sixth year of operation, 90% of the curriculum offered by The NEVADA PERFORMANCE ACADEMY will be originally developed specifically for NPA students and be 100% state approved for distance learning. 5) Each year of operation, The NEVADA PERFORMANCE ACADEMY will produce zero material misstatements as a result of its annual audit of financial statements.

Narrative A.2.3 (Goals): 1) Tool: The Northwest Evaluation Association's Measures of Academic Progress. Average RIT scores from the 2011 NWEA RIT Scale Norms Study for each sub-test (reading, language usage, mathematics, general science, and science concepts and processes) at each of the three grade levels will analyzed to determine growth measures for each category. A multiplier of 110% will be used to determine an individual academic year growth goal for every student in every category based on actual test data produced during traditional fall benchmark testing windows. 2) Tool: Nevada High School

Proficiency Exams (mathematics, reading, science, writing). Passing scores on the HSPE will be provided by the Nevada Department of Education and retained as part of the school's records. 3) Tool: Hoy Organizational Climate Description (OCDQ-RM and OCDQ-RS) and the Hoy Organizational Health Inventory (OHI-M and OHI-S). The two surveys utilize Likert scale responses to provide overall ratings in the following categories: Supportive Behavior, Directive Behavior, Engaged Behavior, Frustrated Behavior, and Intimate Behavior (climate); Institutional Integrity, Initiating Structure, Consideration, Principal Influence, Resource Support, Morale, and Academic Emphasis (health). Annual results of the survey will be tabulated (with relevant standard deviation data) and compared against the normative data from other schools. 4) Tool: Manually counting classes currently taught as listed in the school's online course catalog. 10% or less of the courses offered for instruction will have originated from a commercial e-course vendor. 5) Tool: Annual audit of financial statements. A record of the audit findings will be maintained as part of the school's records.

Narrative A.2.4 (Goals): 1) 1) The goal is reasonable because it directly compares students at The NEVADA PERFORMANCE ACADEMY with their grade-level peers in nationally normed assessments for academic growth and because the goal for each student is based on each individual initial benchmark result. 2) The goal is reasonable because the current AMO rate for students on the Writing, Reading, and Science Nevada High School Proficiency Exams is 86.7%, and the current AMO rate for students on the Mathematics Nevada High School Proficiency Exam is 76.3%. 3) The goal is reasonable because each academic year, The NEVADA PERFORMANCE ACADEMY will exceed mean scores on all dimensions of the Hoy Organizational Climate Description (OCDQ-RM and OCDQ-RS) and the Hoy Organizational Health Inventory (OHI-M and OHI-S) surveys. 4) By its sixth year of operation, 90% of the curriculum offered by The NEVADA PERFORMANCE ACADEMY will

be originally developed specifically for NPA students and be 100% state approved for distance learning. 5) Each year of operation, The NEVADA PERFORMANCE ACADEMY will achieve a 100% passing score on its annual financial audit.

CURRICULUM AND INSTRUCTION

A.3: Curriculum and Instruction

Narrative A.3.1 (Curriculum):

This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education—a very different kind of education than most of us have had—are going to be the only security there is.

—*"Tough Choices or Tough Times"*
A report from the New Commission on the Skills of the American Workforce, 2006

The NEVADA PERFORMANCE ACADEMY will utilize a distance education framework that delivers e-courses currently approved by the State of Nevada. The school will operate a blended learning format that creates opportunities for instruction in the arts as well as for infusion of arts into the regular curriculum. The guiding principle of The NEVADA PERFORMANCE ACADEMY is that student outcomes improve when the arts are engaged as a regular part of instructional methodology, when opportunities to perform are individually meaningful, purposeful, authentic, and when curriculum is delivered in an individualized and flexible manner.

Not long ago, the National Arts Policy Roundtable in its report entitled *Thinking Creatively and Competing Globally: The Role of the Arts in building the 21st Century American Work Force* (2007), proclaimed that "America's workplace has changed. The 21st century business environment is global and knowledge-based; accelerated advancements in technology have effectively ensured that today's workplace is no longer limited by geographic boundaries... These challenges have been the subject of numerous research reports and policy forums... Many of these studies have also indicated that this preparation demands a rethinking of how schools are educating students to thrive in the workplace of the future... Business leaders increasingly acknowledge critical thinking, creativity, and innovation as among the top applied skills necessary for workers at all levels in all industries to succeed in the new economy. Yet, our nation's education system remains geared more toward the

19th century industrial economy rather than prepared to meet the challenges of life and work in the 21st century." The report cites the *The Governor's Commission on the Arts in Education Findings and Recommendations* (2006), which concluded that "the Creative Economy... relies upon people who can think creatively, adapt quickly to new situations, and problem-solve. This industry, which is growing at a faster pace than total U.S. business growth, increases the demand for workers with the skills that are gained through the arts in education."

In a recently released report entitled *Re-Investing in Arts Education: Winning America's Future Through Creative Schools* (2011), the President's Committee on the Arts and Humanities (PCAH) called for "a seamless marriage of arts education strategies with overall educational goals, a vibrant collaboration between arts specialists, classroom teachers and teaching artists to create collaborative, creative environments that allow each child to reach his or her potential, using all the tools at our disposal to reach and engage them in learning." The report profiled research that suggests arts and arts-infused curriculum has the capacity to improve student attendance, academic achievement, and test scores. The Committee concluded that "The United States has a long proud history of innovation and creativity. This is one of our greatest assets and what will give our workforce an edge in an increasingly competitive global economy. But to do this, we need to prepare the next generation of inventors, designers and creators. Business leaders are already asking for this. They recognize that this is essential for our schools to be teaching children how to think outside the box and to address challenges with creative solutions...

Arts education is a solution to many of these problems that has been hiding in plain sight." Among the Committee's recommendations are calls to further develop the field of arts integration and expand in-school opportunities for teaching artists.

Additionally, the National Endowment for the Arts' Research Report #55, *The Arts and Achievement in At-Risk Youth* (2012), noted that while arts and arts-integration curriculum boosted educational outcomes in a variety of areas for low socio-economic status (SES) students in areas such as "school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics, the curriculum was also shown to boost performance in the area of civic engagement for students at the high end of the SES spectrum as well."

While it seems clear that arts and arts-infused curriculum provides the framework for developing essential student educational outcomes, the ideal instructional model by which to deliver this curriculum requires a shift in both practice and philosophy. In a report entitled *Next Generation Learning: The intelligent use of technology to develop innovative learning models and personalized educational pathways* (2010), the Bill and Melinda Gates Foundation noted "In this paradigm of next-generation learning models, students and teachers—both secondary and postsecondary—will have access to high-quality, relevant, and engaging content in a variety of forms. Class time and structure will be more flexible, to adapt to the learning needs of the students. Students will have access to multiple sources of instruction and use assessment and diagnostic tools to help direct the pace and format of their learning." Indeed, the new paradigm of instruction utilizes technology to bend and then blend the best of the old with the best of the new.

In the highly influential Innosight report entitled *The Rise of K12 Blended Learning*, blended learning was defined as "A combination of online and face-to-face instruction in which the student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace" (a definition adopted by the Evergreen Education Group in *their Annual Review of Policy and Practice: Keeping Pace with Online Learning*, 2011). This

definition was updated in 2012 to include the addend "at least in part at a supervised brick-and-mortar location away from home." The Innosight report identified several modes of blended learning. One model is identified as *Flex*. "Programs with a flex model feature an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive as-needed basis through in-person tutoring sessions and small group sessions. Many dropout recovery and credit-recovery blended programs fit into this model" (note: this definition was updated in 2012 as "a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, while others have minimal support. For example, some flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to- face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model").

The NEVADA PERFORMANCE ACADEMY intends to utilize an assortment of e-courses across the academic spectrum, all of which are listed on the State's *Distance Education Approved Course Provider List.* These courses will make up 100% of the available curriculum and will be delivered via an online learning management system (e.g. Moodle, Blackboard, Sakai, etc.). The school will not utilize one vendor exclusively. Instead, the school will use a variety of products from an assortment of vendors to provide ample options for student engagement leading to academic success. Each core subject area will be offered, as well as all opportunities for elective credit.

A key strategy that will allow for a full expression of this goal is the utilization of the blended learning model. Not only will students have the opportunity to enjoy a flexible schedule, individualized learning opportunities, synchronous and asynchronous web-based instruction, and face-to-face teaching at a brick-and-mortar site, they will be able to fill their days with additional opportunities to learn, practice, and grow through instruction in art, artistic expression, and performance.

While it is a clear and stated goal of The NEVADA PERFORMANCE ACADEMY to develop unique arts-based and arts-infused curriculum in all subject areas within its first six-year operational cycle, the school recognizes that this process is inherently organic and must be undertaken as a professional collaboration between certified instructors, performance assistants, and e-course developers once the school has started. As such, all initial opportunities for students to engage in specific artistic practice (i.e. dance, theatre, music) will exist as extracurricular in structure. That said, a rich and fruitful partnership between the certified teachers and the performance assistants in order to develop the means and opportunities to embellish and enrich the existing approved curriculum that emphasize arts and performance will be a major focus of the school from its first day of operation onward. While the details of steps necessary to achieve this goal have not yet been established, some aspects have emerged from discussion and research into the topic. The implementation of this goal will have two key thrusts. First, a series of Performance Elective e-courses will be created in order to provide students with the opportunity to earn credit for the various arts and performance activities they are engaged in. Second, new e-courses in all core subject areas will be developed that meet standards while simultaneously (and uniquely) infusing arts and arts-inspired content into the curriculum. In both instances, the curricular emphasis will be rooted in the instructional methods necessary for fostering creativity, problem-solving ability, and solutions-oriented thinking. The President's Commission on

the Arts and Humanities believes the arts and humanities should be a part of the education of every child in American, and that the arts can "TURNAROUND" education. We at The NEVADA PERFORMANCE ACADEMY concur.

Attachment A.3.2 (schedule of courses)

7th	8th	9th
English	English	English
Social Studies	Social Studies	Health / Computer Literacy
Mathematics	Mathematics	Mathematics
Science	Science	Science
Physical Education	Physical Education	Physical Education
Elective	Elective	Elective

10th	11th	12th
English	English	English
World History	US History	American Govt. / Civics
Mathematics	Mathematics	Mathematics
Science (w/lab)	Humanities	Elective
Physical Education	Science (w/lab)	Elective

Elective	Elective	Elective

Attachment A.3.3 (course descriptions)

The NEVADA PERFORMANCE ACADEMY will utilize a selection of e-courses from three specific vendors on Nevada's Distance Education Approved Course Provider List (Aventa, Apex, and Florida Virtual High School). All listed courses, where applicable, have been mapped to Common Core and Nevada State academic standards. The school intends to be selective in providing curriculum to students, so choosing content from three well-established vendors allows for the best e-courses to be chosen. Additionally, there is obvious overlap in curriculum form the three vendors, but it is anticipated that different student may respond better to different approaches so multiple options (particularly in core subject areas) inevitably improves chances for successful student outcomes. Lastly, because of duplication or known curricular weaknesses, some classes available and approved from each vendor are not included on the school listing below.

AVENTA			
Course	**Grade(s)**	Pre-Algebra	9 to 12
Language Arts 7	7	Algebra I	9 to 12
Language Arts 8	8	Algebra II	9 to 12
Math 7	7	Geometry	9 to 12
Math 8	8	Consumer Math	9 to 12
Science 7	7	Trigonometry	9 to 12
Science 8	8	Pre-Calculus	9 to 12
Social Studies 7	7	Calculus	9 to 12
Social Studies 8	8	Integrated Math	9 to 12
Art 7	7	Grammar & Composition	8 to 12
Art 8	8	English I	9 to 12
Career Explorations	8	English II	9 to 12
Health 7	7	English III	9 to 12
Health 8	8	English IV	9 to 12
Music 7	7	Creative Writing	9 to 12
Music 8	8	Journalism	9 to 12
Physical Education 7	7		
Physical Education 8	8	Art Appreciation	9 to 12
World Language Survey	7/8	Digital Video Production	9 to 12
Digital Photography	7 to 12	Music Appreciation	9 to 12

Computer Fundamentals	7 to 12
Game Design	9 to 12
World History	9 to 12
American History	9 to 12
American Government	9 to 12
Civics	9 to 12
Economics	9 to 12
Accounting	9 to 12
Physical Education	9 to 12
Health	9 to 12
Nutrition & Wellness	9 to 12
Career Planning	9 to 12
Personal Finance	9 to 12
Life Skills	9 to 12
Physical Science	9 to 12
Earth Science	9 to 12
Biology	9 to 12
Chemistry	9 to 12
Physics	9 to 12
Environmental Science	9 to 12
Intro to World Languages	7 to 12
Spanish I	7 to 12
Spanish II	7 to 12
Spanish III	9 to 12
Spanish IV	9 to 12
French I	7 to 12
French II	7 to 12
French III	9 to 12
French IV	9 to 12
AP Art History	11 to 12
AP Biology	11 to 12
AP Chemistry	11 to 12
AP Computer Science A	11 to 12
AP English Language	11 to 12
AP English Literature	11 to 12
AP Environmental Science	11 to 12
AP European History	11 to 12
AP Physics B	11 to 12
AP Psychology	11 to 12
AP US Government	11 to 12
AP US History	11 to 12
AP World History	11 to 12

APEX

Course	**Grade(s)**
English Foundations I	6 to 9
English Foundations II	6 to 9
Reading Skills and Strategies	9 to 12
Writing Skills and Strategies	9 to 12
Math Foundations I	6 to 9
Math Foundations II	6 to 9
Introductory Algebra	9 to 12
Algebra I: Literacy Advantage	9 to 12
Algebra I	9 to 12
Honors Algebra I	9 to 12
Algebra II: Literacy Advantage	10 to 12
Algebra II	10 to 12
Honors Algebra II	10 to 12
Geometry: Literacy Advantage	10 to 12
Geometry	10 to 12
Honors Geometry	10 to 12
Integrated Math I	9 to 12
Integrated Math II	10 to 12
Financial Literacy	10 to 12
Probability & Statistics	9 to 12
Science Foundations	6 to 9
Earth Science	9 to 12
Honors Earth Science	9 to 12
Physical Science	9 to 12
Honors Physical Science	9 to 12
Biology	9 to 12
Honors Biology	9 to 12
Chemistry	10 to 12
Honors Chemistry	10 to 12
World History	9 to 12
Honors World History	9 to 12
US History	9 to 12
Honors US History	9 to 12
US Government & Politics	9 to 12

US and Global Economics	9 to 12
Multicultural Studies	9 to 12
Art Appreciation	9 to 12
Music Appreciation	9 to 12
Physical Education	9 to 12
Skills for Health	9 to 12

FLORIDA VIRTUAL HIGH SCHOOL

Course	**Grade(s)**
AP Art History	9 to 12
Web Design I	9 to 12
Web Design II	9 to 12
Computing for College Careers	9 to 12
English I	9 to 12
English I Honors	9 to 12
English II	9 to 12
English II Honors	9 to 12
English III	9 to 12
English III Honors	9 to 12
English IV	9 to 12
English IV Honors	9 to 12
Reading for College Success	9 to 12
Algebra I A	9 to 12
Algebra I B	9 to 12
Algebra I	9 to 12
Algebra I Honors	9 to 12
Algebra II	9 to 12
Calculus	9 to 12
Geometry	9 to 12
Geometry Honors	9 to 12
Liberal Arts Math	9 to 12
Pre-Calculus	9 to 12
Biology	9 to 12
Biology Honors	9 to 12
Chemistry	9 to 12
Chemistry Honors	9 to 12
Earth Space Science	9 to 12
Earth Space Science Honors	9 to 12
Marine Science	9 to 12
Marine Science Honors	9 to 12
Physics	9 to 12
Physics Honors	9 to 12
Physical Science	9 to 12
Physical Science Honors	9 to 12
AP Environmental Science	9 to 12
American Government	9 to 12
American History	9 to 12
AP US Government & Politics	9 to 12
AP US History	9 to 12
Economics	9 to 12
Economics Honors	9 to 12
Global Studies	9 to 12
Psychology	9 to 12
World History	9 to 12
World History Honors	9 to 12
Fitness Lifestyle Design	9 to 12
Personal Fitness	9 to 12
PE	9 to 12
SAT Preparation	9 to 12
Orientation to Art 2-D	MS
Keyboarding	MS
Language Arts 1	MS
Language Arts 1 Advanced	MS
Language Arts 2	MS
Language Arts 2 Advanced	MS
Language Arts 3	MS
Language Arts 3 Advanced	MS
Math 1 Advanced	MS
Math 2 Advanced	MS
Math 3 Advanced	MS
World Cultures	MS
US History	MS
World Geography	MS
Middle School Spanish I	6 to 8

Attachment A.3.4 (alignment chart)

The NEVADA PERFORMANCE ACADEMY will utilize a selection of e-courses from three specific vendors on Nevada's Distance Education Approved Course Provider List (Aventa, Apex, and Florida Virtual High School). All listed courses, where applicable, have been mapped to Common Core and Nevada State academic standards as part of the approval process. Therefore, all curriculum being offered by The NEVADA PERFORMANCE ACADEMY is 100% aligned and approved for use by distance education schools in the state of Nevada.

Attachment A.3.5 (courses for promotion)

At The NEVADA PERFORMANCE ACADEMY, to graduate from eighth grade and be eligible for enrollment in high school, the following passing credits must be earned by the pupil during both the seventh and eighth grades: 1 unit in English; 1 unit in Mathematics; 1 unit in Science; 1 unit in Social Studies.

Students enrolled at the secondary level at The NEVADA PERFORMANCE ACADEMY, beginning at grade nine, will need to complete 2 regular semesters or earn 5 units of credit to be promoted to grade ten, to have completed 4 semesters or earn 11 units of credit to be promoted to grade eleven, and complete 6 semesters or earn 17 units of credit to be promoted to grade twelve.

Attachment A.3.6 (typical daily schedule)

The NEVADA PERFORMANCE ACADEMY is a distance education school offering approved curriculum via the Internet. This curriculum is available 24 hours a day and seven days a week. As such, and because students are free to develop an academic schedule that works best for them, no typical daily schedule can be established. However, in the spirit of responding to this required element, the following is a "day in the life of a typical NEVADA PERFORMANCE ACADEMY student."

7:00am	Review teacher-based correspondence and daily instructional opportunities on school-supplied personal communication device (i.e. I-pad or equivalent).
8:00am	Engage e-courses via the school's learning management system for self-directed period of study. Include synchronous and asynchronous messaging with instructors as part of study period.
11:00am	Log in to virtual white board session with course instructor to review material for group project and upcoming assessment.
1:00pm	Participate in instructor-led extracurricular performance arts activity with other class members.
3:00pm	Visit school campus for face-to-face meetings with teachers, participate in optional cohort learning pod session, and to utilize the open computer lab.

Attachment A.3.7 (graduation requirements)

Graduating From High School at The NEVADA PERFORMANCE ACADEMY

State requirements for graduation	The NEVADA PERFORMANCE ACADEMY
Number of credits (units) required for Standard Diploma+	22.5
Core Courses required for Standard Diploma++	Am. gov. 1 Am. hist. 1 Arts & hum. 1 English 4 Health .5 Math 3 PE 2 Computers* .5 Science 2
HSPE subjects (passing score)	Reading (251) **Mathematics** (304) Writing (7) **Science** (300)

The credit requirements to receive a standard high school diploma in the State of Nevada have not changed. The total number of credits required to graduate is 22.5. The following are the 15 credit core requirements:

- Four credits of English
- Three credits in mathematics
- Two credits of science
- One credit of American Government
- One credit in arts and humanities
- One credit in American History
- Two credits in PE
- ½ credit in health education

- ½ credit in computers

The remaining credits needed for graduation are elective and therefore not identified per content area.

As per NRS 389.018, 9th grade students, beginning in the 2007-2008 school year and each class thereafter, must enroll in the following:

- Four credits of English
- Four credits of mathematics, including Algebra I and Geometry or equivalent integrated courses
- Three credits of science, including two laboratory classes
- Three credits of social studies, including American Government, American History, and World History or Geography

In addition to earning 22.5 credits students, must pass the Nevada High School Proficiency Exam (HSPE) in reading, math, writing, and science.

Addendum #2

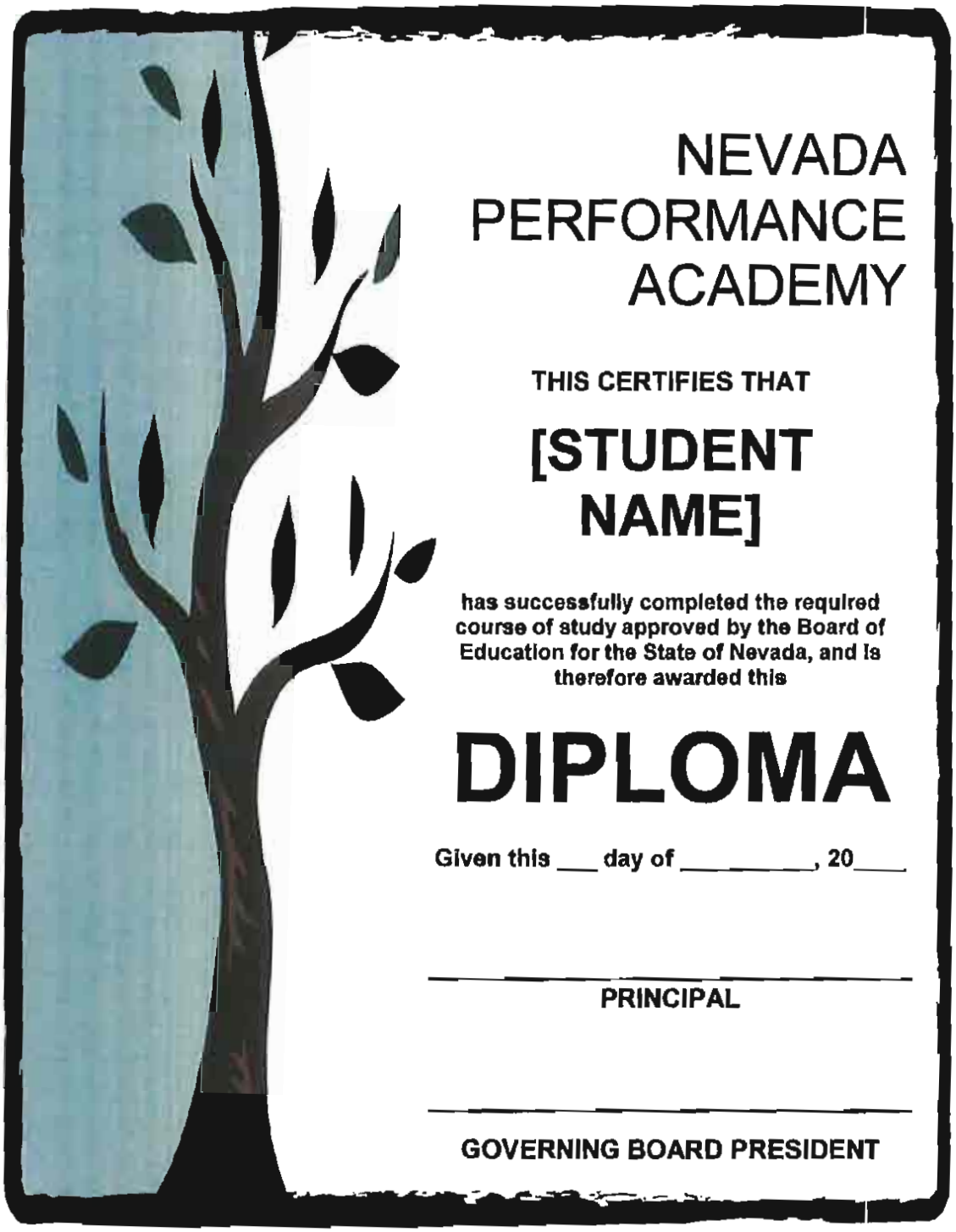
Standard Diploma Requirements			
Graduation Requirements	Credits Required for Standard High School diploma	Charter School Courses That Will Meet This Graduation Requirement	
English	4	English I	9 to 12
		English II	9 to 12
		English III	9 to 12
		English IV	9 to 12
		AP English Language	11 to 12
		AP English Literature	11 to 12
		Reading Skills and Strategies	9 to 12
		Writing Skills and Strategies	9 to 12
		English I	9 to 12
		English I Honors	9 to 12
		English II	9 to 12
		English II Honors	9 to 12
		English III	9 to 12
		English III Honors	9 to 12
		English IV	9 to 12
		English IV Honors	9 to 12
Math	3	Pre-Algebra	9 to 12
		Algebra I	9 to 12
		Algebra II	9 to 12
		Geometry	9 to 12
		Consumer Math	9 to 12
		Trigonometry	9 to 12
		Pre-Calculus	9 to 12
		Calculus	9 to 12
		Integrated Math	9 to 12
		Introductory Algebra	9 to 12
		Algebra I: Literacy Advantage	9 to 12
		Algebra I	9 to 12
		Honors Algebra I	9 to 12
		Algebra II: Literacy Advantage	10 to 12
		Algebra II	10 to 12
		Honors Algebra II	10 to 12
		Geometry: Literacy Advantage	10 to 12
		Geometry	10 to 12
		Honors Geometry	10 to 12
		Integrated Math I	9 to 12
		Integrated Math II	10 to 12

		Probability & Statistics	9 to 12
		Algebra I A	9 to 12
		Algebra I B	9 to 12
		Algebra I	9 to 12
		Algebra I Honors	9 to 12
		Algebra II	9 to 12
		Calculus	9 to 12
		Geometry	9 to 12
		Geometry Honors	9 to 12
		Pre-Calculus	9 to 12
Science	2	Physical Science	9 to 12
		Earth Science	9 to 12
		Biology	9 to 12
		Chemistry	9 to 12
		Physics	9 to 12
		Environmental Science	9 to 12
		AP Biology	11 to 12
		AP Chemistry	11 to 12
		AP Environmental Science	11 to 12
		AP Physics B	11 to 12
		Earth Science	9 to 12
		Honors Earth Science	9 to 12
		Physical Science	9 to 12
		Honors Physical Science	9 to 12
		Biology	9 to 12
		Honors Biology	9 to 12
		Chemistry	10 to 12
		Honors Chemistry	10 to 12
		Biology	9 to 12
		Biology Honors	9 to 12
		Chemistry	9 to 12
		Chemistry Honors	9 to 12
		Earth Space Science	9 to 12
		Earth Space Science Honors	9 to 12
		Marine Science	9 to 12
		Marine Science Honors	9 to 12
		Physics	9 to 12
		Physics Honors	9 to 12
		Physical Science	9 to 12
		Physical Science Honors	9 to 12
		AP Environmental Science	9 to 12
Social Studies	2	World History	9 to 12

		American History	9 to 12
		American Government	9 to 12
		Civics	9 to 12
		AP European History	11 to 12
		AP US Government	11 to 12
		AP US History	11 to 12
		AP World History	11 to 12
		World History	9 to 12
		Honors World History	9 to 12
		US History	9 to 12
		Honors US History	9 to 12
		US Government & Politics	9 to 12
		American Government	9 to 12
		American History	9 to 12
		AP US Government & Politics	9 to 12
		AP US History	9 to 12
		World History	9 to 12
		World History Honors	9 to 12
Arts & Humanities OR Career & Technical Ed.	1	Art Appreciation	9 to 12
		Music Appreciation	9 to 12
		Spanish I	7 to 12
		Spanish II	7 to 12
		Spanish III	9 to 12
		Spanish IV	9 to 12
		French I	7 to 12
		French II	7 to 12
		French III	9 to 12
		French IV	9 to 12
		AP Art History	11 to 12
		AP Psychology	11 to 12
		Art Appreciation	9 to 12
		Music Appreciation	9 to 12
		AP Art History	9 to 12
		Psychology	9 to 12
Health	½	Health	9 to 12
		Skills for Health	9 to 12
Physical Education	2	Physical Education	9 to 12
		Physical Education	9 to 12
		Fitness Lifestyle Design	9 to 12
		Personal Fitness	9 to 12
		PE	9 to 12
Computers	½	Computer Fundamentals	7 to 12
		AP Computer Science A	11 to 12

Electives	7 1/2	Grammar & Composition	8 to 12
		Creative Writing	9 to 12
		Journalism	9 to 12
		Digital Video Production	9 to 12
		Game Design	9 to 12
		Economics	9 to 12
		Accounting	9 to 12
		Nutrition & Wellness	9 to 12
		Career Planning	9 to 12
		Personal Finance	9 to 12
		Life Skills	9 to 12
		Financial Literacy	10 to 12
		US and Global Economics	9 to 12
		Multicultural Studies	9 to 12
		Skills for Health	9 to 12
		Reading for College Success	9 to 12
		Liberal Arts Math	9 to 12
		Economics	9 to 12
		Economics Honors	9 to 12
		Global Studies	9 to 12
		Psychology	9 to 12
Total	22 1/2		

Attachment A.3.8 (school diploma)



NEVADA
PERFORMANCE
ACADEMY

THIS CERTIFIES THAT

[STUDENT NAME]

has successfully completed the required course of study approved by the Board of Education for the State of Nevada, and is therefore awarded this

DIPLOMA

Given this ___ day of _____, 20____

_____

PRINCIPAL

_____

GOVERNING BOARD PRESIDENT

A.3.9 School Transcript (attachment)

XXX COUNTY SCHOOL DISTRICT

XXX School

OFFICIAL TRANSCRIPT

Student Name:XXXX
Birth Date: XXXX
Student Number: XXXXXX

	SEMESTER 1	INTERIM	SEMESTER 2	SEMESTER 3
08-09 XXX School				
Advisory IV S1	P 0.00			
Advisory IV S2			P 0.00	
Animal Production/Science S1	A 0.50			
Animal Production/Science S2			A 0.50	
Business-Coop I S1	A 0.50			
Business-Coop I S2			B 0.50	
English IV S1	B 0.50			
English IV S2			B 0.50	
Pre-Calculus Honors S1	D 0.50			
Study Hall S1	P 0.00			
Study Hall S2			P 0.00	
Tutoring Practicum I S2			A 0.50	
U.S. Govt S1	C 0.50			
U.S. Govt S2			C 0.50	
07-08 XXX School				
Advisory III S1	P 0.00			
Advisory IV S2			P 0.00	
Algebra II S1	C 0.50			
Algebra II S2			C 0.50	
Computer Graphics I S1	A 0.50			
Computer Graphics I S2			A 0.50	
Creative Art II S1	B 0.50			
Economics S2			A 0.50	
English III S1	B 0.50			
English III S2			B 0.50	
Study Hall S1	P 0.00			
Study Hall S2			P 0.00	
Tutoring Practicum I S1	A 0.25			
Tutoring Practicum I S2			A 0.25	
U.S. History S1	C 0.50			
U.S. History S2			C 0.50	
Weight Training I S1	A 0.50			
Weight Training I S2			A 0.50	
06-07 XXX High School				
Accelerated Reader for Credit S1	P 0.25			
Accelerated Reader for Credit S2			P 0.25	
Biology I S1	C 0.50			
Biology I S2			B 0.50	
Creative Art I S1	A 0.50			
Creative Art I S2			A 0.50	
Emergent Technologies I S1	A 0.50			
Emergent Technologies I S2			A 0.50	
English II S1	B 0.50			
English II S2			B 0.50	
Geometry S1	A 0.50			
Geometry S2			A 0.50	
Physical Education I S1	A 0.50			
Physical Education I S2			A 0.50	
05-06 XXX High School				
Accelerated Reader for Credit S1	P 0.25			
Accelerated Reader for Credit S2			P 0.25	
Agricultural Mech/Equip/Strctr I S1	A 0.50			
Agricultural Mech/Equip/Strctr I S2			B 0.50	
Algebra I S1	B 0.50			
Algebra I S2			B 0.50	
English I Honors S1	C 0.50			
English I Honors S2			C 0.50	
Gen. Computer Applications I S1	B 0.50			
Health Education S2			A 0.50	
Integrated Science I S1	C 0.50			
Integrated Science I S2			B 0.50	
World History I S1	A 0.50			
World History I S2			A 0.50	

TEST SCORES

A.C.T	DATE	ENG	READ	WRTG	MATH	SCI	COMPOSITE
1st ACT	00/00/00	0	0	0	0	0	0
2nd ACT	00/00/00	0	0	0	0	0	0
3rd ACT	00/00/00	0	0	0	0	0	0

S.A.T.	DATE	CRITICAL READING	MATH	WRITING	VERBAL
1st SAT	00/00/00	0	0	0	0
2nd SAT	00/00/00	0	0	0	0

TEST	SCORE	PASS/FAIL
HS Proficiency Reading	376	P
HS Proficiency Writing	8 5	P
HS Proficiency Math	351	P
HS Proficiency Science	0	

CREDIT SUMMARY

	Earned*	Req'd for Reg Diploma**	Req'd for Advanced Diploma**
English:	4.00	4.0	4.0
Health Ed:	0.50	0.5	0.5
Math:	3.50	3.0	3.0
Phys Ed:	2.00	2.0	2.0
Science:	3.00	2.0	3.0
Govt:	1.00	1.0	1.0
US Hist:	1.00	1.0	1.0
Economics:	0.50	0.5	0.5
Social Study Other:	1.00	0.5	0.5
Humanities/Voc Ed:	3.50	1.0	1.0
Use of Computers:	1.50	0.5	0.5
Electives:	3.00	6.5	7.0

*Credits earned over the required totals may be added to elective total.**Up to one credit of PE may be waived if Specific Sports Activity classes satisfy PE credit

IMMUNIZATIONS

DTP (1) 5/21/91(2) 10/21/91(3) 11/23/92(4) 8/01/94(5) 8/21/95. DT (1) (2) (3) (4) (5) .
Td (1) 5/11/05(2) (3) .
MMR (1) 11/23/92 (2) 8/21/95 (3) . POLIO (1) 5/21/91 (2) 10/21/91 (3) 11/23/92 (4) 8/21/95 (5) . HEPATITIS A (1) (2) .
HEPATITIS B (1) (2) (3) .
VARICELLA (chicken pox) (1) (2)

ATTENDANCE

03-04 Absences: 12
04-05 Absences: 8.5
05-06 Absences: 7
06-07 Absences: 4.5
07-08 Absences: 5.5
08-09 Absences: 6

GRADING SCALES

General Scale	Weighted Scale
A = 4.0	A = 5.0
B = 3.0	B = 4.0
C = 2.0	C = 3.0
D = 1.0	D = 2.0
F = 0.0	F = 0.0

* indicates modified grade

Total Units Earned:
Cumulative GPA (Weighted):
Cumulative GPA (Simple):

Graduation Date: _____

SIGNATURE DATE

Narrative A.3.10 (transfer policy): The NEVADA PERFORMANCE ACADEMY will transfer successfully completed student credits to another school, whenever a student transfers to another school and/or upon the appropriate and lawful request of any other school or district. A transfer of credits to another school within the State of Nevada is applicable since the School will deliver a standards-based curriculum that is aligned to the Common Core and Nevada State Standards. Additionally, the school will accept in transfer all legitimately earned credits from other academic institutions in accordance with standard credit accrual protocols.

Attachment A.3.11 (textbooks)

Course Materials

2010–2011

2011-2012

Course Catalogs

1. Introduction 2

2. Acquiring Course Materials 2

3. Questions? 2

4. Course Materials At-a-Glance 3

Foundations 3

General Studies (Literacy Advantage, Core, and Honors) Student Materials 3

Advanced Placement (AP) Student Materials 4

Teacher Materials 5

5. Student Materials: General Studies 5

6. Student Materials: Advanced Placement 9

7. Teacher Materials 14

8. Book Sets: General Studies 15

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*Advanced Placement and AP are registered trademarks of the College Board.

1. Introduction

This document specifies which Apex Learning® courses have required and optional course materials, and details the specific materials. Materials include:

- Textbooks, novels, science lab manuals, and other books.
- Microphones, speakers or headphones, and calculators.
- Lab materials. Go to http://support.apexlearning.com for a list of hands-on lab materials. In the upper-right corner, under Quick Links, select Course Materials.

This document specifies which course materials are available for purchase from Apex Learning, and the price for those materials as of the date of this document.

- The price to purchase access to Apex Learning courses does not include the materials specified in this document.
- Prices are subject to change based on the cost incurred by Apex Learning to procure and ship the materials.
- Prices include ground-shipping fees within the continental U.S. but not tax. There will be an additional shipping charge for delivery outside the continental U.S. or if expedited shipping is requested.

2. Acquiring Course Materials

A book's ISBN and edition numbers are critical to acquiring the appropriate course materials. Users may source course materials on their own. Required and optional books may also be purchased as follows:

From MBS Direct with a credit card

- Order online at http://bookstore.mbsdirect.net/apexlearning.htm
- Or by phone at 1-800-325-3252

From Apex Learning with a purchase order or other payment method

- Contact Apex Learning by phone at 1-800-453-1454
- Or by email at inquiries@apexlearning.com

Acquiring Lab Materials

Apex Learning has partnered with a third-party vendor to create custom laboratory kits (LabPaqs) that contain all the materials needed for AP Biology and AP Physics B.

- Order the kits directly from the vendor's website.
  - AP Biology: http://www.labpaq.com/bk-apex-2 ($255 + shipping and handling)
  - AP Physics B: http://www.labpaq.com/pk-apex-2 ($177 + shipping and handling)
- For LabPaq customer service, call 1-866-206-0773

3. Questions?

Contact the Apex Learning support team by phone at 1-800-453-1454 or by email at support@apexlearning.com.

4. Course Materials At-a-Glance

Foundations

Foundations courses have no required or optional materials for students or teachers.

General Studies (Literacy Advantage™, Core, and Honors) Student Materials

The following table summarizes which Apex Learning Literacy Advantage, Core, and Honors courses have required and optional materials for students. Note that teachers must have access to student materials.

Course	Required Materials	Optional Materials	Page
Algebra I and Algebra II	-	-	-
Algebra I-A* and Algebra I-B*	-	-	-
Art Appreciation* New for Fall 2010 — Core	-	-	-
Biology New for Fall 2010 — Literacy Advantage	Yes	Yes	5
California Algebra I-A* and Algebra I-B*	-	-	-
Chemistry	Yes	Yes	5
Mathematics of Personal Finance* New for Fall 2010 — Core	Yes	-	6
Earth Science	Yes	Yes	6
English I: Introduction to Literature and Composition	Yes	Yes	6
English II: Critical Reading and Effective Writing New for Fall 2010 — Literacy Advantage	Yes	Yes	7
English III: American Literature	Yes	Yes	7
English IV: British and World Literature	Yes	-	8
Florida Algebra I-A* and Algebra I-B*	-	-	-
French I and French II	Yes	Yes	8
Fundamental Math*	-	-	-
Geography and World Cultures	-	-	-
Geometry New for Fall 2010 — Literacy Advantage	-	-	-
Georgia Mathematics I* and Mathematics II*	-	-	-
Integrated Math I* and Math II*	-	-	-
Introductory Algebra*	-	-	-
Music Appreciation*	-	-	-
Psychology* New for Fall 2010 — Core	-	-	-
Physical Education*	-	-	-
Physical Science	-	Yes	8
Precalculus	Yes	-	8
Skills for Health*	-	-	-
Spanish I and Spanish II	Yes	Yes	9

Course	Required Materials	Optional Materials	Page
U.S. and Global Economics	-	-	-
U.S. Government and Politics	-	-	-
U.S. History New for Fall 2010 — Literacy Advantage	-	-	-
U.S. History since the Civil War New for Fall 2010 — General Studies	-	-	-
U.S. History to the Civil War New for Fall 2010 — General Studies	-	-	-
World History	-	-	-
World History since the Renaissance New for Fall 2010 — Core and Honors	-	-	-
World History to the Renaissance New for Fall 2010 — Core and Honors	-	-	-

* Core pathway only

Advanced Placement* (AP) Student Materials

The following table summarizes which Apex Learning AP courses have required and optional materials for students. Note that teachers need access to student materials.

Course	Required Materials	Optional Materials	Page
AP Biology	Yes	Yes	9
AP Calculus AB	Yes	Yes	10
AP Chemistry	Yes	Yes	10
AP English Language and Composition	Yes	-	11
AP English Literature and Composition	Yes	-	11
AP French Language and Composition	Yes	-	12
AP Macroeconomics	-	Yes	12
AP Microeconomics	-	Yes	12
AP Physics B	Yes	-	12
AP Psychology	Yes	-	13
AP Spanish Language and Composition	Yes	Yes	13
AP Statistics	Yes	Yes	13
AP U.S. Government and Politics	Yes	-	13
AP U.S. History	Yes	-	14

Teacher Materials

The following table summarizes which Apex Learning courses have required and optional materials for teachers. Note that teachers also need access to student materials.

Course	Required Materials	Optional Materials	Page
AP Biology	-	Yes	14
AP Chemistry	Yes	-	14
Biology (General Studies)	Yes	-	14
Chemistry (General Studies)	Yes	-	15
Earth Science (General Studies)	Yes	-	15

5. Student Materials: General Studies

Biology

Semesters 1 and 2: Required

- *Biology: Exploring Life Lab Manual,* Student ed. Neil Campbell, Brad Williamson, and Robin Heyden (Prentice Hall, 2004).
  ISBN 0130642665 / $22.00

Semesters 1 and 2: Optional

- This course includes the option of either hands-on or dry lab activities. Dry labs require only the lab manual; there are no additional lab materials needed for these activities. Hands-on labs require specified materials. For a list of hands-on lab materials, go to http://support.apexlearning.com. In the upper-right corner, under Quick Links, select Course Materials.

Chemistry

Semesters 1 and 2: Required

- *Prentice Hall Chemistry Lab Manual*, Student ed. Antony Wilbraham, Dennis Staley, Michael Matta, and Edward Waterman (Prentice Hall, 2005).
  ISBN 0131903594 / $22.00

Semesters 1 and 2: Optional

- Scientific calculator
- This course includes the option of either hands-on or dry lab activities. Dry labs require only the lab manual; there are no additional lab materials needed for these activities. Hands-on labs require specified materials. For a list of hands-on lab materials, go to http://support.apexlearning.com. In the upper-right corner, under Quick Links, select Course Materials.

Mathematics of Personal Finance

Semesters 1 and 2: Required

- TI-84 Plus, TI-83, or TI-83 Plus Calculator

  Read the "Graphing Calculators" section in the course Appendix A: Student Resources and chapter 1 in the TI Guidebook before the course starts.

Earth Science

Semesters 1 and 2: Required

- *Prentice Hall Earth Science Lab Manual,* Student ed. Edward J. Tarbuck and Frederick Lutgens (Prentice Hall, 2006).
  ISBN 0131258982 / $22.00

Semesters 1 and 2: Optional

- This course includes the option of either hands-on or dry lab activities. Dry labs require only the lab manual; there are no additional lab materials needed for these activities. Hands-on labs require specified materials. For a list of hands-on lab materials, go to http://support.apexlearning.com. In the upper-right corner, under Quick Links, select Course Materials.

English I: Introduction to Literature and Composition

Semester 1: Required

- *Impact: Fifty Short Short Stories,* 2nd ed. Fannie Safier, ed.
  (Holt, Reinhart & Winston, 1996).
  ISBN 003008623X / $57.25

Semester 2: Required (Core and Honors only)

- *The Best Poems Ever: A Collection of Poetry's Greatest Voices.*
  Edric S. Mesmer, ed. (Scholastic, 2001).
  ISBN 0439296749 / $5.25
- *Romeo and Juliet / West Side Story*. William Shakespeare / Arthur Laurents.
  Norris Houghton, ed. (Dell, 1965).
  ISBN 0440974836 / $8.50

  Other editions acceptable

Semester 2: Optional (Core and Honors only)

- *The Odyssey.* Homer. Robert Fagles, translator (Penguin, 1996).
  ISBN 0140268863 / $21.00

  Other editions acceptable

  NOTE: Required excerpts are provided in digital format within the course. If students wish to read the entire text or read offline, the above purchase is recommended.

English II: Critical Reading and Effective Writing

Semesters 1 and 2: Required

- *Impact: Fifty Short Short Stories,* 2nd ed. Fannie Safier, ed. (Holt, Reinhart & Winston, 1996).
  ISBN 003008623X / $57.25
- *The Best Poems Ever: A Collection of Poetry's Greatest Voices.* Edric S. Mesmer, ed. (Scholastic, 2001).
  ISBN 0439296749 / $5.25

Semester 1: Required

- *The Crucible.* Arthur Miller (Penguin, 1976).
  ISBN 0140481389 / $15.75
  Other editions acceptable

Semester 1: Optional

- *Joy Luck Club.* Amy Tan (Penguin, 2006).
  ISBN 0143038095 / $18.00
  Other editions acceptable
  NOTE: Required excerpts are provided in digital format within the course. If students wish to read the entire text or read offline, the above purchase is recommended.

Semester 2: Required

- *A Separate Peace.* John Knowles (Simon & Schuster, 2003).
  ISBN 0743253973 / $14.50
  Other editions acceptable

Semester 2: Optional

- *Much Ado About Nothing.* William Shakespeare. David L. Stevenson, ed. (Penguin, 1998).
  ISBN 0451526813 / $6.50
  Other editions acceptable
  NOTE: Required excerpts are provided in digital format within the course. If students wish to read the entire text or read offline, the above purchase is recommended.

English III: American Literature

Semester 1: Optional

- *My Antonia.* Willa Cather (Houghton Mifflin, 1995).
  ISBN 039575514X / $10.50
  Other editions acceptable
  NOTE: This book is provided in digital format in the course. If students wish to read offline, the above purchase is recommended.

Semester 2: Required

- *Death of a Salesman.* Arthur Miller (Penguin, 1977).
  ISBN 0140481346 / $15.75
  Other editions acceptable

- *Short Fiction: An Anthology*, 1st ed. (Bedford/St. Martins, 2009).
  ISBN 0312576374 / $50.00
  NOTE: This custom anthology is available only from Apex Learning or MBS Direct.
  Acceptable alternates:
  The Story and Its Writer, 7th ed. Ann Charters, ed. (Bedford / St. Martins, 2007). ISBN 0312442718
  The Story and Its Writer, 6th ed. Ann Charters, ed. (Bedford / St. Martins, 2002). ISBN 0312397313
- *The Way to Rainy Mountain*. N. Scott Momaday
  (University of New Mexico Press, 1969).
  ISBN 0826304362 / $19.50
  Other editions acceptable

English IV: British and World Literature

Semester 2: Required

- *Things Fall Apart,* Expanded ed. Chinua Achebe (First Anchor Books Edition, 1994).
  ISBN 0385474547 / $14.50
  Other editions acceptable
- *Short Fiction: An Anthology*, 1st ed. (Bedford/St. Martins, 2009).
  ISBN 0312576374 / $50.00
  NOTE: This custom anthology is available only from Apex Learning or MBS Direct.
  Acceptable alternates:
  The Story and Its Writer, 7th ed. Ann Charters, ed. (Bedford / St. Martins, 2007). ISBN 0312442718
  The Story and Its Writer, 6th ed. Ann Charters, ed. (Bedford / St. Martins, 2002). ISBN 0312397313

French I and French II

Semesters 1 and 2: Required

- Microphone

Semesters 1 and 2: Optional

- Any French-English, English-French Dictionary

Physical Science

Semesters 1 and 2: Optional

- This course includes the option of either hands-on or dry lab activities. No materials are required for dry lab activities. Hands-on labs require specified materials. For a list of hands-on lab materials, go to http://support.apexlearning.com. In the upper-right corner, under Quick Links, select Course Materials.

Precalculus

Semesters 1 and 2: Required

- TI-84 Plus, TI-83, or TI-83 Plus Calculator
  Read the "Graphing Calculators" section in the course Appendix A: Student Resources and chapter 1 in the TI Guidebook before the course starts.

Spanish I and Spanish II

Semesters 1 and 2: Required

- Microphone

Semesters 1 and 2: Optional

- Any Spanish-English, English-Spanish Dictionary

6. Student Materials: Advanced Placement

AP Biology

Semesters 1 and 2: Required

- This course requires completion of hands-on lab activities and has been approved by the College Board as meeting all requirements for a laboratory science course. For a list of hands-on lab materials, go to http://support.apexlearning.com. In the upper-right corner, under Quick Links, select Course Materials.
- Apex Learning has partnered with a third-party vendor to create a custom laboratory kit that contains all the materials needed for AP Biology. Order the kit directly from the vendor's website at http://www.labpaq.com/bk-apex-2 ($255 + shipping and handling).

Semesters 1 and 2: Optional

- *Biology,* 8th Edition. Neil A. Campbell, Jane B. Reece, Lisa A. Curry, et al (Benjamin-Cummings, 2008).
  ISBN 0131356917 / $220.50
  Acceptable alternate: 7th ed. (2005). ISBN 080537146X
  Acceptable alternate: 6th ed. (2002). ISBN 0201751496
- *AP Biology Lab Manual for Students*. (College Board, 2001).
  College Board Item # 991461 / $31.25
  NOTE: This manual is an excellent resource for lab overviews and background information; however the procedures and questions for all labs are found in the on-line lab activities and differ slightly from the manual.

AP Calculus AB

Semesters 1 and 2: Required

- TI-84 Plus, TI-83, or TI-83 Plus Calculator
  Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.

Semesters 1 and 2: Optional

- *Calculus: Single Variable*, 6th ed. James Stewart (Brooks/Cole, 2008).
  ISBN 0495011614 / $230.00
  Acceptable alternate: 5th ed. (2003). ISBN 0534393667
  Acceptable alternate: 4th ed. (1999). ISBN 0534355625

- *Calculus of a Single Variable,* 2nd ed. Jeffery A Cole, Michael Olinick, Dennis Pence, and Earl W. Swokowski (PWS, 1994).
  ISBN 0534939244 / This book is out of print but you may find it used. It is interchangeable with the Stewart text listed above.

- *Cracking the AP Calculus AB & BC Exams*, 2009 ed. David S. Kahn (Princeton Review, 2009).
  ISBN 0375428852 / $25.00
  Acceptable alternate: 2008 ed. ISBN 0375766413
  Acceptable alternate: 2006–2007 ed. ISBN 0534355625
  Acceptable alternate: 2004-2005 ed. ISBN 0375763813

AP Chemistry

Semesters 1 and 2: Required

- *Inquiries Into Chemistry,* 3rd ed. Michael R. Abraham and Michael J. Pavelich (Waveland Press, 1999).
  ISBN 1577660617 / $43.00
- TI-84 Plus, TI-83, or TI-83 Plus Calculator
  Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.
- Apex Learning offers two versions of AP Chemistry.
  1. AP Chemistry course requires completion of hands-on lab activities and has been approved by the College Board as meeting all requirements for a laboratory science course. In order to conduct the hands-on lab activities in this course, students need access to supervised lab facilities, the lab manual, and lab materials. For a list of hands-on lab materials, go to http://support.apexlearning.com. In the upper-right corner, under Quick Links, select Course Materials.
  2. AP Chemistry (DL) includes dry lab activities and is intended for students who do not have access to supervised lab facilities. This course has been conditionally approved by the College Board because the course fulfills all of the components required in an AP science course with the exception of the minimum time required to be spent engaged in hands-on laboratory work/field experiences. Dry labs require only the lab manual; no additional lab materials are needed.

Semesters 1 and 2: Optional

- *Chemistry & Chemical Reactivity*, Volumes 1 and 2, 7th ed. John C. Kotz and Paul Treichel, Jr. (Brooks/Cole, 2009).
  ISBN 0495633232 / $290.00
  Acceptable alternate: 6th ed. (2006). ISBN 0534408001
  Acceptable alternate: 5th ed. (2003). ISBN 003033604X
- *Chemistry*, 8th ed. Steven S. Zumdahl and Susan A. Zumdahl (Houghton Mifflin, 2010).
  ISBN 0547125321 / $290.00
  Acceptable alternate: 7th ed. (2007). ISBN 061852844X
  Acceptable alternate: 6th ed. (2003). ISBN 0618221565

Acceptable alternate: 5th ed. (2000). ISBN 0618035915

AP English Language and Composition

Semesters 1 and 2: Required

- *The Norton Reader*, 11th ed. John C. Brereton, Joan E. Hartman, and Linda H. Peterson, eds. (W.W. Norton, 2003).
  ISBN 0393978877 / $73.00
  Acceptable alternate: 10th ed. (2000). ISBN 0393973832
  NOTE: The 12th ed. (2008) does NOT include all required readings and should not be purchased for use with this course.
- *Writing, A College Handbook*. 5th ed. James Heffernan, John E. Lincoln, and Janet Atwill (W. W. Norton, 2001).
  ISBN 039397426X / $77.50

AP English Literature and Composition

Semesters 1 and 2: Required

- *The Norton Anthology of Poetry*, 5th ed. Margaret Ferguson, Mary Jo Salter et al, eds. (W.W. Norton, 2005).
  ISBN 0393979202 / $90.00
  Acceptable alternate: 4th ed. (1996). ISBN 0393968200
- *Short Fiction: An Anthology*, 1st ed. (Bedford/St. Martins, 2009).
  ISBN 0312576374 / $50.00
  NOTE: This custom anthology is available only from Apex Learning or MBS Direct.
  Acceptable alternates:
  The Story and Its Writer, 7th ed. Ann Charters, ed. (Bedford / St. Martins, 2007). ISBN 0312442718
  The Story and Its Writer, 6th ed. Ann Charters, ed. (Bedford / St. Martins, 2002). ISBN 0312397313
  The Story and Its Writer, 5th ed. Ann Charters, ed. (Bedford / St. Martins, 1998). ISBN 0312171641

Semester 1: Required

- *Hedda Gabler*. Henrik Ibsen (Dover, 1990).
  ISBN 0486264696 / $2.75
  Other editions acceptable
- *A Streetcar Named Desire*. Tennessee Williams (Signet, 1947).
  ISBN 0451167783 / $10.50
  Other editions acceptable
- *Their Eyes Were Watching God*. Zora Neale Hurston (Harper, 2006).
  ISBN 0060838671 / $18.25
  Other editions acceptable
- *Twelfth Night*. William Shakespeare. Barbara A. Mowat and Paul Werstine, eds. (Washington Square Press, 1993).
  ISBN 0743482778 / $8.00
  Other editions acceptable

Semester 2: Required

- *The Great Gatsby*. F. Scott Fitzgerald (Scribner, 1995).
  ISBN 0743273567 / $18.25

Other editions acceptable

- *Annie John*. Jamaica Kincaid (Farrar, Straus and Giroux, 1985).
  ISBN 0374525102 / $15.75
  Other editions acceptable
- *Jane Eyre.* Charlotte Bronte. Michael Mason, ed. (Penguin, 2006).
  ISBN 0141441143 / $10.50
  Other editions acceptable

AP French Language and Composition

Semesters 1 and 2: Required

- Any French-English, English-French Dictionary
- Microphone

AP Macroeconomics

Optional

- *Macroeconomics for Today,* 7th ed. Irvin B. Tucker
  (South-Western/Thomson Learning, 2010).
  ISBN 0538469447 / $215.00
  Acceptable alternate: 5th ed. (2007). ISBN 0324407998
  Acceptable alternate: 4th ed. (2005). ISBN 0324301979
  Acceptable alternate: 3rd ed. (2003). ISBN 0324179529

AP Microeconomics

Optional

- *Microeconomics for Today*, 7th ed. Irvin B. Tucker
  (South-Western/Thomson Learning, 2010).
  ISBN. 0538469412 / $215.00
  Acceptable alternate: 5th ed. (2007). ISBN 0324408005
  Acceptable alternate: 4th ed. (2005). ISBN 0324301928
  Acceptable alternate: 3rd ed. (2003). ISBN 032411477X

AP Physics B

Semesters 1 and 2: Required

- *Schaum's Outline of College Physics*, 10th ed.
  Frederick J. Bueche and Eugene Hecht (McGraw-Hill, 2006).
  ISBN 0071448144 / $23.50
  Acceptable alternate: 9th ed. (1997). ISBN 0070089418
- TI-84 Plus, TI-83, or TI-83 Plus Calculator
  Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.
- This course requires completion of hands-on lab activities and has been approved by the College Board as meeting all requirements for a laboratory science course. For a list of hands-on lab materials, go to http://support.apexlearning.com. In the upper-right corner, under Quick Links, select Course Materials.

- Apex Learning has partnered with a third-party vendor to create a custom laboratory kit that contains all the materials needed for AP Physics B. Order the kit directly from the vendor's website at http://www.labpaq.com/pk-apex-2 ($177 + shipping and handling).

AP Psychology

Required

- *Psychology*, 9th ed. David G. Myers (Worth Publishing, 2009).
  ISBN 1429215976 / $173.00
  Acceptable alternate: 8th ed. (2009). ISBN 0716764288
  Acceptable alternate: 7th ed. (2004). ISBN 0716752514

AP Spanish Language and Composition

Semesters 1 and 2: Required

- Any Spanish-English, English-Spanish Dictionary
- Microphone

Semesters 1 and 2: Optional

- *AP* Spanish: Preparing for the Language Examination,* 3rd ed. José M. Diaz, Margarita Leicher-Prieto, and Gilda Nissenberg (Prentice Hall, 2007)
  ISBN 0131660942 / $50.00

AP Statistics

Semesters 1 and 2: Required

- TI-84 Plus, TI-83, or TI-83 Plus Calculator
  Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.

Semesters 1 and 2: Optional

- *Barron's AP Statistics 2010*, 5th ed. Martin Sternstein (Barron's, 2010).
  ISBN 0764140892 / $23.00
  Acceptable alternate: 4th ed. (2008). ISBN 0764136836
- *Introduction to Probability & Statistics*, 13th ed. William Mendenhall, Robert J. Beaver, and Barbara M. Beaver (Brooks/Cole, 2009).
  ISBN 0495389536 / $227.00
  Acceptable alternate: 12th ed. (2006). ISBN 0534418708
  Acceptable alternate: 11th ed. (2003). ISBN 0534395198

AP U.S. Government and Politics

Required

- *The Lanahan Readings in the American Polity,* 4th ed. Ann G. Serow and Everett C. Ladd, eds. (Lanahan Publishing, 2007).
  ISBN 1930398093 / $48.25
  Acceptable alternate: 3rd ed. (2003). ISBN 1930398034

- *American Government*: Power and Purpose, 11th ed. Stephen Ansolabehere, Theodore J. Lowi, Benjamin Ginsberg, and Kenneth A. Shepsle (W. W. Norton, 2010).
  ISBN 0393932982 / $125.00
  Acceptable alternate: 10th ed. (2008). ISBN 0393930823
  Acceptable alternate: 9th ed. (2006). ISBN 0393927164
  Acceptable alternate: 8th ed. (2004). ISBN 0393924823

AP U.S. History

Semesters 1 and 2: Required

- *America: A Narrative History*, 8th ed. George Tindall and David E. Shi (W.W. Norton, 2010).
  ISBN 0393934055 / $110.00
  Acceptable alternate: 7th ed. (2007). ISBN 0393928209
  Acceptable alternate: 6th ed. (2003). ISBN 0393978125
  Acceptable alternate: 5th ed. (1999). ISBN 0393973395

7. Teacher Materials

Teachers need access to the required student books. The teacher editions listed below are not available from MBS Direct. The teacher editions listed below are only available from Apex Learning or the publisher.

AP Biology

Semesters 1 and 2: Optional

- *AP Biology Lab Manual for Teachers.* (College Board 2001).
  College Board Item # 991481 / $30.50
  NOTE: This manual is an excellent resource for lab overviews and background information; however the procedures, questions, and teacher answer keys for all labs are found in the on-line lab activities and differ slightly from the manual.

AP Chemistry

Semesters 1 and 2: Required

- *Inquiries into Chemistry Lab Manual – Teacher's Edition,* 3rd ed. Abraham and Pavelich (Waveland Press, Inc., 1999).
  ISBN 1577660625 / $16.50

Biology

Semesters 1 and 2: Required

- *Biology: Exploring Life Lab Manual,* Teacher's ed. Neil A. Campbell (Prentice Hall, 2003).
  ISBN 0130642673 / $44.50

Chemistry

Semesters 1 and 2: Required

- *Prentice Hall Chemistry Lab Manual,* Teacher's ed. Antony Wilbraham (Prentice Hall, 2003).
  ISBN 0131903632 / $44.50

Earth Science

Semesters 1 and 2: Required

- *Prentice Hall Earth Science Lab Manual,* Teacher's ed. Edward J. Tarbuck (Prentice Hall, 2006).
  ISBN 0131259008 / $49.00

8. Book Sets: General Studies

Student Required Books Set

This materials set only includes required books. The set does not include optional books or any materials. ***Price: $267.00***

Book	ISBN#	Price
Biology: Exploring Life Lab Manual	0130642665	$22.00
Prentice Hall Chemistry Lab Manual	0131903594	$22.00
Prentice Hall Earth Science Lab Manual	0131258982	$22.00
Impact: Fifty Short Short Stories	003008623X	$57.25
Romeo and Juliet and West Side Story	0440974836	$8.50
The Best Poems Ever: A Collection of Poetry's Greatest Voices	0439296749	$5.25
The Crucible	0140481389	$15.75
A Separate Peace	0743253973	$14.50
Death of a Salesman	0140481346	$15.75
The Way to Rainy Mountain	0826304362	$19.50
Short Fiction: An Anthology	0312576374	$50.00
Things Fall Apart	0385474547	$14.50

Student Additional Books Set

The books listed below are required for certain general studies courses and are accessible in digital format from the course. They are not included in the required books set above and must be purchased separately if users desire printed copies. ***Price: $56.00***

Book	ISBN#	Price
My Antonia	039575514X	$10.50
Joy Luck Club	0143038095	$18.00
Much Ado About Nothing	0451526813	$6.50
The Odyssey	0140268863	$21.00

Teacher Required Books Set

This materials set includes only required teacher editions. Teachers also need access to the required student books. ***Price: $138.00***

Book	ISBN#	Price
Biology: Exploring Life Lab Manual (Teacher Edition)	0130642673	$44.50
Prentice Hall Chemistry Lab Manual (Teacher Edition)	0131903632	$44.50
Prentice Hall Earth Science Lab Manual (Teacher Edition)	0131259008	$49.00

FLVS Global Materials List	8/15/2012	
Course	Vendor	Title
Advanced Algebra with Financial Applications (GS) v11	None	No Materials Needed
Algebra I (GS) v14	Design Science, Inc.	Mathtype- optional
Algebra I (GS) v14	Geogebra	Geogebra- free download
Algebra I (LRC) (GS) v10	Geogebra	Geogebra-free download
Algebra I (LRC) (GS) v10	Design Science, Inc.	Mathtype- optional
Algebra IA (GS) v6	Discovery Education	Discovery Education Online Subscription
Algebra IA (GS) v6	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Algebra IA (GS) v6	kSoft, Inc.	Graphmatica Software-optional
Algebra IA (GS) v6	None	Provided by Student-Graphing Calculator-Optional
Algebra IB (GS) v6	kSoft, Inc.	Graphmatica Software-optional
Algebra IB (GS) v6	None	Provided by Student- Graphing Calculator-optional
Algebra IB (GS) v6	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Algebra II (GS) v10	Design Science, Inc.	Mathtype- Optional
Algebra II (GS) v10	None	Geogebra- free download
Algebra II (LRC) (GS) v12	Design Science, Inc.	Mathtype- optional
Algebra II (LRC) (GS) v12	Geogebra	Geogebra- free download
Algebra Readiness (GS)	None	No Materials Needed
American Government (GS) v8_gs_e11	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
American Government/U.S. Government (LRC) (GS) v12	SAS Curriculum Pathways	SAS Curriculum Pathways
American History (GS) v9	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
American History/U.S. History (LRC) (GS) v12	None	No Materials Needed
AP Art History (GS) v10	Discovery Education	Discovery Education Online Subscription

AP Art History (GS) v10	None	Provided by Student- Optional Materials
AP Biology (GS) v13	None	Provided by Student- Various Household Materials
AP Biology (GS) v13	Pearson Education	Mastering Biology Custom eBook
AP Calculus AB (GS) v8	Holt McDougal	LARSON CALC AP PDF EBK CD+MS CDROM 8E
AP Calculus AB (GS) v8	MBS Direct	AP Calculus AB Released Exam
AP Calculus AB (GS) v8	Design Science, Inc.	Mathtype- optional
AP Calculus AB (GS) v8	None	Provided by Student- Graphing Calculator
AP Calculus AB (GS) v8	kSoft, Inc.	Graphmatica Software-Optional
AP Calculus BC (GS) v10	MBS Direct	AP Calculus BC Released Exams
AP Calculus BC (GS) v10	Holt McDougal	LARSON CALC AP PDF EBK CD+MS CDROM 8E
AP Calculus BC (GS) v10	Design Science, Inc.	Mathtype- optional
AP Calculus BC (GS) v10	kSoft, Inc.	Graphmatica Software-Optional
AP Calculus BC (GS) v10	None	Provided by Student- Graphing Calculator
AP Computer Science A (GS) v9	IMACS	Be Prepared for APCS Exam in Java
AP Computer Science A (GS) v9	IMACS	AP Computer Science: Java Programming
AP Computer Science A (GS) v9	None	Free Downloads
AP English Language and Composition (GS) v9	None	Provided by Student- Various Materials
AP English Literature and Composition (GS) v10	Pearson K-12 Custom Solutions	AP English Literature v10 eReader
AP English Literature and Composition (GS) v10	None	Provided by Student- Various Materials
AP Environmental Science (GS) v9	Discovery Education	Discovery Education Online Subscription
AP Environmental Science (GS) v9	None	Provided by Student- Various Household Materials
AP Human Geography (GS) v10	None	Optional Materials

AP Human Geography (GS) v10	Discovery Education	Discovery Education Online Subscription
AP Macroeconomics (GS) v9	None	No Materials Needed
AP Microeconomics (GS) v9	None	No Materials Needed
AP Psychology (GS) v11	Pearson Education	AP Edition Psychology
AP Psychology (GS) v11	Discovery Education	Discovery Education Online Subscription
AP Spanish Language (GS) v9	None	Provided by Student- Microphone and Recording Device for Computer
AP Statistics (GS) v9	None	Provided by Student-TI-84 Calculator
AP Statistics (GS) v9	Discovery Education	Discovery Education Online Subscription
AP United States Government and Politics (GS) v10	Discovery Education	Discovery Education Online Subscription
AP United States Government and Politics (GS) v10	Holt McDougal	Wilson's American Government 11th edition
AP United States History (GS) v9	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
AP United States History (GS) v9	Holt McDougal	The Enduring Vision 6th edition
Biology I (GS) v10	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Biology I (GS) v10	Discovery Education	Discovery Education Online Subscription
Biology I (GS) v10	MBS Direct	3D Glasses
Biology I (GS) v10	None	Provided by Student- Various Household Materials
Biology I (GS) v13	None	Provided by Student- Various Household Materials
Biology I (GS) v13	Discovery Education	Discovery Education Online Subscription
Biology (LRC) (GS) v12	None	Provided by Student- Various Household Materials
Biology (LRC) (GS) v12	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Biology (LRC) (GS) v12	Discovery Education	Discovery Education Online Subscription

Calculus (GS) v8	kSoft, Inc.	Graphmatica Software-optional
Calculus (GS) v8	Holt McDougal	LARSON CALC AP PDF EBK CD+MS CDROM 8E
Calculus (GS) v8	Design Science, Inc.	Mathtype- optional
Calculus (GS) v8	None	Provided by Student-Graphing Calculator-Optional
Chemistry I (GS) v10	Discovery Education	Discovery Education Online Subscription
Chemistry I (GS) v10	None	Provided by Student- Various Household Materials
Chemistry (LRC) (GS) v12	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Chemistry (LRC) (GS) v12	None	Various Household Materials
Chemistry (LRC) (GS) v12	Discovery Education	Discovery Education Online Subscription
Chemistry (LRC) (GS) v12	Model Science Software	Chemlab Software
Chinese I (GS) v7_gs_e11	None	Provided by Student-Microphone and Recording Device for Computer
Chinese II (GS) v8	None	Provided by Student- Microphone and Recording Device for Computer
Chinese III (GS) v9	None	Provided by Student- Microphone and Recording Device for Computer
Computer Programming I (GS) v9	Parallax Inc.	Cable (Serial or USB)- optional
Computer Programming I (GS) v9	Parallax Inc.	Scribbler Robot- Optional
Computer Programming I (GS) v9	None	Provided by student- Microphone and Speakers
Computer Programming I (GS) v9	None	Downloads- Python, Java, BlueJ, bookClasses
Computing for College and Careers (GS) v7 NEW	Element K Corporation	Microsoft Office Tutorials
Computing for College and Careers (GS) v7 NEW	Cengage/Thomson Learning	MicroType 5.0/MicroType Mac
Computing for College and Careers (GS) v7 NEW	None	Provided by Student- Microsoft Office
Computing for College and Careers (GS) v7 NEW	Macinmind	Microtype MAC Lion-Optional

Earth Space Science (GS) v12	None	Provided by Student- Various Household Materials
Earth Space Science (GS) v12	Discovery Education	Discovery Education Online Subscription
Earth Space Science (GS) v12	None	Stellarium
Economics (GS) v9_gs_e11	Discovery Education	Discovery Education Online Subscription
Economics (GS) v9_gs_e11	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Economics (LRC) (GS) v12	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
English I (GS) v8_gs_e11	None	Provided by Student- Various Materials
English I (GS) v8_gs_e11	Discovery Education	Discovery Education Online Subscription
English I (LRC) (GS) v12	None	Provided by Student: Various Materials
English II (GS) v10	None	Provided by Student- Various Materials
English II (LRC) (GS) v12	None	Provided by Student: Various Materials
English III (GS) v13	Discovery Education	Discovery Education Online Subscription
English III (GS) v13	None	Provided by Student- Various Materials
English III (GS) v13	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
English III (LRC) (GS) v12	None	No Materials Required
English IV (GS) v10	Discovery Education	Discovery Education Online Subscription
English IV (GS) v10	None	Provided by Student- Various Materials
English IV (GS) v11	Discovery Education	Discovery Education Online Subscription
English IV (GS) v11	None	Provided by Student- Various Materials

English IV (LRC) (GS) v12	Discovery Education	Discovery Education Online Subscription
English IV (LRC) (GS) v12	None	Student Provided Material-Microphone
Fitness Lifestyle Design (GS) v7_gs_e11	None	No Materials Needed
GED (GS) v6	None	No Materials Needed
Geometry (GS) v8	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Geometry (GS) v8	Discovery Education	Discovery Education Online Subscription
Geometry (GS) v8	Key Curriculum Press	Geometer's Sketchpad Software 5.0
Geometry (LRC) (GS) v12	None	Student Provided Materials
Geometry (LRC) (GS) v12	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Global Studies (GS) v8	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Global Studies (GS) v8	Discovery Education	Discovery Education Online Subscription
Health Opps through Physical Ed (GS) v9	Discovery Education	Discovery Education Online Subscription
Journalism I (GS) v11	Discovery Education	Discovery Education Online Subscription
Latin I (GS) v9	None	No Materials Needed
Latin II (GS) v8_gs_e11	Discovery Education	Discovery Education Online Subscription
Latin III (GS) v8	None	No Materials Needed
Liberal Arts Mathematics (GS) v8_gs_e11	Discovery Education	Discovery Education Online Subscription
Liberal Arts Mathematics (GS) v8_gs_e11	SAS Curriculum Pathways	SAS Curriculum Pathways Online Subscription
Liberal Arts Mathematics (GS) v8_gs_e11	kSoft, Inc.	Graphmatica Software-optional
Liberal Arts Mathematics (GS) v8_gs_e11	None	Provided by Student-Graphing Calculator-Optional

Liberal Arts Mathematics (GS) v8_gs_e11	Design Science, Inc.	Mathtype- optional
Life Management Skills (GS) v10	None	No Materials Needed
Marine Science (GS) v9	None	Provided by Student- Various Household Materials
Middle School Business Keyboarding (GS) v11	Cengage/Thomson Learning	MicroType 5.0/MicroType Mac
Middle School Business Keyboarding (GS) v11	Macinmind	Microtype MAC Lion-Optional
Middle School Civics (GS) v11	Discovery Education	Discovery Education Online Subscription
Middle School Comprehensive PE Grades 6/7 (GS) v11	Discovery Education	Discovery Education Online Subscription
Middle School Comprehensive PE Grades 7/8 (GS) v11	Discovery Education	Discovery Education Online Subscription
Middle School Comprehensive Science I (GS) v8_gs_e11	Discovery Education	Discovery Education Online Subscription
Middle School Comprehensive Science I (GS) v8_gs_e11	None	Provided by Student- Various Household Materials
Middle School Comprehensive Science II (GS) v8	Discovery Education	Discovery Education Online Subscription
Middle School Comprehensive Science III (GS) v8	Discovery Education	Discovery Education Online Subscription
Middle School Critical Thinking- Problem Solving- Learning Strategies (GS) v9	None	No Materials Needed
Middle School Fitness Grade 6 (GS) v11	Discovery Education	Discovery Education Online Subscription
Middle School Language Arts I (GS) v8	Discovery Education	Discovery Education Online Subscription
Middle School Language Arts I (GS) v8	None	Provided by Student- Various Materials
Middle School Language Arts II (GS) v8	Discovery Education	Discovery Education Online Subscription
Middle School Language Arts II (GS) v8	None	Provided by Student- Various Materials

Middle School Language Arts III (GS) v8	None	Provided by Student- Various Materials
Middle School Mathematics I (GS) v10	None	Provided by Student
Middle School Mathematics II (GS) v9	None	Provided by Student
Middle School Mathematics III (GS) v10	None	Provided by Student
Middle School Orientation to Art 2D v5 (GS)	None	Provided by Student- Various Materials
Middle School Reading I (GS) v8	None	Provided by Student- Various Materials
Middle School Spanish I (GS) v7_gs_e11	None	Provided by Student-Microphone and Recording Device for Computer
Middle School Spanish II (GS) v9	None	Provided by Student- Microphone and Recording Device for computer
Middle School Spanish II (GS) v9	Discovery Education	Discovery Education Online Subscription
Middle School U.S. History (GS) v10	Discovery Education	Discovery Education Online Subscription
Middle School World Cultures (GS) v8	None	No Materials Needed
Middle School World Geography (GS) v8	Discovery Education	Discovery Education Online Subscription
Personal Fitness- Adaptive IEP or 504 Plan (GS) v8	Discovery Education	Discovery Education Online Subscription
Personal Fitness (GS) v10	Discovery Education	Discovery Education Online Subscription
Physical Science (GS) v9	Discovery Education	Discovery Education Online Subscription
Physical Science (GS) v9	None	Provided by Student- Various Household Materials
Physics (GS) v10_gs_e12	Discovery Education	Discovery Education Online Subscription
Physics (GS) v10_gs_e12	Vernier Software and Technology	Graphical Analysis 3.2 for Windows and 3.2 for Mac OSX Software

Physics (GS) v10_gs_e12	None	Provided by Student- Various Household Materials
Physics (GS) v10_gs_e12	Intelecom	The Mechanical Universe High School Adaptation Videos (Need Discovery Education Online Subscription)
Physics (GS) v8	Discovery Education	Discovery Education Online Subscription
Physics (GS) v8	Vernier Software and Technology	Graphical Analysis 3.2 for Windows and 3.2 for Mac OSX Software
Physics (GS) v8	None	Provided by Student- Various Household Materials
Physics (GS) v8	Intelecom	The Mechanical Universe High School Adaptation Videos (Need Discovery Education Online Subscription)
Pre-Calculus (GS) v7_gs_e11	None	Provided by Student-Graphing Calculator-Optional
Pre-Calculus (GS) v7_gs_e11	kSoft, Inc.	Graphmatica Software-Optional
Pre-Calculus (GS) v7_gs_e11	Holt McDougal	Pre-Calculus with Limits: A Graphing Approach, 2e (eBook)
Pre-Calculus (GS) v7_gs_e11	Design Science, Inc.	Mathtype- Optional
Psychology I (GS) v10	Discovery Education	Discovery Education Online Subscription
Reading for College Success (GS) v10	Discovery Education	Discovery Education Online Subscription
SAT Preparation (GS) v6	None	Provided by Student- Various Materials
SAT Preparation (GS) v6	Fablevision, Inc.	Words and Their Stories- Online Subscription
Spanish I (GS) v9	None	Provided by Student- Microphone and Recording Device for Computer
Spanish II (GS) v8_gs_e11	Discovery Education	Discovery Education Online Subscription
Spanish II (GS) v8_gs_e11	None	Provided by Student- Microphone and Recording Device for Computer

Spanish III (GS) v10	Discovery Education	Discovery Education Online Subscription
Spanish III (GS) v10	None	Provided by Student- Microphone and Recording Device for Computer
Thinking and Learning Strategies (GS) v6	None	No Materials Needed
Web Design I (GS) v7 -no materials	None	Kompozer-free download
Web Design II (GS) v7 - no materials	None	Kompozer and GIMP- Free Downloads
World History (GS) v9	Discovery Education	Discovery Education Online Subscription
World History (GS) v9	None	Provided by Student- Optional
World History (LRC) (GS) v12	Discovery Education	Discovery Education Online Subscription
World History (LRC) (GS) v12	None	Provided by Student- Optional Materials

CREDIT RECOVERY

Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
Algebra I CR	n/a	n/a		n/a	
Algebra II CR	n/a	n/a		n/a	
American Government CR	n/a	n/a		n/a	
American History CR	n/a	n/a		n/a	
Biology CR	n/a	n/a		Various materials for kitchen lab activities	
Earth Science CR	n/a	n/a		n/a	
Economics CR	n/a	n/a		n/a	
English I CR	978-0142001745	The Secret Life of Bees by Sue Monk Kidd	$ 8.00		Required
	978-0451526861	Romeo & Juliet by William Shakespeare	$ 7.50		Required
	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
English II CR	978-0061122415	The Alchemist by Paulo Coelho	$ 7.50		Required
	978-0679755333	Raisin in the Sun by Lorraine Hansberry	$ 8.00		Required
	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
English III CR	n/a	Perfection Learning Online Anthology: "American Short Stories"		Included in course.	
	0142437336	"The Crucible" by Arthur Miller	$ 11.00		Book is required. We recommend students check the book out of their local library in lieu of purchasing a copy.
	0060923245	"The Sweet Hereafter" by Russell Banks	$ 11.00		
	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
English IV CR	1594480001	The Kite Runner by Khaled Hosseini. Penguin, 2004	$ 15.00		Book is required. We recommend students check the book out of their local library in lieu of purchasing a copy.
	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
Geography CR	n/a	n/a		n/a	
Geometry CR	n/a	n/a		A graphing calculator	Recommended, but not required. A graphing program (Gcalc) available throughout the course.
Health CR	n/a	n/a		n/a	
Physical Education CR	n/a	n/a		n/a	
Physical Science CR	n/a	n/a		n/a	

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
CREDIT RECOVERY	Spanish I CR	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	World History CR	n/a	n/a		n/a	

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
MIDDLE SCHOOL	Art 6	n/a	n/a		n/a	
	Art 7	n/a	n/a		n/a	
	Art 8	n/a	n/a		n/a	
	Career Explorations	n/a	n/a		n/a	
	Family and Consumer Science	n/a	n/a		n/a	
	French 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	French 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	German 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	German 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Health 6	n/a	n/a		n/a	
	Health 7	n/a	n/a		n/a	
	Health 8	n/a	n/a		n/a	
	Language Arts 6	n/a	n/a		n/a	
	Language Arts 7	n/a	*Surviving the Applewhites* by Stephanie S. Tolan		n/a	
	Language Arts 8	n/a	n/a		n/a	
	Middlebury Chinese 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Chinese 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury French 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury French 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury German 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury German 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
MIDDLE SCHOOL	Middlebury Latin 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Latin 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Spanish 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Spanish 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Math 6	n/a	n/a		n/a	
	Math 7	n/a	n/a		n/a	
	Math 8	n/a	n/a		n/a	
	Music 6	n/a	n/a		n/a	
	Music 7	n/a	n/a		n/a	
	Music 8	n/a	n/a		n/a	
	Extended Elective: Photography	n/a	n/a		n/a	
	Physical Education 6	n/a	n/a		Camera, Video Camera, and Microphone and audio recording software	Required
		n/a	n/a		Music (mp3 player, boom box, etc.)	Required
		n/a	n/a		Sports Equipment (i.e., balls, scarves, basketball, Frisbee)	Required
		n/a	n/a		Athletic Clothing and Shoes	Required
	Physical Education 7	n/a	n/a		Camera, Video Camera, and Microphone and audio recording software	Required
		n/a	n/a		Music (mp3 player, boom box, etc.)	Required
		n/a	n/a		Sports Equipment (i.e., balls, scarves, basketball, Frisbee)	Required
		n/a	n/a		Athletic Clothing and Shoes	Required
	Physical Education 8	n/a	n/a		Camera, Video Camera, and Microphone and audio recording software	Required
		n/a	n/a		Music (mp3 player, boom box, etc.)	Required
		n/a	n/a		Sports Equipment (i.e., balls, scarves, basketball, Frisbee)	Required
		n/a	n/a		Athletic Clothing and Shoes	Required
	Science 6	n/a	n/a		n/a	
	Science 7	n/a	n/a		n/a	
	Science 8	n/a	n/a		n/a	
	Social Studies 6	n/a	n/a		n/a	
	Social Studies 7	n/a	The Diary of Anne Frank		n/a	Required

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
MIDDLE SCHOOL	Social Studies 8	n/a	n/a		n/a	
	Spanish 1	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Spanish 2	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	World Language Survey	n/a	n/a		n/a	

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ADVANCED PLACEMENT

Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
AP Art History	978-049579966-3	*Gardner's Art Through the Ages*, 12th edition, Cengage Learning	$ 175.00		Required
AP Biology	n/a	n/a		Common household materials for labs	
AP Calculus AB	n/a	*Calculus*, 8th edition, 2006, Houghton Mifflin			eBook is included within the course.
AP Calculus BC (Spring)	TBD	TBD		TBD	Course will be available in the spring
AP Chemistry	0076593541	*Chemistry: The Molecular Nature of Matter and Change*, 5th Edition by Silberberg, Glencoe	$ 205.00		Required
	Kit # KCDLAPCH	Chemistry. Lab Kit	$ 134.00		Required
AP Computer Science A	n/a	*Java Au Naturel* by Dr. William C. Jones, Jr., 4th edition, 2004	n/a		Available for download at http://www.cs.roa.edu/~jones/book.htm. Must also have Java and at least 128MB of memory.
AP English Language & Composition	9780743273565	*The Great Gatsby* by F. Scott Fitzgerald	$ 9.00		Required
	n/a	*Meno* by Plato			Required; available in an online download
	0-374-52564-1	*The Spirit Catches You and You Fall Down* by Ann Fadiman	$ 10.00		Required
				Students will choose one of the following fiction books (one book is required):	
	0452272319	*Foxfire* by Joyce Carol Oates	$ 8.00		
	0-446-67493-1	*Four Letters of Love* by Niall Williams	$ 17.00		
	0-393-30880-4	*Wide Sargasso Sea* by Jean Rhys	$ 11.00		
	9780060838676	*Their Eyes Were Watching God* by Zora Neale Hurston	$ 10.00		
				Students will choose one of the following nonfiction books (one book is required):	
	0-385-26556-5	*There Are No Children Here* by Alex Kotlowitz	$ 12.00		
	0-06-097499-0	*Savage Inequalities* by Jonathan Kozol	$ 12.00		
	0142003085	*Gatekeepers* by Jacques Steinberg	$ 12.00		
AP English Literature	015602764X	*Oedipus Rex*	$ 11.00		Required (choose text or online version). Also called *Oedipus the King* or *Oedipus* Tyrannos, Combined tragedies Oedipus Rex, Oedipus Rex at Colonus, Antigone. Available online in older translations, but students may prefer newer translations available in print.
	0374525748	*The Odyssey*	$ 7.00		Required (choose text or online version). Fitzgerald Translation suggested but students are free to use whichever translation they prefer. *The Odyssey* is available for free on the web.

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
ADVANCED PLACEMENT	AP English Literature (continued)		***One pair of books is required. Students will choose one of the following pairs of books:***			
			Madame Bovary and The Awakening; For Whom the Bell Tolls and Catch 22; To the Lighthouse and As I Lay Dying			
		0553213415	*Madame Bovary* by Gustave Flaubert	$ 7.00		
		0380002450	*The Awakening by Kate Chopin*	$ 6.00		
		0684803356	*For Whom the Bell Tolls* by Ernest Hemingway	$ 13.00		
		9781451626650	*Catch 22* by Joseph Heller	$ 13.00		
		0156907399	*To the Lighthouse* by Virginia Woolf	$ 9.00		
		057973225X	*As I Lay Dying* by William Faulkner	$ 15.00		
		074347712X	*Hamlet* by William Shakespeare	$ 4.00		Required; This play will be available online through this class, but students might consider the ease of having their own text.
		0486264769	*Arms and the Man* by Bernard Shaw	$ 13.00		Required; Online version available
		014045036X	*Caesar and Cleopatra* by Bernard Shaw	$ 6.00		Required; Online version available
		048626478S	*The Importance of Being Ernest* by Oscar Wilde	$ 4.00		Required; Available online, or student may choose to view via tape or DVD
		0553213601	*Cyrano De Bergerac* by Edmond Rostand	$ 6.00		Required ; Available online, or student may choose to view via tape or DVD; The preferred version is hard to find. It can be ordered from Amazon: Gerard Depardieu version of Cyrano on DVD
		015602764X	*Antigone* by Sophocles	$ 11.00		Required ; Available online; text strongly suggested.
			Required three essays: The following essays are usually found in collections. All are available online.			
			Almost all libraries and English departments will have them.			
		0486277903	*Self Reliance* by Ralph Waldo Emerson	$ 5.00		
		0486275539	*Civil Disobedience* by Henry David Thoreau	$ 7.00		
		n/a	*Letter from Birmingham Jail* by Martin Luther King			Can be found online from many sources, including: http://www.stanford.edu/group/King/popular_requests/frequentdocs/birmingham.pdf http://almaz.com/nobel/peace/MLK-jail.html http://www.sas.upenn.edu/African_Studies/Articles_Gen/Letter_Birmingham.html
			Students' final collection of works must include three genres. Students should try to view at least one movie.			
			The longer and more complex works are identified.			
		0486282252	*Lysistrata* by Aristophanes	$ 4.00		Students should check with parents and the school before selecting this adult-themed Greek comedy. It would definitely be R-rated today.
		0553211757	*Crime and Punishment* by Fyodor Dostoevsky	$ 9.00		This is a major, challenging work, and those who select it are not expected to read as many other works.
		0142437336	*The Crucible* by Arthur Miller	$ 11.00		This play is simultaneously about the Salem Witch Trials and the McCarthy Hearings. It was recently a movie, so it can be viewed on tape or DVD.

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
ADVANCED PLACEMENT	AP English Literature (continued)	n/a	*The Last of the Mohicans* by James Fenimore Cooper	$ 4.00		Cooper is a tough read. Watch the movie.
		0486264645	*Heart of Darkness* by Joseph Conrad	$ 4.00		
		n/a	*Apocalypse Now* - Directed by Francis Ford Coppola (movie)	$ 21.00		This movie about the Vietnam war is based upon *Heart of Darkness*. Students choosing one might want to choose the other for comparison purposes.
		0812504798	*The Red Badge of Courage* by Stephen Crane	$ 7.00		
		0156628708	*Mrs. Dalloway* by Virginia Woolf	$ 12.00		
		9780312243029	*The Hours* - novel by Michael Cunningham; movie by Rudin/Fox	$ 9.00		The novel connects especially to Woolf's *Mrs. Dalloway*. Students who select either this novel or movie should consider reading *Mrs. Dalloway* as well.
		1400033411	*Beloved* by Toni Morrison	$ 11.00		
		978-051870641-9	*The Things They Carried* by Tim O'Brien	$ 9.00		
		n/a	*Platoon* - Written and directed by Oliver Stone (movie)	$ 21.00		
		0679732764	*Invisible Man* by Ralph Ellison	$ 12.00		
		9780345514400	*I Know Why the Caged Bird Sings* by Maya Angelou	$ 9.00		
		0446600253	*Bless Me, Ultima* by Rudolfo Anaya	$ 9.00		
		978-057973477-2	*The House on Mango Street* by Sandra Cisneros	$ 6.00		
		978-006078650-2	*The Poisonwood Bible* by Barbara Kingsolver	$ 14.00		Consider reading *Heart of Darkness* or *Things Fall Apart* as well.
		9780385474542	*Things Fall Apart* by Chinua Achebe	$ 9.00		
		0804114986	*The Bonesetter's Daughter* by Amy Tan	$ 10.00		
		n/a	*The Last Samurai* - directed by Edward Zwick; Cruise-Wagner production company (movie)	$14.00		
	AP Environmental Science	0-538-49383-6	Living in the Environment - 16th Edition (Cengage)	$ 134.00		Required
		Kit # KCDLAPEN	AP Environmental Science Lab Kit	$ 168.00		Required
	AP European History	0-13-183818-0	Donald Kagan, Steven Ozment, and Frank M. Turner. *The Western Heritage: Since 1300*. Prentice Hall	$ 80.00		Required
	AP French Language and Culture	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	AP Macroeconomics	978-007-7257347	McConnell et al., *Macroeconomics*, 17th Edition (McGraw Hill 2008).	$ 174.00		Required
		1-56183-567-6	Morton, *AP Macroeconomics: Student Activity*, 3rd Edition, (Nat'l Council on Economics, 2003).	$ 34.00		Required

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
ADVANCED PLACEMENT	AP Microeconomics	0077337735	McConnell et al., *Microeconomics*, 17th Edition (McGraw Hill 2008).	$ 174.00		Required
		1-56183-568-4	Advanced Placement Economics: Microeconomics: Student Activities	$ 34.00		Required
	AP Physics B	0131362771	Giancoli, Douglas. *Physics: Principles with Applications*. Pearson Education, Upper Saddle River, New Jersey. 2009.	$ 156.00		Required
		Kit # KCD1APHY	Physics Lab Kit	$ 133.00		Required
	AP Psychology	1-4292-1638-7	Psychology in Modules - 9th Edition (Worth)	$ 150.00		Required
	AP Spanish Language	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	AP Statistics	0-7167-4773-1	*The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced*, 2nd edition; Dan Yates, David S. Moore, Daren S. Starnes	$ 134.00		Required
	AP US Government & Politics	0-13-715159-4	*Government in America: People, Politics, and Policy* 14th edition by Edwards, Wattenberg, & Lineberry, 2009, Longman	$ 131.00		Required
	AP US History	0-547-16652-1	*The American Pageant - 14th Edition (Cengage)*	$ 168.00		Required
	AP World History	n/a	n/a		n/a	

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
HIGH SCHOOL	**Accounting**	n/a	n/a		Spreadsheet software	Students can download software for free at OpenOffice.org.
	Algebra I	n/a	n/a		n/a	
					A calculator with exponent capabilities	If students do not have one, they should check the accessories on their computer.
	Algebra I Foundations	n/a	n/a		n/a	
					A calculator with the normal functions. A scientific calculator with exponent and square root keys would be most helpful.	If students do not have one, they should check the accessories on their computer.
	Algebra II	n/a	n/a		A graphing calculator	Recommended but not required. A graphing program called Gcalc will be available throughout the course.
	American Government	n/a	n/a		n/a	
	American History	n/a	n/a		n/a	
	American History Foundations	n/a	n/a		n/a	
	Anthropology (Spring)	n/a	n/a		n/a	Course will be released in the Spring.
	Art Appreciation	n/a	n/a		n/a	
	Biology	n/a	n/a		n/a	
	Biology Foundations	n/a	n/a		Various materials for kitchen lab activities	
	Calculus	n/a	n/a		n/a	
	Career Planning	n/a	n/a		n/a	
	Chemistry	KCDLAChem	n/a	$ 264.00	Chemistry Lab Kit	Lab kit is optional
	Chinese (Mandarin) I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Chinese (Mandarin) II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Civics	n/a	n/a		n/a	
	Computer Fundamentals	n/a	n/a		n/a	The computer must use the Windows XP, Windows 2000, or Windows NT 4 operating system. It is recommended that the student use the 2002 version of these Microsoft Office Products (also known as the XP editions). However, this course will still work with earlier versions and even with Office 2003. Wherever possible, there are alternative instructions and hints for students not running the 2002 versions. For Semester II, students also need Microsoft Internet Explorer version 6.0 and Hotmail which is a free webmail service.

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
HIGH SCHOOL	Consumer Math	n/a	n/a		n/a	
	Contemporary World Issues	n/a	n/a		n/a	
	Creative Writing	n/a	n/a		n/a	
	Digital Photography	n/a	n/a		The GIMP, Web Browser	Required Software
		n/a	n/a		Camera: Any digital camera of 2 megapixels or more with a minimum 3x zoom lens. Digital only zooms are permitted but not recommended.	Recommended Equipment
		n/a	n/a		Computer: (Minimum) Intel Pentium II / AMD K6-2 / Macintosh G-4 based @ 450MHz or greater with 256MB of RAM or better. Windows 2000 sp4, Windows XPsp1 (Home or Professional), Macintosh OS X, or Linux 2.6.02 or better operating system.	Recommended Equipment
	Driver's Education	0-07-8578145	*Responsible Driving*, 2006, Glencoe McGraw-Hill	$ 55.00		Required
		GEN_EA-C0002	Video: Street Smarts (DVD)	$ 6.00		Required
	Earth Science	KCDLES1	n/a	$ 68.00	Earth Science lab kit (recommended)	Lab kit is optional
	Earth Science Foundations	n/a	n/a		n/a	
	Economics	n/a	n/a		n/a	
	English I	055327838X	*The Night Thoreau Spent in Jail*, by Jerome and Robert E. Lee			Required
		n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
				Students will choose one of the following books (one book is required):		
		9781565129757	*How the Garcia Girls Lost Their Accents* by Julia Alvarez	$ 12.00		We recommend students check the books out of their local library in lieu of purchasing a copy.
		60931906	*Red Sky at Morning* by Richard Bradford	$ 14.00		
		9780553378496	*The Brothers K* by David James Duncan	$ 10.00		
		9780142001745	*The Secret Life of Bees* by Sue Monk Kidd	$ 8.00		
		9780307278449	*The Bluest Eye* by Toni Morrison	$ 8.00		
		n/a	*Slam* by Walter Dean Myers	$ 10.00		
		9780061120077	*A Tree Grows in Brooklyn* by Betty Smith	$ 14.00		
		9780143038092	*The Joy Luck Club* by Amy Tan	$ 11.00		
		n/a	*Macho!* by Victor Villasenor			

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HIGH SCHOOL

Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
English I Foundations	9780142001745	The Secret Life of Bees by Sue Monk Kidd	$ 8.00		Required
	055327838X	*The Night Thoreau Spent in Jail*, by Jerome and Robert E. Lee			Required
	9780451526861	Romeo & Juliet by William Shakespeare	$ 7.50		Required
	n/a	n/a		Microphone and audio recording software	Some assignments require ability to record audio files.
				Students will choose one of the following movies to view:	
	n/a	Romeo and Juliet directed by Franco Zefirelli			
	n/a	Romeo and Juliet directed by Baz Luhrmann	$22.00		
	n/a	Romeo and Juliet directed by Joan Kemp-Welch	$14.00		
English II	n/a	n/a		Microphone and audio recording software	Some assignments require ability to record audio files. Online anthology is included with this course.
English II (Alternative for early school start dates)	n/a	n/a		Microphone and audio recording software	Some assignments require ability to record audio files.
	9780679734772	*The House on Mango Street* by Sandra Cisneros	$ 6.00		Required
	n/a	*The Metamorphosis* by Franz Kafka	$ 8.00		Required
English II Foundations	9780449213940	*All Quiet on the Western Front* by Erich Maria Remarque	$ 10.00		Required
	9780679755333	*Raisin in the Sun* by Lorraine Hansberry	$ 8.00		Required
	n/a	1961 film version of *A Raisin in the Sun*	$ 29.00		Required
	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
English III	n/a	Perfection Learning Online Anthology: "American Short Stories"	n/a		
	142437336	"The Crucible" by Arthur Miller	$ 11.00		Required
	0060923245	"The Sweet Hereafter" by Russell Banks	$ 11.00		
	n/a	n/a		Microphone and audio recording software	Some assignments require ability to record audio files.
English III Foundations	n/a	n/a		Microphone and audio recording software	Some assignments require ability to record audio files.
	142000671	*Of Mice and Men* by John Steinbeck	$ 13.00		Required
English IV	9780812969115	*King Lear* by William Shakespeare	$ 4.00		Required
	n/a	*There Will Come Soft Rains* by Sara Teasdale			Not supplied – online download
	1594480001	*The Kite Runner* by Khaled Hosseini. Penguin, 2004	$ 15.00		Required
	n/a	n/a		Microphone and audio recording software	Some assignments require ability to record audio files.
English IV Foundations	1594480001	*The Kite Runner* by Khaled Hosseini. Penguin, 2004	$ 15.00		Required
	n/a	n/a		Microphone and audio recording software	Some assignments require ability to record audio files.
Environmental Science	0-030-78156-1	*Environmental Science*, Karen Arms, 2006, Holt, Rinehart and Winston	$ 145.00		Required

Any material that has a price can be ordered through Aventa Learning
All materials are subject to change

	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
HIGH SCHOOL	Extended Electives: Archaeology	n/a	n/a		n/a	
	Extended Electives: Astronomy	n/a	n/a		n/a	
	Extended Electives: Criminology	n/a	n/a		n/a	
	Extended Electives: Gothic Literature	n/a	n/a		n/a	
	Extended Electives: Great Minds in Science	n/a	n/a		n/a	
	Extended Electives: Hospitality and Tourism: Traveling the Globe	n/a	n/a		n/a	
	Extended Electives: International Business	n/a	n/a		n/a	
	Extended Electives: Introduction to Social Media	n/a	n/a		n/a	
	Extended Electives: Law & Order/Legal Studies	n/a	n/a		n/a	
	Extended Electives: Mythology and Folklore	n/a	n/a		n/a	
	Extended Electives: Philosophy	n/a	n/a		n/a	
	Extended Electives: Real World Parenting	n/a	n/a		n/a	
	Extended Electives: Social Problems I	n/a	n/a		n/a	
	Extended Electives: Social Problems II	n/a	n/a		n/a	
	Extended Electives: Sociology I	n/a	n/a		n/a	
	Extended Electives: Sociology II	n/a	n/a		n/a	
	Extended Electives: Veterinary Science	n/a	n/a		n/a	
	Extended Electives: World Religion	n/a	n/a		n/a	

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
HIGH SCHOOL	Family and Consumer Science	n/a	n/a		n/a	
	Forensic Science (Spring)	TBD	TBD		TBD	Course will be released in the Spring.
	French I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	French II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	French III	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	French IV	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Game Design	n/a	n/a		Minimum computer recommendations: Ram: 128 MB Processor: Pentium 600 MHz Hard Disc: 10 GB Operating System: Windows XP, Windows 2000, or Windows NT Other Hardware: Sound and Graphics card, speakers	This course is recommended for PC Users. Students will use trial version of Macromedia Fusion to complete certain activities. Programs used: Multimedia Fusion 2 (standard), Blender (freeware), TrackMania Nations (freeware), and Multimedia Fusion Developer (demo).
	Geography	n/a	n/a		n/a	
	Geography Foundations	n/a	n/a		n/a	
	Geometry	n/a	n/a		A graphing calculator	Recommended, but not required. A graphing program called Gcalc will be available throughout the course.
	Geometry Foundations	n/a	n/a		n/a	
	German I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	German II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	German III	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	German IV	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
HIGH SCHOOL	**Grammar & Composition**	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Health	n/a	n/a		n/a	
	Health Foundations	n/a	n/a		n/a	
	Integrated Math	n/a	n/a		n/a	
	Japanese I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
		0198601972	*The Starter Oxford Japanese Dictionary* 1st edition by Jonathan Bunt and Gillian Hall, 2000, Oxford University Press			Recommended.
	Japanese II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Journalism	978-051800377-8	*Introduction to Journalism*, McDougal Littell	$ 43.00		Required
	Latin I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Latin II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
		0-486-40654-7	*The Odyssey* (in English)	$7.00		Required
	Life Skills	n/a	n/a		n/a	
	Middlebury French I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury French II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury French III	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury German I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury German II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
	Middlebury Latin I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Latin II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Mandarin (Chinese) I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Mandarin (Chinese) II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Spanish I	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Spanish II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Middlebury Spanish III	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
HIGH SCHOOL	**Music Appreciation**	n/a	n/a		n/a	
	Nutrition & Wellness	n/a	n/a		n/a	
	Personal Finance	n/a	n/a		n/a	
	Physical Education	n/a	n/a		n/a	
	Physical Science	n/a	n/a		n/a	
	Physical Science Foundations	n/a	n/a		n/a	
	Physics	n/a	n/a		n/a	
	Pre-Algebra	n/a	n/a		n/a	
	Pre-Calculus	n/a	n/a		n/a	
	Programming -Java	n/a	n/a		JDK 1.5 (or higher version) (free download)	This course is recommended for PC users. The computer must use the Windows XP, Windows 2000, or Windows NT 4 operating system.
	Programming -VB.NET	n/a	n/a		Visual Studio 2008 Express Edition (free download)	This course is recommended for PC users. The computer must use the Windows XP, Windows 2000, or Windows NT 4 operating system.
	Psychology	n/a	n/a		n/a	

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	Course Name	ISBN	Required Materials	Price	Supplemental Materials	Notes
HIGH SCHOOL	**Spanish I**	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Spanish II	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Spanish III	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Spanish IV	n/a	n/a		Microphone and audio recording software	Required for completing oral assignments. If computer does not come with sound recording software, free software is available online.
	Trigonometry	n/a	n/a		n/a	
	Web Design	n/a	n/a		NVu software package	This course is recommended for PC users. The computer must use the Windows XP, Windows 2000, or Windows NT 4 operating system.
	World History	n/a	n/a		n/a	
	World History Foundations	n/a	n/a		n/a	

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Narrative A.3.12 (instructional strategies): Blended format instruction, as described in detail in Section A.3.3, relies in a successful merging of synchronous, asynchronous, and face-to-face instructional strategies. At The NEVADA PERFORMANCE ACADEMY, an emphasis on excellence in all three domains will be established.

Synchronous instructional opportunities will be provided for online students in all core subject areas. Teachers will utilize virtual white board sessions, streaming media presentations, video conferencing, live chats, and other technology tools in order to bridge the physical gap between instructor and student. Asynchronous instructional opportunities will be provided within the school's learning management system (LMS). These will include private comments and individualized feedback on assignments, moderated discussion forums, virtual group projects and presentations, remedial intervention, advanced curricular options, and the like.

Face-to-face instruction will have several overlapping components. Teachers will be on site on a daily basis in order to provide both scheduled and impromptu opportunities for individual instruction to students in all core subjects. Additionally, open learning labs will be available during all school hours for students to engage their online curriculum with the assistance of certified staff. And, special cohort instructional pods will be scheduled on a weekly basis to give special in-depth instruction to groups of students in all core content areas.

Through a seamless, engaged, active, and robust merging of all these instructional approaches, The NEVADA PERFORMANCE ACADEMY will establish a learning environment that is conducive to high academic achievement and positive student learning outcomes.

Narrative A.3.13 (professional development): The professional development framework in support of The NEVADA PERFORMANCE ACADEMY has two distinct yet intertwined aspects. The first is training related to effective instructional strategies within a blended learning environment and the second is training related to e-course construction with an emphasis on arts-infusion throughout the academic disciplines.

The first part of the framework will be supported by aligning the school and its faculty with the newly established Sloan-C Online Teaching Certificate (Sloan Corporation) and the Leading Edge Certification (administered by Computer Using Educators, a non-profit corporation). Both certificates offer the ability to focus on blended learning environments and the costs for these enrollments will be shouldered by the school.

The second part of this framework will be initiated by aligning the school and its faculty with training and support by an educational technology courseware specialist. This specialist, or consulting firm, will help the School and its faculty create the Performance Elective series of courses as well as the next generation core courses specifically infused with arts-based themes and structures.

ASSESSMENT AND ACCOUNTABILITY

A.4: Assessment and Accountability

Attachment A.4.1 (assessment plan)

The proposed examination schedule will be aligned with any schedules of examinations of achievement and proficiency which are required by the Department, applicable federal, state and local laws and regulations. All formal testing and administration dates will be aligned with schedules provided by the Nevada Department of Education. Whenever possible, The NEVADA PERFORMANCE ACADEMY will follow the testing calendar of the Carson City School District.

NEVADA TESTING CALENDAR FOR THE YEARS 2013-2014 (Dates TBD)

Program	Grade(s)	Testing Window/Dates
MAP Benchmark Assessment	7-9	3 times per year (fall/winter/spring)
CRT	8	Up to 10 days on either side of the 120 day of Instruction
Writing	8	Jan.-Feb. (specific dates to be determined)
HSPE	10+	TBD
NAA	8	Jan.-Feb. (specific dates to be determined)
ELPA	8	Oct.-Feb. (specific dates to be determined)
NAEP	8	Jan.-Feb. (specific dates to be determined)
Hoy Surveys	All	Once annually in the spring

Narrative A.4.2 (list of instruments): All approved vendor-supplied distance education courses have multiple built-in, teacher-directed and reviewed assessment tools that operate within the host learning management system. These tools include, but are not necessarily limited to: quizzes, exams, discussions, projects, essays, etc. These tools will be utilized extensively by course instructors to monitor the academic progress of all students enrolled in The NEVADA PERFORMANCE ACADEMY. Additionally, teachers will have the benefit of working with many students on an individualized basis, which will allow for informal review of student ability and course content cognition. The school will utilize the NWEA MAP assessment program to chart growth and identify potential areas for increased attention. The MAP program can be utilized as both a formative assessment (allowing for direct intervention and remediation), as well as a summative measurement of annual growth in key learning areas. Student success in course completion leading to advancement, MAP benchmark scores and what they mean, HSPE results, and Hoy survey data can easily be communicated to families via web site portals and printed material.

Narrative A.4.3 (approach to assessments): The results from these measurement tools will be used to identify improvement needs and demonstrate benchmark mastery. Frequent data collection, particularly for students performing below grade level is fundamental to improvement. The results from these ongoing assessments will be used to drive instruction and continuous school improvement. School wide results will be utilized to target faculty professional development.

Narrative A.4.4 (longitudinal data analysis): Longitudinal data analysis will be reported annually to measure success and will consist of:

1. A student baseline developed during the first year using testing results.
2. A comparison of annual results with the baseline scores to assess progress.
3. Grade-level and school composite scores.
4. A graph of annual results showing year-to-year change.
5. A graph of school scores relative to state and national averages.
6. Sub-analysis of a variety of variables to identify areas for improvement.

Narrative A.4.5 (student achievement): Inherent to the vision statement of The NEVADA PERFORMANCE ACADEMY is the elimination of the achievement gap. Implementation of regular assessments will ensure that no student is overlooked and identified with ample time for remediation. Teachers will differentiate instruction whenever possible by utilizing the various digital instructional tools available and deeper intervention programs (see PEP Initiative in Section A.8.6) will be developed for those students who continue to struggle to ensure appropriate remediation. Students identified at risk, will have an intervention plan created by the school. This plan will follow Response to Intervention protocols to improve student achievement and close achievement gaps of all groups of students. Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan.

Narrative A.4.6 (data management plan) In Accordance with NRS 386.650, The NEVADA PERFORMANCE ACADEMY will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (State Public Charter School Authority) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State board of Education will use PowerSchool that is hosted as an ASP (Application Service Provider) by the Department of Education. The school administrator will monitor the mainframe to ensure that data is appropriately maintained and entered in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in school.

Narrative A.4.7 (promotion and graduation) Promotion requirements and guidelines are addressed in Section A.3 (attachment A.3.5). Graduation requirements are addressed in Section 3 (attachment A.3.7).

TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

A.5: Tentative School Calendar and Daily Schedule

Attachment A.5.1 (school calendar)

(attach school calendar)

The NEVADA PERFORMANCE ACADEMY Calendar 2013/2014

AUGUST 2013					
Monday		5	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday	1	8	15	22	29
Friday	2	9	16	23	30
Saturday	3	10	17	24	31
Sunday	4	11	18	25	

SEPTEMBER 2013					
Monday	30	2	9	16	23
Tuesday		3	10	17	24
Wednesday		4	11	18	25
Thursday		5	12	19	26
Friday		6	13	20	27
Saturday		7	14	21	28
Sunday	1	8	15	22	29

OCTOBER 2013					
Monday		7	14	21	28
Tuesday	1	8	15	22	29
Wednesday	2	9	16	23	30
Thursday	3	10	17	24	31
Friday	4	11	18	25	
Saturday	5	12	19	26	
Sunday	6	13	20	27	

NOVEMBER 2013					
Monday		4	11	18	25
Tuesday		5	12	19	26
Wednesday		6	13	20	27
Thursday		7	14	21	28
Friday	1	8	15	22	29
Saturday	2	9	16	23	30
Sunday	3	10	17	24	

DECEMBER 2013					
Monday		2	9	16	
Tuesday		3	10	17	
Wednesday		4		18	
Thursday		5	12	19	
Friday		6	13	20	
Saturday		7	14	21	28
Sunday	1	8	15	22	29

JANUARY 2014					
Monday		6	13	20	27
Tuesday		7	14	21	28
Wednesday		8	15	22	29
Thursday		9	16	23	30
Friday		10	17	24	31
Saturday	4	11	18	25	
Sunday	5	12	19	26	

FEBRUARY 2014					
Monday		3	10	17	24
Tuesday		4	11	18	25
Wednesday		5	12	19	
Thursday		6	13	20	27
Friday		7	14	21	28
Saturday	1	8	15	22	
Sunday	2	9	16	23	

MARCH 2014					
Monday		3	10	17	24
Tuesday		4	11	18	25
Wednesday		5	12	19	26
Thursday		6	13	20	27
Friday		7	14	21	28
Saturday	1	8	15	22	29
Sunday	2	9	16	23	30

APRIL 2014					
Monday		7	14	21	28
Tuesday		8	15	22	29
Wednesday		9	16	23	30
Thursday		10	17	24	
Friday		11	18	25	
Saturday	5	12	19	26	
Sunday	6	13	20	27	

MAY 2014					
Monday		5	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	
Thursday	1	8	15	22	29
Friday	2	9	16	23	30
Saturday	3	10	17	24	31
Sunday	4	11	18	25	

JUNE 2014					
Monday	30	2		16	23
Tuesday		3		17	24
Wednesday		4		18	25
Thursday		5	12	19	26
Friday		6	13	20	27
Saturday		7	14	21	28
Sunday	1	8	15	22	29

JULY 2014					
Monday		7	14	21	28
Tuesday	1	8	15	22	29
Wednesday	2	9	16	23	30
Thursday	3	10	17	24	31
Friday	4	11	18	25	
Saturday	5	12	19	26	
Sunday	6	13	20	27	

AUGUST 2014					
Monday		4	11	18	25
Tuesday		5	12	19	26
Wednesday		6	13	20	27
Thursday		7	14	21	28
Friday	1	8	15	22	29
Saturday	2	9	16	23	30
Sunday	3	10	17	24	31

Labor Day	09/02/2013
Nevada Day	10/25/2013
Veteran's Day	11/11/2013
Thanksgiving	11/28/2013
Family Day	11/29/2013
Winter Break	12/23/2013 – 01/03/2014
Martin Luther King, Jr.'s Birthday	01/20/2014
Washington's Birthday	02/17/2014
Spring Break	03/31/2014 – 04/04/2014
Memorial Day	05/26/2014

Academic Quarter End Dates

1st Quarter	10/25/2013	(43 days)
2nd Quarter	01/17/2014	(46 days)
3rd Quarter	03/21/2014	(43 days)
4th Quarter	06/06/2014	(48 days)

PD Professional Development

WB Winter Break

SB Spring Break

CD Contingency Day

DH District Holiday

NS No School

FIRST DAY	08/26/2013
COUNT DAY	09/26/2013
LAST DAY	06/06/2014
ACCUMULATED SCHOOL DAYS	180

Narrative A.5.2 (enrollment dates) The proposed date of enrollment for The NEVADA PERFORMANCE ACADEMY is May 1, 2013.

Attachment A.5.3 (alternative schedule)

Not applicable.

Narrative A.5.4 (alternative dates rational): Not applicable.

SCHOOL CLIMATE AND DISCIPLINE

A.6: School Climate and Discipline

Narrative A.6.1 (school policies): The NEVADA PERFORMANCE ACADEMY has online instructional components, a brick-and-mortar site, as well as performance locations away from the main campus. As such, the School's Code of Conduct is designed to encompass the various learning environments students will engage when enrolled. The School's policy provides for the progressive discipline of pupils and on-site review of disciplinary decisions. The policy will be further developed with input and participation from the teachers, parents, and other School stakeholders. It is and shall be consistent with the rules of behavior prescribed in accordance with NRS 392.463, including provisions designed to address the specific disciplinary needs and concerns of the School, and provide for the temporary removal of a pupil from the campus if necessary. The principal will collaborate with School stakeholders to annually revise the policy. The School's policy balances student achievement with the needs of the other stakeholders.

Narrative A.6.2 (student behavior): Student learning, via self-expression and performance, is the raison d'etre of The NEVADA PERFORMANCE ACADEMY. Students are inherently inquisitive, active, and vital and the School provides an opportunity to explore their interests and passions. As such, the School believes that students, being the most important part of the education community, are just as interested in decorum, mutual respect, and thoughtful discourse as are the rest of the stakeholders. Still, there are times when behavior or attitude intrudes on the learning process and must be dealt with expediently in order to guarantee the educational pursuits of all.

Education is a process which requires reasonable order and decorum. Such decorum provides a positive, nurturing educational environment that respects values and diversity. Students are expected to demonstrate positive character traits at all times. Most students attend school to learn and participate in school activities. They seldom have difficulty with complying with school rules. However, some students experience difficulty in maintaining a positive attitude towards school which may result in inappropriate behavior. Such behavior creates problems for themselves, fellow students, parents, and school personnel. Behaviors which interfere with the instruction of students will not be tolerated. Issues of student behavior are not just school issues and they are not just home issues. Rather, they are issues which require mutual collaboration in order to help maintain student success in all realms.

The NEVADA PERFORMANCE ACADEMY Code of Conduct 2013-2014

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INTRODUCTION

The Nevada Performance Academy School Board of Trustees ("Board") is committed to providing a safe and orderly school environment where students may receive and school personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, or other school personnel, parents and other visitors is essential to achieving this goal.

The Nevada Performance Academy Charter School has a set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The Nevada Performance Academy Charter School's mission is to optimize the potential of each child to meet or exceed the Nevada State Learning Standards and advance to personal independence with short and long term contribution to the community and reflect the following beliefs and values:

· The school promotes an environment in which children are intellectually challenged, experience team work and display respect for others;

· Children gain self-esteem by improving their ability to articulate and express themselves on
diverse subjects and in a variety of situations.

· Effective education includes teaching children to exercise good judgment, be critical thinkers, be creative and attain a positive attitude towards self and others.

· Effective education accepts that deep understanding leads to broader knowledge and increased opportunity for short and longer-term application.

· Educational strategies are evidence-based to the extent possible.

· The school is a learning community for parents, faculty, staff, children and the greater community; and as such, contributes to the improvement of assets of the community at large.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct ("Code").

Unless otherwise indicated, this Code applies to all students, school personnel, parents and
other visitors when on school property or attending a school function.

DEFINITIONS
For purposes of this Code, the following definitions apply:

Disruptive student means any student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the learning environment.

Parent means parent, guardian or person in parental relation to a student.

School function means any school-sponsored extra-curricular event or activity.

School property means in or within any building, structure, parking lot or land contained within the real property boundary line owned or leased by the Nevada Performance Academy Charter School.

Staff means an employee of The Nevada Performance Academy.

Student with a disability means a student with an IEP of the who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools, and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs.

Violent student means a student under the age of 21 whom:
1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another
student or any other person lawfully on school property or at the school function, or attempts to
do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys The Nevada Performance Academy's property.

Visitor means anyone who is not a regular staff member or student of The Nevada Performance Academy.

Weapon includes, but is not limited to, any firearm, BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, materials or substance that can cause physical injury or death when used to cause physical injury or death.

STUDENT RIGHTS AND RESPONSIBILITIES
With every right comes a responsibility:

RIGHTS RESPONSIBILITIES

1. Attend classes regularly, complete assignments, strive to do the highest quality work possible, and have the opportunity to receive a quality education.

2. Be made aware of the school rules and be familiar with Nevada Performance Academy's Policies, obey and be treated in a manner consistent rules it contains, conduct oneself in accordance with these policies in a manner not distracting to others.

3. Have the opportunity to present, be truthful and respectful when responding your version of the facts and to authority.

4. Take part in all school activities. Work to one's best ability in all academic and extracurricular activities on an equal basis regardless of race, sex, religion, national origin, or disability, while being fair and supportive of others.

5. Be safe in the school environment. Behave in a manner that will not jeopardize the safety and well-being of oneself or others.

6. Not to be intimidated or harassed by others. Respect one another and treat others fairly and in accordance with this Code.

7. Dress in a manner not distracting to others, according to policy.

ESSENTIAL PARTNERS
Expectations for Parents:

1. Make certain your child's attendance is regular and all absences are properly excused, as required by law.

2. Insist that your child is dressed in compliance with the dress policy and school rules regarding sanitation and safety and in a fashion that will not disrupt educational procedures.

3. Be as certain as possible that your child is free of communicable disease and is in good
health, enabling him or her to participate in the learning environment.

4. Teach your child, by word and example, respect for the law, for the authority of the school
and for the rights and property of others.

5. Know and understand the rules your child is expected to observe at school. Be aware of the
consequences for violations of these rules and accept legal responsibility for your child's actions.

6. Help your child understand that appropriate rules are required to maintain a safe, orderly
environment and provide effective and appropriate strategies for dealing with peer pressure
in accordance with The Nevada Performance Academy Code of Conduct.

7. Instill in your child a desire to learn; encourage a respect for honest work and an interest in
exploring broader fields of knowledge.

8. Become acquainted with your child's school, its staff, curriculum and activities. Attend parent-teacher conferences and school functions.

9. Convey to your child a supportive attitude toward education and the Nevada Performance Academy

10. Recognize that the education of your child is a joint responsibility of the parents/guardians
and the school community.

11. Send your child to school ready to participate and learn as required by NV Education Law.

12. Promote positive behavior in your child by helping him or her to accept the consequences
of his or her actions and by becoming involved in the behavior management/disciplinary process; guide your child to develop socially acceptable standards of behavior.

13. Inform school officials of changes in the home situation that may affect student conduct or
performance.

14. Support your child educationally by providing a place for study and ensuring that homework assignments are completed.

15. Report any school-related safety concerns to a building administrator for resolution.

Expectations for Teachers:

1. Reflect a personal enthusiasm for teaching and learning and a genuine concern for the
individual student.

2. Guide learning activities so students learn to think and reason, assume responsibility for
their actions and respect the rights of others.

3. Be fair, firm and consistent in enforcing school rules on school property and at all school functions.

4. Give positive reinforcement for acceptable behavior.

5. Inform the Director and/or his/her designee concerning any student whose behavior requires special attention.

6. Maintain a climate of mutual respect and dignity to strengthen each student's self-concept
and confidence to learn.

7. Communicate to students and parents that which is important to the student's emotional,
social, behavioral and academic progress, including but not limited to:

- Marking/grading procedures
- Assignment deadlines
- Expectations for students
- Class discipline plan

· School-wide discipline plan

· Student progress

8. Be knowledgeable about effective classroom/building behavior management techniques
and the non-violent crisis intervention philosophy and techniques.

9. Maintain confidentiality about all personal information and educational records concerning students and their families.

10. Demonstrate dependability, integrity, self-discipline and respect for law by word and personal example.

11. Report any school-related safety concerns to the Director and/or his/her designee for resolution.

Expectations for Student Support Service Personnel:

1. Demonstrate interest and concern for student achievement in the educational process.

2. Know school policies and rules, including this Code of Conduct, and enforce them in a fair and consistent manner.

3. Maintain confidentiality about all personal information and educational records concerning students and their families.

4. Demonstrate dependability, integrity and other standards of ethical conduct.

5. Provide educationally related service(s) to support students in their educational program.

6. Support educational and academic goals.

7. Assist students in coping with peer pressure and emerging personal, social, emotional and physical problems.

8. Encourage students to benefit from the curriculum and co-curricular activities.

9. Communicate regularly with students, parents and other staff.

10. Be knowledgeable about effective classroom behavior/building management techniques
and the non-violent crisis intervention philosophy and techniques.

11. Report any school-related safety concerns to the Director, Principal and/or his/her designee for resolution.

Expectations for Other School Staff:

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.

2. Set a good example for students and other staff by demonstrating dependability, integrity, respect and other standards of ethical conduct.

3. Assist in promoting a safe, orderly and stimulating school environment.

4. Maintain confidentiality about all personal information and educational records concerning staff, students and their families.

5. Report any school-related safety concerns to the Director and/or his/her designee for resolution.

Expectations for the Director and/or His/Her Designee:

1. Organize school schedules and teaching assignments which promote effective classroom management and instruction.

2. Be fair, firm and consistent in all decisions affecting students, parents and staff.

3. Promote a successful teaching and learning environment by fostering a safe, orderly and
academically stimulating school environment.

4. Ensure that students and staff have the opportunity to communicate regularly with the Director regarding any school related matters.

5. Support the development of and student participation in appropriate extracurricular activities.

6. Be responsible for students, parents, and staff knowing and understanding the Code of
Conduct.

7. Be knowledgeable about effective classroom behavior/building management techniques, the non-violent crisis intervention philosophy and techniques, and assure the utilization of the building/discipline plan.

8. Ensure that a school-wide behavior management system is created, supported and enforced.

9. Maintain confidentiality about all personal information and educational records concerning students and their families.

10. Demonstrate by word and personal example dependability, integrity, self-discipline and respect for law.

11. Adhere to The Nevada Performance Academy Charter School's policies, regulations and procedures.

12. Inform the Board about educational trends relating to student discipline.

13. Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and is designed to minimize problems of student misconduct.

14. Establish, implement and maintain programs for students with special needs in accordance to NV Education Law.

15. Become acquainted with the schools, staff and students, by visiting classrooms regularly and by attending school functions.

Expectations for Board of Trustees:

1. Collaborate with student, teacher, the Director and/or his/her designee and parent organization, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, personnel and visitors on school property and at school functions.

2. Approve and review at least annually, The Nevada Performance Academy Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.

3. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

4. Become acquainted with the school, staff and students by visiting buildings and by attending school functions.

CIVILITY

Appropriate Language/Respectful Behavior
Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and school staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate in demonstrating respect for self and others. Profanity, vulgar language including, but not limited to, racial comments, and/or obscene gestures toward others will not be tolerated. Appropriate disciplinary action will be taken.

STUDENT CONDUCT

The primary goal of the Nevada Performance Academy Charter School is to optimize the potential of each child to meet or exceed the Nevada State *Learning Standards* and advance to personal independence with short and long term contribution to the

community. The information herein has been designed to assist each student in realizing a rewarding academic experience at The Nevada Performance Academy.

The following is intended to serve as a guide for what is expected of Nevada Performance Academy Charter School students. The adherence to school policies will promote proper student behavior and promote academic excellence in which we take pride. Any violation of these policies will result in appropriate disciplinary action. Specific levels will develop language under each category appropriate to their level.

The Board recognized the need for specific and clear expectations for student conduct while on
school property or engaged in a school function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

· Engage in conduct that is disorderly.

· Engage in conduct that is insubordinate.

· Engage in conduct that is disruptive.

· Engage in conduct that is violent.

· Engage in any conduct that endangers the safety, morals, health or welfare of others.

· Engage in misconduct while using school transportation. It is crucial for students to behave appropriately while riding on owned or leased Nevada Performance Academy Charter School transportation to ensure their safety and that of other passengers and to avoid distracting the driver. Students are required to conduct themselves in a manner consistent with established standards for class behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

· Engage in any form of academic misconduct.

The following are examples of, but not limited to, behavioral expectations of the students of The Nevada Performance Academy Charter School:

Food
All students must eat their food in the designated area whether they bring it from home or buy it. Students must deposit their garbage in the proper receptacles. Students are expected to conduct themselves in an orderly manner while eating. Disruptive behavior will not be tolerated.

Computer/Internet Policy
We encourage students to use computers and technology available in our school facilities and for their home use; however, with this use comes responsibility. Violations of the following guidelines may result in a loss of access as well as other disciplinary

actions or legal action in accordance with applicable laws and/or due process procedures. Users are expected to:

Respect the privacy of others.
1. Users will not try to gain unauthorized access to networked or stand-alone systems.
2. Users will not modify or read files of other individuals, however, it should be noted that system and/or School administrators have access to all files. **Privacy shall not be assumed in this case.**

Respect the legal protection provided by copyright and license to programs and data.
1. Users will not make copies of licensed programs, in violation of Copyright Laws.
2. Users will not install their own software on Nevada Performance Academy Charter School computers without authorization.
3. Users will not intentionally develop or use programs to harass others or infiltrate a computing system or damage or alter the software components or network.
4. Users will not intentionally send inappropriate, obscene or hateful messages/mail to others.
5. Users will not be allowed access to various Internet sites including pornography, personal web sites or any online gambling site of any type.

Abide by the Acceptable Use Agreement distributed to all Nevada Performance Academy students, and their parents, who use School computers.

Corridor Passes
While school is in session, no student is permitted in the halls or lavatories without permission.
Students found in the halls without permission may be subject to disciplinary measures. Appropriate hallway behavior is expected; no running, shoving or any other inappropriate behaviors not conducive to the school environment.

Dangerous Behavior/Weapons
Any student who threatens or displays behavior that might endanger the health, safety and
welfare of self, other students, teachers and/or staff, will be suspended immediately and may include a recommendation for a Board hearing to determine the student's future status. This behavior includes but is not limited to setting false fire alarms; making bomb threats; starting fires; possessing fireworks, weapon(s) or pepper spray; throwing objects; fighting; vandalism; extortion and any other activity that would endanger anyone on school property or at a school function.

Electronic Devices
Students are to refrain from bringing to school any items that are not needed for instructional/medical purposes. This includes, but is not limited to, electronic devices such as cell phones, beepers, walkmans, MP3/CD players, laser pointers, etc. During school hours these items may be confiscated immediately and the appropriate measures taken.

Note: School-supplied personal communication devices are encouraged.

Fighting/Harassment

All students of The Nevada Performance Academy Charter School are to treat each other with dignity and respect. Any student who engages in fighting/harassment (physical, sexual and/or verbal) will be displaying inappropriate behavior. Violators will be referred to the Director and/or his/her designee for disciplinary action. The penalty may range from a reprimand to suspension from school. A write-up of the incident will be placed in their permanent folder.

Forgery
Students who engage in forgery of any kind will be given appropriate disciplinary consequences.

Gambling/Selling/Trading of Items
Students observed participating in, or conducting any activity that may be construed as gambling will be disciplined appropriately. Exchanging of personal property is not conducive to the educational environment and those items may be confiscated and appropriate disciplinary measures will be taken.

Medications
Students may not take and/or carry medications – prescription or over-the-counter – while in
school unless the proper forms signed by both parent and doctor are submitted to the Nurse's Office. All medications must be in their original packaging.

Insubordination
The appropriate disciplinary action will be taken when students are insubordinate, vulgar or
display flagrant disregard of the school rules and disrespect for school personnel. This is to include but not limited to completing assignments, following directions from adults and being prepared for class. A write-up of the incident will be placed in their permanent folder.

Loitering/Trespassing
Unauthorized persons, including students, found loitering in the building or on school grounds
will be referred to an administrator for disciplinary actions. The police will be contacted when necessary.

Plagiarism/Cheating
Students found to be plagiarizing or cheating on any assignment and/or test or examination may
have a parent conference scheduled with the teacher as well as the Director and/or his/her designee (if necessary). If warranted, the student will also receive a grade of zero for the test or assignment and disciplinary action will be assigned.

Substance Use/Abuse (Including Smoking)
Federal law and Board policy prohibits any type of substance use/abuse, including the use of
tobacco, in any form on school property or at school functions.
The use of alcoholic beverages of any kind, as determined by law, is prohibited at all times on

school property and at school functions. This includes all school-sponsored functions both on
The Nevada Performance Academy Charter School property and away. Students are prohibited from possessing, consuming, selling, attempting to sell, distribute or exchange alcoholic beverages or illegal substances or being under the influence of either. Illegal substances include, but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and drug paraphernalia. Students with substance abuse or other social problems are encouraged to discuss them with appropriate school personnel. Problems will be treated in the strictest confidence possible.

Tardy to School
Appropriate notification from a parent/guardian must be received at the office if a student is late to school. If a student is excessively tardy then further action will be taken.

Theft/Possession of Stolen Property
Disciplinary action will be taken against students taking things that do not belong to them.

Vandalism
Vandalism of school property is considered a serious offense. This can range from littering to
destruction of school property. Students will be responsible for damages of loss of any school property or equipment for which they damaged. In accordance with law, students and/or parents may be responsible for the cost of recouping damages. In addition, disciplinary action may be taken.

Student Visitors
Student visitors are welcome under certain conditions. The necessary paperwork must be
completed well in advance of a visitation. There will be no visitations allowed on the week prior to exams or the day before a school holiday or school vacation.

Vulgarity/Profanity
The use of vulgarity/profanity in the school building, or on school grounds or at any school
sponsored function, is strictly prohibited. This includes selling, using or possessing obscene materials.

Attendance
In accordance with Board policy, the impact of attendance upon instruction on a regular and
continuing basis is an important element in an effective teaching/learning program. Each and every student should attend classes on a regular basis and be a participant in the classroom programs, activities, and discussions in order to benefit from presentations made by teachers. Because of the information being disseminated and because of the expectation of student participation, class attendance is important. Students' prolonged absences will result in a loss of instruction; therefore, attendance is imperative. At such time as a student's lack of attendance is identified as a problem, every effort should be made to address the problem, utilizing the resources of the school and involving the student and his or her parents or guardians to resolve the attendance problem. The

school resources include both teaching and administrative staff as well as guidance staff. When resources of The Nevada Performance Academy have been exhausted and attendance patterns have not improved, other sources, including family court, may be appropriate in an attempt to correct the problem. Students requesting early dismissal must complete the appropriate form.

REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to a teacher,
social worker, Director, Principal or his/her designee. Any student observing another student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Director, Principal and/or his/her designee.

All Nevada Performance Academy staff that is authorized to impose disciplinary sanctions is
expected to do so in a prompt, fair and lawful manner. Nevada Performance Academy staff not authorized to impose disciplinary sanctions is expected to promptly report violations of the Code of Conduct to their supervisor. Disciplinary sanctions may be imposed by the Director, Principal or designee. Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, if warranted, which may include permanent suspension and referral for prosecution.

The Director, Principal and/or his/her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Director, Principal and/or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and that constituted a crime.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary actions, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability.

Penalties
Students who are found to have violated Nevada Performance Academy Charter School's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

· Oral warning – any member of the Nevada Performance Academy staff.

· Written warning – bus drivers, hall and lunch monitors, coaches, school counselors, teachers,
Director, Principal and/or his/her designee.

· Written notification to parent-school counselors, teachers, Director and/or his/her designee.

· Detention – teachers, Director, Principal and/or his/her designee.

· Suspension from transportation – Director, Principal and/or his/her designee (Students will be
expected to attend school as regularly scheduled; parents must arrange for transportation.)

· Suspension from athletic participation – coaches, Director, Principal and/or his/her designee.

· Suspension from social or extracurricular activities – activity director, Director, Principal
and/or his/her designee.

· Suspension of other privileges – Director, Principal and/or his/her designee.

· Removal from classroom by teacher – teachers, Director, Principal and/or his/her designee.

· In-school suspension – Director, Principal and/or his/her designee.

· Short-term (five days or less) suspension from school – Director, Principal and/or his/her
designee, Board of Trustees.

· Long-term (more than five days) suspension from school – Director, Principal and/or his/her
designee, Board of Trustees.

· Permanent suspension from school – Director, Principal and/or his/her designee, Board of
Trustees.

Procedures
The amount of due process a student is entitled to receive before a penalty is imposed depends
on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.
Students who are to be given penalties other than an oral warning, written warning or written
notification to their parents are entitled to additional rights before the penalty is imposed.

Detention
Teachers, Principal, and the Director and/or his/her designee may use after school detention as
a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. In the event of a detention parents will be notified that day of the reason and the student will be expected to serve the detention the following day. Parents must provide transportation for their child.
Suspension from Athletic Participation, Extra-curricular Activities and Denial of other Privileges
Students are expected to abide by Nevada Performance Academy Charter School's athletic training rules and other rules applicable to students participating in extracurricular activities. A student subjected to a suspension from extra-curricular activities or other privileges is not entitled to a full hearing. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with Nevada Performance Academy Charter School's Director, Principal or designee to discuss the conduct and the penalty involved.

Teacher Disciplinary Removal of Disruptive Students
A student's behavior can affect a teacher's ability to teach and can make it difficult for other
students in the classroom to learn. In most instances the classroom teacher can manage a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Time-honored classroom management techniques do not constitute disciplinary removals for purposes of this Code as long as the management technique does not transfer student care/custody from the teachers. On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the

removing teacher only. A student removed from class for up to two days will be placed in Internal Suspension under the supervision of a monitor. While the student is in Internal Suspension (ISS), he/she will receive two hours of instruction per day by a certified teacher. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities at a designated "time-out" place as determined by Nevada Performance Academy.
Each teacher must keep a complete log for all cases of removal of students from his or her
class. The Director, Principal and/or his/her designee must keep a log of all removals of students from class. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until she or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

In-School Suspension
The Board recognizes the school must balance the need of students to attend school and the
need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes the Director, Principal and/or his/her designee to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension."

DIRECTOR'S RESPONSIBILITIES TRIGGERED BY TEACHER REMOVAL OF A STUDENT

1) Within 24 hours of removal, the Director and/or his/her appointee must inform parent of reasons for removal.

2) **On request,** student/parent must be given an opportunity to discuss reasons with Director, Principal and/or his/her appointee.

3) If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This must take place within 48 hours of removal.

4) Director, Principal and/or his/her appointee must decide, by the close of the business on
the day following the opportunity for the informal hearing, whether the discipline will be overturned. Director, Principal and/or his/her appointee may only set aside discipline if:

a. The charges against the student are not supported by **substantial evidence.**
b. The student's removal is in violation of the law.
c. The conduct warrants suspension and a suspension will be imposed.

A student subject to an in-school suspension is not entitled to a full hearing. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with Nevada Performance Academy, Principal or designee imposing the in-school suspension to discuss the conduct and the penalty involved. While the student is in Internal Suspension (ISS), he/she will receive two hours of

instruction per day by a certified teacher and is supervised by a monitor. Suspension from School Suspension from school is a severe penalty, which may be imposed only on students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Director, Principal or designee.
Any staff member may recommend to the Director, Principal or designee that a student be
suspended. All staff members must immediately report and refer a violent student to the Director or designee for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Director and/or his/her designee, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation to the Board, if necessary.

1. Short-term (5 days or less) Suspension from School
When the Director, Principal and/or his/her designee proposes to suspend a student charged
with misconduct for five days or less, he/she must immediately notify the student orally. If the student denies the misconduct, the Director, Principal or designee must provide an explanation of the basis for the proposed suspension. The Director, Principal or designee must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents. The notice shall provide description of the charges against the student and the incident for which suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the Director, Principal and/or his/her designee. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent. At the conference, the parent shall be permitted to ask questions of complaining witnesses under such procedures as the Director, Principal and/or his/her designee may establish. The notice and opportunity for an informal conference with the Director, Principal or designee shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the Director, Principal and/or his/her designee shall promptly advise the parents in writing of his or her decision. The Director, Principal and/or his/her designee shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Board of Trustees within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Board of Trustees shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Board of Trustee's decision, they may file a written appeal to the State Education Department.

Disciplinary Infractions

· Attempt to assault any student or staff member;

· Vandalize school property causing minor damage;

· Endanger the physical safety of another by the use of force or threats of force that reasonably
places the victim in fear of imminent bodily injury;

· Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others;

· Engage in insubordination;

· Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;

· Cheat on quizzes, exams, or commit plagiarism;

· Used forged notes or excuses;

· Steal, or attempt to steal, or possess property known by the student to be stolen;

· Commit extortion;

· Engage in gambling;

· Abuse school property or equipment;

· Use obscene or abusive language or gestures;

· Engage in acts of verbal or physical sexual harassment;

· Make a false bomb threat or pull a false emergency alarm;

· Possess tobacco or alcohol;

· Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes;

· Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress code;

· Misuse computer technology, including viewing or downloading inappropriate material not
germane to schoolwork.

· Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;

· Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an
infraction subject to formal disciplinary action.

2. Long-term (More than 5 days) Suspension from School
When the Director, Principal and/or his/her designee determine that a suspension for more than
five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his/her behalf. An appeal of the decision of the Director and/or his/her designee may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing the submitted to the Board of Trustees within 10 business days of the date of the Director and/or his/her designee's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Director, Principal or designee. Final decisions of the Board may be appealed within 30 days of the decision.

Disciplinary Infractions

· Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;

· Commit, or attempt to commit arson on school property;

· Assault any other student or staff member;

· Intentionally causes physical injury to another person, except when student's actions are
reasonably necessary to protect him or herself from injury;

· Vandalize school property causing major damage;

· Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term
suspension.

Permanent Suspension
Permanent suspension is reserved for extraordinary circumstances such as where a student's
conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function. If a student is permanently suspended the student may not be re-admitted to Nevada Performance Academy Charter school.

Minimum Periods of Suspension
Students who Bring a Weapon to School
Any student found guilty of bringing a weapon onto school property will be subject to

suspension from school for at least one calendar year. A student with a disability may be suspended only in accordance with the requirements of state and federal law. Before being suspended, the student will have an opportunity for a hearing. The Director, Principal and/or his/her designee have the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Director, Principal and/or his/her designee may consider the following:

· The student's age

· The student's grade in school

· The student's prior disciplinary record

· The Director, Principal and/or his/her designee's belief that other forms of discipline may
be more effective

· Input from parents, teachers and/or others

· Other extenuating circumstances

Students Who Commit Violent Acts Other Than Bringing a Weapon to School
Any student who is found to have committed a violent act, other than bringing a weapon onto
school property, shall be subject to suspension from school for at least five days. A student with a disability may be suspended only in accordance with the requirements of state and federal law. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Director, Principal and/or his/her designee has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Director, Principal and/or his/her designee may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Students Who are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interferes with the Teacher's Authority Over the Classroom
Any student, who repeatedly is substantially disruptive of the education process or substantially
interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. A student with a disability may be suspended only in accordance with the requirements of state and federal laws. For the purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) and this Code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a

hearing given to all students to a long-term suspension. The Director, Principal and/or his/her designee has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Director may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by the teacher for disruptive behavior, or a student of compulsory attendance age is suspended from school, the Nevada Performance Academy Charter School will take immediate steps to provide alternative means of instruction for the student. This instruction shall be of an equivalent nature to that provided in the student's regularly scheduled class and shall be provided by a Nevada Performance Academy staff member. The school shall act promptly, with due regard for the nature and circumstance of the particular case. They will receive a minimum of two hours of instruction per day by certified teachers.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline
students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply.

a. A "suspension" means a suspension pursuant Nevada Revised Statutes.

b. A "removal" means a removal for disciplinary reasons from the student's currant educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

c. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general
curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

a. The Board, the Director, Principal and/or his/her designee may order the placement of a

student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a nondisabled
student would be subject to suspension for the same behavior.
b. The Director, Principal and/or his/her designee may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if theAdministrator determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
c. The Director, Principal and/or his/her designee may order additional suspensions of not
more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
d. The Director, Principal and/or his/her designee may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE) of the students' school district of residence, for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

1. "Weapon" means the same as "dangerous weapon" under Nevada Revised Statutes, which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length."

2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

4. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

Change of Placement Rule
1. A disciplinary change in placement means a suspension or removal from a student's current
educational placement that is either:
a. For more than 10 consecutive school days; or
b. For a period of 10 consecutive school days or less if the student is subjected to a series

of suspensions or removals that constitute a pattern because they cumulate to more than
10 school days in a school year and because of such factors as he length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the
suspension or removal would result in a disciplinary change in placement based on a pattern of
suspension or removal. However, the Board may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE of the students' school district of residence has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs
or controlled substances.

CORPORAL PUNISHMENT
Corporal punishment is any act of physical force upon a student for the purpose of disciplining
that student. Any teacher, administrator, officer, employee or agent of Nevada Performance Academy shall not use corporal punishment as a means of discipline against a student; nor shall corporal punishment be used against a student by a parent or any other visitor while on school property. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, then the use of reasonable physical force may be used to:

· Protect oneself from physical injury;

· Protect another student, teacher or any other person from physical injury;

· Protect the property of the school or others; or

· Restrain or remove a disruptive student, whose behavior interferes with the orderly exercise
and performance of Nevada Performance Academy functions, powers and duties, if that student has refused to comply with a request to refrain from further disruptive behavior.

STUDENT SEARCHES AND INTERROGATIONS
Questioning of Students by School Officials
Any school designee authorized to impose a disciplinary penalty on a student may question a
student about an alleged violation of law, school rules or the Nevada Performance Academy Code of Conduct. School officials are not required to give "Miranda" type warning before questioning, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.
School officials have the right and responsibility to contact appropriate law enforcement agencies, as may be necessary, with regard to statements and information given by students to school officials.

Student Searches by School Officials
In order to maintain discipline and safety on school property and at school functions, students
and their property, as well as desks, lockers, and other school property used by students, may be subject to searches by authorized school officials. However, the constitutional right of students to be free from unreasonable searches and seizures shall be protected. The Director, Principal and/or his/her designee, school nurse, security officials are authorized to conduct searches of students and their belonging on school grounds if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law, school rules, or the Code of Conduct. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. Before searching a student or the student's belongings, the authorized school officials should attempt to obtain the student's admission that he or she possess physical evidence that they violated the law or the School Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable searches will be conducted in the privacy of administrative offices and
students will be present when their possessions are being searched. Factors that may be considered in determining whether reasonable cause exists to search a student include:

· The age of the student;

· The student's record and past history;

· The predominance and seriousness of the problem in the school where the search is directed;

· The statements of the student and others;

· Personal observations of the student behavior giving rise to the suspicion;

· The urgency to conduct the search without delay.

Student Lockers, Desks and Other School Storage Places
The rules of this Code of Conduct regarding searches of students and their belongings do not
apply to student lockers, desks, and other storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other storage may be subject to search at any time by school officials, without prior notice to students and without their consent.

Other Searches
Personal searches on school property or at a school function may occur in accordance with
Board policy and law.

Police Involvement in Searches and Interrogations
The school is committed to cooperating with law enforcement authorities to maintain a safe
school environment. Police officials may interview or search students in schools or at school
functions, or to use school facilities in connection with police work, in accordance with law and Board policy.

Child Protective Services Investigations
Consistent with the School's commitment to keep students safe from harm and the obligation of
school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the School will cooperate with local child protective service workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

VISITORS TO THE SCHOOL
The following rules apply to visitors to the school:
1. Anyone who is not a regular school staff member or student of the school will be considered a visitor.

2. All visitors to the school must report to the main office upon arrival at the school and state the purpose of their visit. Visitors will be required to sign the visitors register and follow specific building procedures. Signs notifying visitors to report first to the school office shall be prominently posted in the school building.

3. Visitors attending school functions that are open to the public, such as parent teacher organization meetings or public gatherings, are not required to register.

4. Parents or citizens who wish to observe a classroom while school is in session are required to obtain permission in advance from the Director and/or his/her designee.

5. Visitors are expected to refrain from taking class time to discuss individual matters with teachers. Visitation will occur in a way that avoids or minimizes disruption to the normal
learning process and the ordinary classroom routine. The Director, Principal and/or his/her designee may accompany visitors during the visit when appropriate. Visitors are expected to maintain confidentiality regarding information acquired during the course of the visit.

6. Any unauthorized person on school property will be reported to the Director, Principal and/or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situations warrants.

Before a child may be released from the building with a visitor, it must be approved by the Director, Principal and/or his/her designee as one having the legal right to take the child. The visitor will wait in the main office for the child to come from the classroom and/or follow other duly approved procedures for that building.

7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

PUBLIC CONDUCT ON SCHOOL PROPERTY
The school is committed to providing an orderly, respectful environment that is conducive to
learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons on school property or attending a school function including students, teachers and school personnel. The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The school recognizes that free inquiry and free expression are indispensable to the objectives of the School. The purpose of this Code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

Prohibited Conduct
No person, either alone or with others, shall:
1. Intentionally injure any person or threaten to do so.

2. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, or disability.

3. Obstruct the free movement of any person in any place to which this Code applies.

4. Willfully incite others to commit any of the acts prohibited by this Code.

5. Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.

6. Disrupt or prevent the orderly conduct of classes, school programs or other school functions.

7. Distribute or wear apparel or other materials on school property or at school functions that are obscene, advocate the use of drugs, alcohol, tobacco products or illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

8. Use tobacco products on school property or at any school function.

9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.

10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school.

11. Gamble on school property or at school functions.

12. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

13. Loiter on or about school property.

14. Refuse to comply with any reasonable order of identifiable school officials performing their duties.

15. Violate the traffic laws, parking regulations or other restrictions on vehicles, including the unauthorized operation of ATVs, snowmobiles or other such vehicles, as posted.

16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

Penalties
Persons who violate this Code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and may not return. The duration of the eviction will be determined by the severity of the action and in accordance with law.

2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

3. Faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Nevada Law ???a or any other legal rights that they may have.

4. Staff members shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with state law or any other legal rights they may have.

5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

ENFORCEMENT
The Director and/or his/her designee or her designee shall be responsible for enforcing the
conduct required by this Code. When the Director and/or his/her designee or her designee sees an individual engaged in prohibited conduct, which is his or her judgment does not pose any immediate threat of injury to persons or property, the Director or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Director, Principal and/or his/her designee or her designee shall also want the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct

poses an immediate threat of injury to persons or property, the Director or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The school shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the school reserves its right to pursue a civil or criminal legal action against any person violating the Code.

DISSEMINATION AND REVIEW
Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:
1. Conducting a public hearing relating to this Code before Board approval.

2. Providing copies of a summary of the Code to all students at a general assembly held at the
beginning of each school year.

3. Making copies of the Code available to all parents at the beginning of the school year.

4. Mailing a summary of the Code of Conduct written in plain language to all parents of Nevada Performance Academy students before the beginning of the school year and making this summary available later upon request.

5. Providing all current teachers and other staff members with a copy of the Code and a copy of
any amendments to the Code as soon as practicable after adoption.

6. Providing all new employees with a copy of the current Code of Conduct when they are first
hired.

7. Making copies of the Code available for review by students, parents and other community
Members

The Board will support an in-service education program for all school staff members to ensure
the effective implementation of the Code of Conduct. The Director and/or his/her designee may solicit the recommendations of the school staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students. The Board will review this Code of Conduct every year and update it as necessary. In
conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the Code and the School's response to Code of Conduct violations. The committee will be made up of representatives of students, teachers, Director and/or his/her designee, and parent organizations, school safety personnel and other school personnel. Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

Attachment A.6.4 (truancy policy)

Truancy within a distance education structure is problematic. State law requires students engage their instructors on a weekly basis in order to remain current for attendance purposes. Minimally, the NEVADA PERFORMANCE ACADEMY expects this level of instructional engagement. However, the School also seeks additional means by which students will interact with their teachers, their online courses, and the peers (both virtually and face-to-face). An absence then, is any weekly period when a student fails to meet the minimum instructor contact expectations for each enrolled course.

When a student exceeds two (2) absences (10 consecutive school days), the student is declared a habitual truant, and the school must report the student to the local law enforcement agency to file an educational neglect complaint (Child Protective Services) for elementary students or the issuance of a truancy citation for secondary students.

Elementary school truancy violations will be referred to the Child Protective Services (CPS) for investigation. The possible consequences that may be imposed for secondary student violators are as follows: first offense-supervision by a probation officer or warning; second offense - court appearance, eight to sixteen hours of community service at the school of attendance, suspension of the student's driver's license for 30 days-6 months or a delay of 30 days from the date a student can apply for a first-time license and a $100 fine. The consequences for a secondary school student who is issued a misdemeanor truancy citation cannot be appealed through the school.

Additional Truancies

Another misdemeanor citation is issued to the secondary school student. The consequences for subsequent citations - assigned additional hours of community service, court assigned curfew and/or house arrest, 60 days - 1 year suspension of driving privileges, suspension of work permit and $200 fine. In addition, if the parent/guardian, to whom notice of the

habitual truancy has been given, fails to prevent the child's subsequent truancy within that school year, the parent/guardian is guilty of a misdemeanor. Parents/guardians of habitually truant elementary students who do not attempt to ensure their children's regular attendance at school will be referred to Child Protective Services for investigation or educational neglect or to law enforcement for possible issuance of a misdemeanor citation.

Attachment A.6.5 (absence policy)

In accordance with Board policy, the impact of attendance upon instruction on a regular andcontinuing basis is an important element in an effective teaching/learning program. While it is understood that virtual education formats allow for a greater degree of self-direction and autonomy, the School believes each student should attend class-based instructional activities on a regular basis and be a participant in the various (yet optional) education programs, activities, and discussions in order to benefit from presentations made by teachers. Because of the information being disseminated and because of the expectation of student participation, class attendance is important. As stated elsewhere, minimal distance education protocols may be met in order to meet attendance requirements; however, a student's prolonged absence from optional learning activities (virtual and face-to-face, synchronous and asynchronous), will result in a loss of meaningful instruction; therefore, attendance is imperative if not technically required. At such time as a student's lack of attendance in optional programs is identified as a contributing problem to academic success, every effort should be made to address the problem, utilizing the resources of the School and involving the student and his or her parents or guardians to resolve the attendance problem. The school resources include both teaching and administrative staff as well as guidance staff. When resources of The NEVADA PERFORMANCE ACADEMY have been exhausted and attendance patterns have not improved, other sources may be appropriate in an attempt to correct the problem (see PEP Initiative in A.8.6).

The School believes regular attendance at school or online is a necessity if students are to achieve to their fullest potential. Parents/guardians are urged to work with school personnel to resolve issues that may interfere with their student's school attendance. Pursuant to Nevada revised Statue (NRS) 392.040, students between the ages of 7 and 17 years of age must enroll and attend school for the entire time the school is in session.

Enrolled students who are 17 years of age are subject to the state truancy laws until they reach their 18 birthday. ALL students enrolled must follow the rules of the school including those relating to school attendance.

Students who have been absent for an entire period (i.e. one week) must provide notice from the parent/guardian to the school explaining the reason for the absence within three (3) school days after their return from the absence. Parent/guardian explanations should include the following information:

1. The first and last name of the student;
2. The date(s) the student was absent;
3. The reason the student was physically or mentally unable to attend, how the absence was related to the student's disability, or the nature of the emergency. This must be in e-mail or written form.

The principal/designee will determine whether the absence is classified as excused or unexcused. Students or parents/guardians are allowed three school days after the return from a student's absence to request homework. Schools must provide at least three school days for the assignment to be completed and submitted.

If an acceptable explanation of the absence is not provided within three school days, the student is deemed a truant. The limitation of absences for secondary student is ten (10) unexcused total absences per semester. Pre-arranged absences in excess of 10 during the school year and any pre-arranged absences for which the makeup work was not completed and submitted, as required by the teacher, count toward the limitation of absences. Elementary students may be retained in the current grade. Secondary students will not receive credit for any course in which the limitation of absences has been exceeded. For secondary students, the school is required to provide written documentation to students and parents/guardians regarding options for making up deficient credits. The school is

required to provide a written copy of the appeal process procedures to Parents/guardians. If a parent/guardian believes that extenuating circumstances, issues that may have led to the excessive absence and/or mistakes in the record have been made, the parent may appeal to the principal/designee.

Narrative A.6.6 (plan for involving families): The School and the governing body of the School commit to establish relationships with local community organizations in order to have community support and engagement in school matters. The School will promote an environment that allows parents, teachers, and other community members to be actively engaged in the School. Examples of parent involvement include:

- Regular parent/teacher conferences - these conferences are held during or after school or in the evening and provide parents with opportunities to discuss educational progress with their child's teacher.
- Open houses, career fairs, performances and performance exhibits - these events are held regulalry to maintain communication and active involvement in the School.
- School Website, school newsletter, events calendar - updated monthly to disseminate information and maintain open lines in the community.
- PTA - Parent Teacher Organization provides invaluable support to the School leadership and faculty.

Parent satisfaction is critical to the success of the School. Accordingly, goal 3 in section A.2 was designed to evaluate parent satisfaction, in part.

The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school and are in support of the school's mission, vision, and goals and objectives. The School will convey the expectation that parents regularly volunteer therein and be active participants in their child(ren)'s learning process.

TARGET POPULATION

A.7: Target Populations

Narrative A.7.1 (proposed target population): There are over 28,000 public high school students in Washoe, Storey, Lyon, Carson and Douglas counties. According to a diverse panel of regional artists and educators, between two and four percent of this population is enrolled, or would like to be enrolled, in performance-based programs. Currently, many of the area high schools are cutting back on their performance-based programs because of fiscal hardships. There are between 400 and 800 plus students who would like the opportunity to take advantage of a first rate performance-based high school.

The School is not intended to serve primarily at-risk pupils nor will the 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. The school will enroll pupils in the order in which pupils' applications are received, up to the point at which the school reaches its maximum capacity. The names of pupils who submit enrollment applications that are received after the grade's capacity has been reached are put on a waiting list. As spaces become available in particular grades, due to pupils leaving the school, pupils on the waiting list for enrollment in that grade are chosen by lottery. If there is a waiting list, the school will fill vacancies as they are created. A lottery is not conducted until the school has reached capacity per grade, and then the only pupils who are subject to the lottery are the ones on the waiting list. School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility (which is yet to be identified) and to designate the number of students per grade (which will be determined by the Board based upon considerations such as staffing and demand for enrollment). The School does not discriminate in admissions on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. Upon completion of the application the school will request a driver's license (to verify identification), a utility bill or

other proof of residency, proof of immunization or exemption thereof, transcript or other form of school record, and a birth certificate.

Attachment A.7.2 (enrollment projections)

Enrollment data are included from the five counties from which The NEVADA PERFORMANCE ACADEMY will recruit. We have a good indication from the art community that there are sufficient numbers of middle and high school students who would be very interested in enrolling in a school of this sort. We do not currently have letters of intent for enrollment but have developed a comprehensive recruitment plan (See Required Element 4) which we plan to implement as soon as the application is approved.

Narrative A.7.3 (alignment): Students engaged in performance activities and those seeking an arts-infused curricular emphasis have few if any options when seeking a school that caters to their interests and pursuits. The NEVADA PERFORMANCE ACADEMY, by virtue of its blended instructional design, variety of means by which students may choose to engage their virtual courses and receive assistance from teachers, large array of school-supported performance-based extracurricular activities, and overarching emphasis on performance and the arts as a means to focus academic content as well as prepare students for future success, aligns itself perfectly with the needs and interests of its targeted student population. The Mission of the School, the specified and to-be-developed curriculum, the flexible instructional format, and variety of related services, demonstrate the overarching alignment between the School and the educational needs and interests of the students.

Attachment A.7.4 (recruitment plan)

The attached marketing/communication plan is designed to maximize recruitment of students to The NEVADA PERFORMANCE ACADEMY from the five-county area. It was prepared by Tammy Westergard, a marketing specialist and currently Associate Director of the Carson City Library.

(attach recruitment plan)

The Nevada Performance Academy—Marketing + Communication Action Plan

A.7.4 Attachment: Recruitment of students

NEVADA PERFORMANCE ACADEMY--MARKETING+COMMUNICATIONS PLAN

The Action Plan Matrix provides a detailed list of the actions needed by the Nevada Performance Academy leadership team to implement the marketing+ Communications Plan. The matrix indicates the types of actions that will be required to implement action steps, and the priority of the actions to be initiated as defined in the Plan. School staff and board members will need to update this matrix frequently to keep the responsibilities and actions current.

The "**Action**" column lists five categories of actions:

(1) **Government Relations, (GR)** requiring development of public meeting materials and one-on-one briefing with officials and key school district staff.
(2) **Media Relations, (MR)** requiring development of press kit; consistent and controlled distribution of news release and advisories; editorial meetings; media relationship building and personalized pitches; by-lined news articles and media interviews prepping.
(3) **Community Redevelopment of database, (CR)** development of database of interested students and their families; key community leaders; businesses and civic organizations for email; direct mail and event opportunities; assembling an ambassador group; community briefing kit; e newsletter; email blasts; business owner meetings; Nevada Performance Academy NING group; face book page; Linkedin page; monthly enewsletter; business owner meetings; speakers bureau; school hotlines; and community open houses.
(4) **Milestone Activities, (MA)** develop key prospective student/family invite list for school events and activities, and develop a unique and interactive opening activity.
(5) **Communications Tools, (CT),** website development and maintenance of school site to include social networking tools and email; fact sheets; entire school program (both school curriculum and the arts program curriculum)one sheets; issue statements (summaries of fiscal impact analysis; traffic parking; performance practice/rehearsal locations; student transportation; library resources , etc. . .) Q&A sheets; project team profiles; artists renderings of school space; large signage; video collateral and Powerpoint's.

3

KEY:

GR = govt. relations	**IP** = by end of week
MR = media relations	**HP** = w/in 1 – 2 weeks
CR = community relations	**MP** = w/in 1 month
MA = milestone activities	**O** = ongoing
CT = communications tools	

Action Plan Matrix

STRATEGY/ACTION	TYPE OF ACTION	PRIORITY	PRIMARY RESPONSIBLE DEPARTMENT(S)	TIMEFRAME FOR ACTION
Build www._____.org and launch all other social networking platforms (NING, Facebook, LinkedIn)	**CT**	**HP**	School IT + Marketing Team	IP + O
Create school corporate identity (include logo, tagline, digital and print stationery, business cards etc)	**CT**	**HP**	School Marketing Team	IP
Create school fact sheets	**CT**	**HP**	School Marketing Team	IP + O
Create school overview sheet	**CT**	**HP**	School Marketing Team	IP + O
Create issue statement sheets that summarize education core and the online delivery; fiscal details; transportation; programming	**CT**	**HP**	Board of Directors + Principal + Finance + Marketing Team	IP + O
Create Q & A sheet addressing major questions	**CT**	**HP**	Board of Directors + Principal + Marketing Team	IP + O
Create school leadership and staff team profiles	**CT**	**HP**	Board of Directors + Principal + Marketing Team	IP
Create signs	**CT**	**HP**	Marketing Team	IP
Create school video collateral	**CT**	**HP**	Principal + Marketing Team	IP + O
Create power point	**CT**	**HP**	Marketing Team	IP + O
Assemble Press Kit	**CT**	**HP**	Marketing Team	IP
Write initial news release regarding project status	**MR**	**HP**	Marketing Team	IP

The "**Priority**" column lists four possible time frames for implementing actions:

(IP) - Immediate Priority, to be initiated immediately upon charter approval

(HP) - High Priority, to be initiated as soon as possible and completed within one to two weeks of approved charter .

(MP)- Moderate Priority, to be completed within 30 days of charter approval

(O) - Ongoing, are actions that occur continually.

4

KEY:
GR = govt. relations
MR = media relations
CR = community relations
MA = milestone activities
CT = communications tools
IP = by end of week
HP = w/in 1 – 2 weeks
MP = w/in 1 month
O = ongoing

STRATEGY/ACTION	TYPE OF ACTION	PRIORITY	PRIMARY RESPONS DEPARTMENT(S)	
Arrange editorial meetings with area newspapers	MR	HP	Board of Directors + Principal	IP + O
Present to school leadership: communications protocols and guidelines – to include establishing a primary contact for the school as well as the school's primary spokespersons	GR	HP	Board of Directors + Principal	IP
Develop database of prospective students/families; community leaders, businesses and civic organizations	CR	HP	Board of Directors + Principal + Marketing Team	IP + O
Begin email blast to database	CR	HP	Marketing Team	IP + O
Assemble ambassador group to include community allies	CR	HP	Marketing Team	IP + O
Assemble community briefing kit	CT	HP	Marketing Team	IP
Develop School for the Performing Arts newsletter	CT	HP	Principal + Marketing Team	IP + O
Establish a School for the Performing Arts HotLine	CR	HP	Marketing Team	IP
Start E-blasts of newsletter, and from the newsletter's key messages post to NING / FB / Twitter / HotLine / web, as updates of the latest school information	CR	HP	Marketing Team	IP + O
Plan and host community open houses to solicit feedback	CR	HP	Marketing Team	MP + O
Prepare public meeting materials for public meetings	GR	HP	Marketing Team	IP + O
Schedule additional one-on-one briefing meetings with officials beyond school boards and other educational institutions	GR	HP	Board of Directors + Principal	IP

COMMUNICATION EVALUATION / MANAGEMENT:

To maintain consistent communications and ensure that the School for the Performing Arts is working efficiently together, the following is recommended:

- Weekly Meeting and/or Conference Call
- Monthly Status Report detailing all communications results and activities

TARGET AUDIENCES:

Government:

- School District Boards of Trustees
- Community Boards of Supervisors, County Commissions, City Councils
- Community Library Boards
- Community Museum Boards
- Planning Commission
- Parks + Recreation Commissions
- WNC + TMCC + UNR
- Nevada Department of Cultural Affairs

Business + Community Organizations:

- Community Arts Organizations
- Community Youth Organizations
- Convention and Visitors Bureaus
- Northern Nevada Development Authority
- Nevada Business Connections
- Chambers of Commerce + affiliates
- Sierra Nevada Association of Realtors
- Service Clubs + Organizations

Businesses:

- Art Supply Stores
- Dance Supply Stores

Narrative A.7.5 (at-risk pupil success): Not applicable.

Narrative A.7.5 (at-risk pupil enrollment): Not applicable.

SPECIAL STUDENT POPULATIONS

A.8: Special Student Populations

Narrative A.8.1 (assessment plans/process): The NEVADA PERFORMANCE ACADEMY operates as a public charter school with the State of Nevada for all special education purposes. Eligible students enrolled shall receive special education services in accordance with their individualized education plans (IEP). The NEVADA PERFORMANCE ACADEMY offers a full continuum of special education instruction and related services to ensure that all students receive a free appropriate public education. As with other school sites, not every service on the continuum of options is offered on site at all times. Therefore, a student who requires special education services may receive such services at another school site other than the charter school's main campus site if the IEP team is satisfied with this service option. These services will be in accordance with the student's IEP and Special Education Local Plan Area (SELPA) policy. Special education placements and related services available on site may include general education inclusion (virtual and face-to-face, when applicable), individual and small group instruction, speech and language therapy, and other designated instructional services. Other special education placements and services are available off-site, either in the district or in the other schools within the Carson City School District.

When providing services and programs to pupils with disabilities, the School will remain in compliance with the policies and procedures of the federal government and the State of Nevada. (See attached Special Education Policies and Procedures Manual.) Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act); Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes. The educational program for exceptional students will include the following:

- A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process;
- Free appropriate public education (FAPE) will be provided to every exceptional student enrolled in the School;
- Child Find Services - Child Find is the entry point for ESE services for children and their families in the school. The school will use Child Find Services to assure that all children who need special education and related services, receive a free appropriate education by locating, identifying, and obtaining services for children who have disabilities or special needs;
- Individual Education Plans (IEP)-designed to ensure students with disabilities are serviced according to their needs;
- Extended Year Services (EYS) - for students needing specialized services as required by students IEP;
- Least Restrictive Environment: students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;
- Federal and State Reports: Unless otherwise exempted by State of Nevada Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor

The school's Child Find program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services. When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before

a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

1. Develop an intervention plan for the student, to include:

a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;

b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;

c. The data to be collected to measure the student's level of performance and rate of learning;

d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.

2. Provide a copy of the intervention plan to the student's parents.

3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the Child's RESPONSE TO INTERVENTION, provide the NEVADA

DEPARTMENT OF EDUCATION POLICY STATEMENT - RESPONSE TO SCIENTIFIC,

RESEARCH-BASED INTERVENTIONS document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES

will be determined based upon the discrepancy analysis model.

4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.

5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:

a. Conduct the initial evaluation if the school that the student is suspected of having a disability; or

b. Provide PARENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with the principal or Special Education Designee.

If the school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation. A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's Child Find or general education intervention activities, school personnel recommend an evaluation. If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation

and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. In conducting the evaluation, the school must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to the school from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the School must review existing evaluation data and determine what, if any, additional assessments are necessary.

Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, School staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities. Services will be regularly and routinely monitored through the school principal or Special Education Designee to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School may employ such personnel as necessary dependent on student need determined from actual enrollment. If necessary personnel are not employed at the school, the School will contract with an approved Public Agency to provide these services. The school principal or special

education designee will serve as the point of contact for most special education service concerns. Similarly, the school principal or special education designee will ensure all students with disabilities are provided with the appropriate programs and services. Special education teachers who provide these services will be employed in compliance with the required policies of the State of Nevada for highly qualified teachers.

Special education staffing will be aligned pursuant to the requirements of the law. The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the State of Nevada Department of Education. A public agency shall provide a continuum of alternative placements to meet the needs of any pupil with a disability for special education and related services necessary to implement the individualized educational program for each pupil with a disability. This continuum must include, as appropriate:

(a) Consultative and supplementary services provided with regular class placement; and

(b) Instructing the pupil in: a regular class; a special class; a special school; a community-

based program; the pupil's home; a hospital; or an institution.

If the governing body of The NEVADA PERFORMANCE ACADEMY determines the school is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled at the school, the governing body of The NEVADA PERFORMANCE ACADEMY may request that the school district of residence of the student transfer the student to an appropriate school. The NEVADA PERFORMANCE ACADEMY'S governing body would request that the pupil be transferred pursuant to subsection 4 of NRS 386.580. The following would be undertaken: (1) the governing body of The NEVADA PERFORMANCE ACADEMY shall submit the request to the district within 10

days after the governing body of The NEVADA PERFORMANCE ACADEMY determines that the school is unable to provide an appropriate special education program and related services for the student; (2) the request to the district will be accompanied by an explanation of the facts and circumstances that led the governing board to determine that the school is unable to provide the appropriate special education program and related services for the student; and (3) a person employed by the governing body will be designated to verify to the district that the information submitted to the school district pursuant to NAC 386.605 is gathered in a format required by the school district. The IEP Team will review the IEP and determine appropriate placement considerations. The IEP will determine percentage of time in the regular education environment. A statement of jurisdiction for placement involving removal from regular education environments will be developed and written. This jurisdiction will explain why the IEP goals and objectives cannot by implemented in the regular education environments, including the reasons why the team rejected a less restrictive placement. A final statement of recognized harmful effects on the learning of the IEP student of other students which will affect the placement will be written.

Parental Consent: Initial provision of special education and related services must be signed before services are provided for the first time. Thereafter, consent is not necessary unless the student experiences a lapse in eligibility.

Students at the School who are of limited proficiency in English will be served by appropriately certified personnel who will follow the Sponsor's plan for Limited English Proficient Students (LEP) and the assurances therein. The mission of the School and its appropriately certified personnel is to prepare and develop successful bilingual, bicultural and biliterate students in an ever-increasing multicultural setting, equipped to meet the challenges of the 21st century as participatory citizens in a global society.

Students who are gifted/talented will be challenged with a more rigorous curriculum than typically offered to the traditional student (i.e. online AP courses, extensions of learning within traditional courses, etc.). Parents requesting that their child be identified and/or designated as gifted/talented will follow the provisions as indicated above for special education students.

All students will be regularly assessed to ensure that at-risk students are identified in a timely manner. Teachers will implement an intervention plan utilizing RtI interventions for students not making appropriate academic or behavioral progress. The parent or guardian of a student at risk for retention or failure will be notified in a timely manner to provide opportunities for intervention and remediation.

Narrative A.8.2 (rti model): Response to Intervention (RtI) is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). In addition, The National Association of State Directors of Special Education defined RtI as the practice of:

(1) providing high-quality instruction/intervention matched to student needs and

(2) using learning rate over time and level of performance

(3) to make important educational decisions to guide instruction.

RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. It is data-based decision making applied to education.

The essential components of RtI include:

- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

RtI is comprised of core principles that represent recommended RtI practices (Mellard, 2003).

These core principles represent systems that must be in place to ensure effective implementation of RtI systems and to establish a framework to guide and define the practice.

The following are Response to Intervention core principles.

1. Use scientific research-based interventions/instruction. The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and

instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions.

2. Monitor core curriculum classroom performance. General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or other standardized assessments.

3. Conduct universal screening-benchmarking. School staff will conduct universal screening in core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions).

Universal screening is the least intensive level of assessment completed within an RtI system and helps educators and parents identify students early who might be at-risk.

Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students at risk.

4. Use a multitier model of service delivery. The RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. The NEVADA PERFORMANCE ACADEMY has adopted a three-tier approach that will utilize the RtI Manual and the PEP Initiative listed in Attachment A.8.6

Narrative A.8.3 (revenues and expenditures): For special education budget see budget attachment Schedules Code 100 under Special Education teachers and form #4, 200 special programs for years 2013-2014 and 2014-2015.

Narrative A.8.4 (continuum of services): The NEVADA PERFORMANCE ACADEMY will have a continuum of services from least restrictive to more restrictive for all its special needs students. At the least restrictive end will be out of class supports such as consultations, virtual and face-to-face academic assistance, and tutoring. At the more restrictive end of the continuum will be special placements (either in a specific virtual course or at an assigned physical location for certain periods of time during the week). In between will be in class supports such as virtual co-teaching and physical co-teaching within the various learning options students can access (as detailed in Section A.3).

Attachment A.8.5 (policy assurance document)

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

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

POLICY ASSURANCES

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

- ☑ Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- ☑ Transmittal of Records (34 CFR 300.323; NAC 388.261)
- ☑ Procedural Safeguards (34 CFR 300. 300, 300.503, 300.504, 300.505; NAC 388.300)
- ☑ Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- ☑ Surrogate Parents (34 CFR 300.519; NAC 388.283)
- ☑ Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- ☑ Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- ☑ Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- ☑ IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- ☑ Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- ☑ Transfer Students (34 CFR 300.323; NAC 388.263)
- ☑ Discipline (34 CFR 300.536; NAC 388.265)
- ☑ Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- ☑ Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
The Nevada Performance Academy, EUGENE T. PASLOV, Member CTF	
Signature: Eugene T. Paslov	Date: 08/15/2012

The NEVADA PERFORMANCE ACADEMY
Carson City, NV
Date:

[**Recipient Name**]
[**Title**]
[**Street Address**]
[**City, ST ZIP Code**]

Dear [**Recipient Name**]:

We are writing to inform you that [**Child Name**] appears to be having some difficulties in the areas of Math and/or English and/or Science, or is failing to make adequate academic progress. Please be aware that failure in these subject areas or other subjects at the end of the current semester could require a referral to the P-E-P Program.

P-E-P is an intervention program to help your child become successful in school. Details can be found in the P-E-P brochure accompanying this letter.

The P-E-P Program is mandatory for all students failing Math, English or Science at The NEVADA PERFORMANCE ACADEMY, and may be assigned for other course failures as well. Participation in P-E-P may require that your child be on campus one or more days per week in order to participate in remediation activities.

We know you share our concern regarding your child's success in school. We will be monitoring your child's progress and certainly will make every attempt to help your child avoid failing courses, both now and in the future.

If you have any questions or would like more information about the P-E-P Program, feel free to contact us at any time.

Sincerely,

[YOUR NAME]

The NEVADA PERFORMANCE ACADEMY

The NEVADA PERFORMANCE ACADEMY "Personal Education Plan"

Sample Student

Age:

Grade:

Credits:

E-date:

Review Period: to

Counselor:

Date:

Academic Performance

Discipline and Attendance

Assessment Data

Family and Employment

Related Issues

Contract for Success

Prescription

Term

Conditions

Goals

Comments

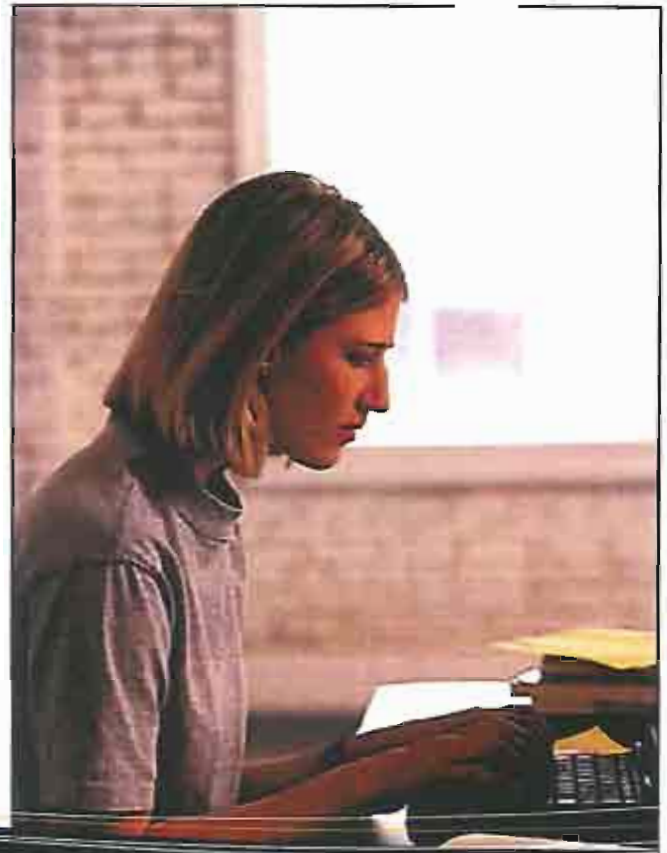
Additional Comments:

Student	Date	Counselor	Date
Parent/Guardian	Date	Administrator	Date

The NEVADA PERFORMANCE ACADEMY is dedicated to fostering excellent educational opportunities for all learners; attained by sustaining a coherent, aligned system of instruction resulting in successful student learning outcomes, and by understanding that the students are always more important than the school.

The NEVADA PERFORMANCE ACADEMY believes the P-E-P Program and the Contract for Success are useful and necessary tools to help students navigate their time at TNPA, which will help students complete courses, earn credits, pass the Proficiency Exams and obtain high school diplomas.

NEVADA
PERFORMANCE
ACADEMY



P-E-P Program

"A Little Pep Goes a Long Way!"

NEVADA
PERFORMANCE
ACADEMY

The NEVADA PERFORMANCE ACADEMY

Personal Education Plan and Contract for Success

Information and Overview

2013-14

What is P-E-P?

P-E-P stands for Personal Education Plan and is an intervention program operated by The NEVADA PERFORMANCE ACADEMY to address academic failure in core subject areas.

Why was my student identified?

Currently, to be identified for participation in P-E-P you must have failed both Math and English at the last grading period. Science will be added soon.

What do I have to do as the parent/guardian?

You and your student must meet with the P-E-P Team at your scheduled time and you will need to sign the P-E-P Contract for Success. Additionally, your student may be required to participate in performance assessments to further determine their abilities in the core subject areas.

Is P-E-P required?

Yes. Although the P-E-P Team for each pupil includes both the parent/guardian and the student, the P-E-P Contract for Success is developed by the school in order to reverse the current academic direction of the student.

What happens if my student doesn't participate?

The P-E-P Contract for Success is binding. If the student fails to attend or participate fully they will be dropped from The NEVADA PERFORMANCE ACADEMY and referred back to their home school.

When is P-E-P offered and when does it start?

P-E-P operates in the afternoon, Monday through Thursday from 12:30 to 4:30. P-E-P sessions will begin during the second semester of the academic year after first semester grades have posted.

Does my student have to come to every session?

It depends. Mondays and Thursdays are devoted to remediation, while Tuesday is reserved for skill building in the areas of organization, time, and technology, and Wednesday is specifically for students who are having a problem with access and motivation. Depending on what the P-E-P Team feels are the underlying issues causing the failure, your student may need to attend from one to four afternoons weekly.

Can my student still call or email for attendance?

No. This privilege is temporarily suspended during the student's participation in P-E-P.

When does P-E-P end?

The specifics for each student are outlined in the Contract for Success; however, a minimum of one semester is required to verify reversal of failure in the core academic areas.

My student isn't failing – can I still put them into P-E-P?

Sorry, but no. At this time The NEVADA PERFORMANCE ACADEMY resources require that we only offer this intervention to those with demonstrated failure. Be aware that we are working diligently to develop helpful preventive measures to keep students out of academic danger and hope to implement many of these in the very near future.

REMEDIATION

Combining leading-edge courseware, which targets specific skill deficit areas, with direct instruction and small groups, our Remediation program works to bring students up to speed as quickly as possible.

SKILL BUILDING

Focusing on skills related to technology manipulation, time management, organization, and studying, our Skill Building program works to get students ready to work independently.

ACCESS & MOTIVATION

Targeting issues specifically related to time on task, our Access & Motivation program works to give students the time and structure necessary to be successful in an online learning environment.

The NEVADA PERFORMANCE ACADEMY

Providing an Arts-embedded, Performance-oriented, Publically Funded Program of Instruction for All Nevada Students

NEVADA PERFORMANCE ACADEMY

RtI Reference Manual & General Operational Guidelines

Response to Intervention (RtI): Reference Model for Implementation

Part 1: Reading, Math, and Writing Instruction / Interventions
Part 2: Behavioral Instruction / Interventions

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INTRODUCTION: Response to Intervention (RtI) Manual

The purpose of this manual is to provide practitioners with a model for using the RtI process to make decisions on interventions for students with academic learning problems and/or social behavioral concerns. For some students, the intervention may include consideration of special education services.

This document is intended to provide guidance, provoke discussion and further our current efforts at implementing effective interventions for students with learning needs. It is also our county's first effort at addressing recent changes in federal regulations regarding the identification of students having a specific learning disability. IDEA 2004 included significant changes in the methodology for determining eligibility, and for the first time included the option to use Response to Intervention (RtI) as an alternative to the commonly used, but widely discredited, severe discrepancy model. Adopting the RtI model changes the focus from a 'wait and fail' process, that often resulted in delaying the provision of general and special education services, to one where services can be provided as School, classroom or individual data indicates a need.

The manual contains sections for implementing a three-tier model of instruction (see explanations below) in reading, math, writing and behavior. After the academic sections and within the behavioral section are suggested guidelines to consider when deciding on increasing or decreasing the intensity of services. A list of available academic and behavioral resources is also provided.

The core principles of RtI are:

- We can effectively teach all children
- Intervene early by identifying at-risk students through universal screening
- A multi-tier model of service delivery provides a systematic approach to support student learning
- Use a problem-solving model to make decisions within a multi-tier model
- Use scientific, research-based validated interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for three different purposes: screening, progress monitoring and diagnostic

The three tiers of instruction:

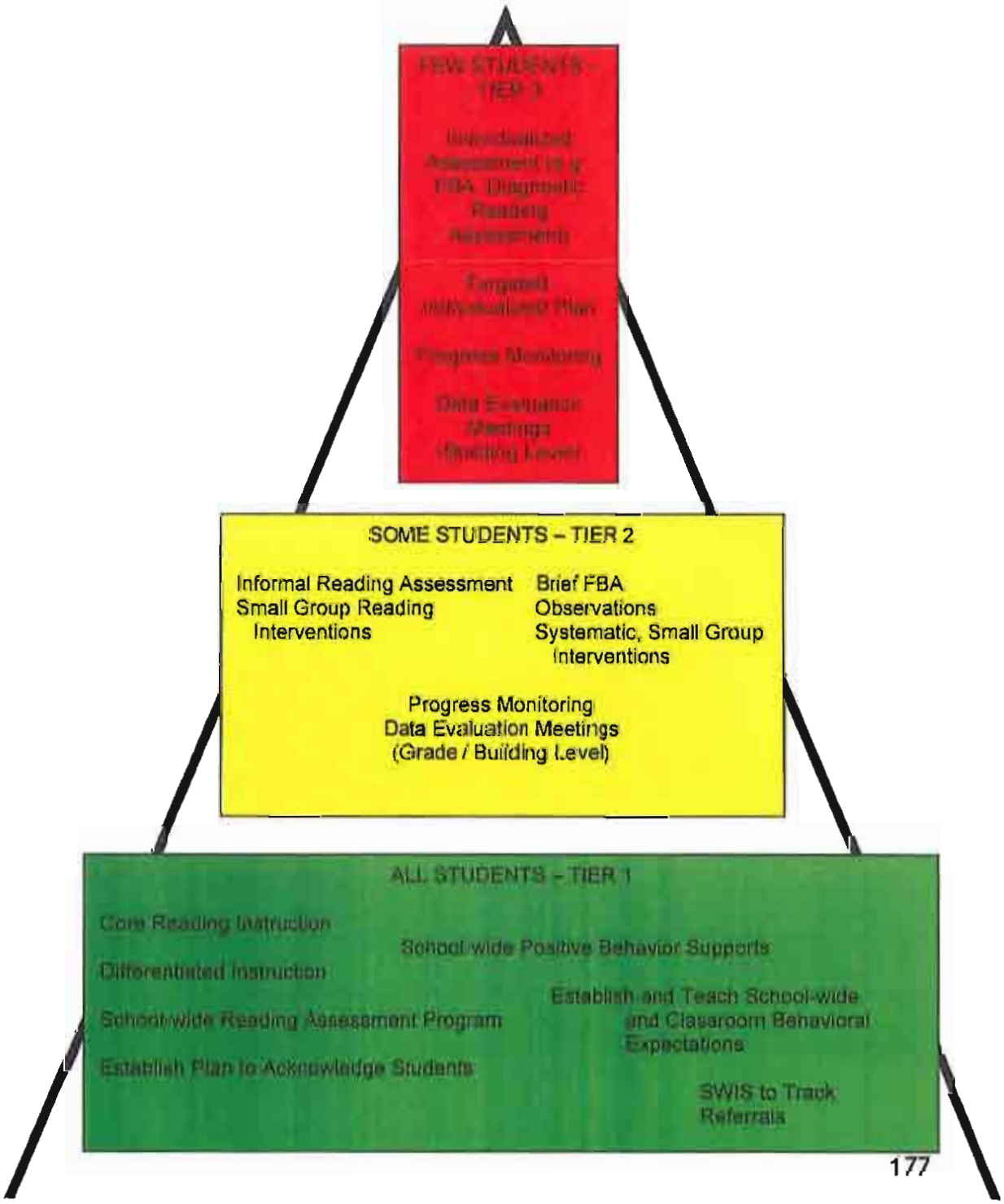
Tier 1 – The use of scientific, research-based programs or instructional strategies with all students to teach academic and social behavior skills in the general education setting. Differentiated instruction is also provided to students with diverse needs. In academic areas, benchmark (or screening) tests are given three times/year to assess student progress and identify students in need of different or more intense instruction. Academic data may be collected more frequently from at-risk students receiving differentiated instruction. Behavioral data is also collected throughout the year to identify students with behavioral concerns.

Tier 2 – The use of targeted, short term, scientific, research-based interventions, in addition to tier 1 instruction, to small groups of students who are not reaching grade level academic and/or behavioral goals with tier 1 differentiated instruction. Data is collected weekly to monthly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

Tier 3 – The use of intense, scientific, research-based interventions, in addition to tier 1 (and possibly tier 2) instruction, with individuals or small groups of students who are well below the academic and/or behavioral goals for their grade. Data is collected weekly to evaluate intervention effectiveness and to determine if intervention adjustments are needed.

If scientific, research based core instruction or interventions are not available in a content area, the use of best practice instructional programs/strategies is acceptable.

Providing Three Tiers of Support for ALL Students



Response to Intervention (RtI) Readiness Checklist

Purpose: To help schools determine their readiness in implementing an RtI model.

Status: Achieved, In process, Not started

1. High quality instructional and behavioral supports are in place.	
2. Scientific, research-based and/or best practice interventions are delivered in the areas of student difficulty by qualified personnel with expertise in the intervention used.	
3. Student progress is continually monitored (3 times a year for all, more often as needed.)	
4. Data-based documentation is maintained on each student.	
5. Systematic documentation verifies that interventions are implemented with fidelity, integrity and the intended intensity.	
6. Decisions are made by a collaborative team of school staff who review response data and other information required to ensure an informed decision.	
7. Interventions address the individual student's difficulties at the needed level of intensity and with the support of needed resources and personnel.	
8. A written document describing the specific components and structure of the process to be used is available to parents and professionals.	
9. Parent notification and involvement are documented.	

Part 1: Reading, Math, and Writing Instruction / Interventions

Three-Tier Process for Reading

The following pages describe a three-tier process used for teaching reading. This process is used to determine the intensity level of reading instruction needed by every student in school. The examples given refer to reading at the elementary level, since this is the area that has received the most research regarding the effectiveness of this process. Within each tier, the focus population, examples of effective programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier 1 - Core Instruction

Focus: All students in the class

Instructional Program/Goal: Scientific, research-based core curriculum. The instructional goal is to have 80% of the student population at a benchmark level only using the core reading curriculum with differentiated instruction.

Grouping: Large group and flexible small groups, virtual and face-to-face.

Recommended Time: Teachers should determine the length of their core reading block by using their students' reading assessment results (MAP Assessment).

Assessment: Benchmark (school wide) assessment at beginning, middle and end of academic year. The assessments should be brief, easy to administer and test 'big idea' skills that accurately predict overall reading achievement.

Intervention – Differentiated Instruction

Focus: Students who have scored low on school wide screening assessments. The intervention should target weak areas shown on these assessments or probe tests.

Interventionist: Course teacher.

Setting: Large group and flexible small groups, virtual and face-to-face.When students have a shorter reading block (e.g. 60 minutes), schools should consider doing differentiated instruction by adding additional reading time for at-risk readers. This intervention is implemented prior to Tier 2 interventions.

Frequency: 3-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly on targeted skill.

Parent notification for Tier 1 intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Schools can also consider using a form letter to all parents providing the information given for a Tier 3 notification. Although not required, the school may also want to contact parent to suggest at-home reading activities.

Tier 2 - Instruction and Strategic Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions, or students,
with very low screening scores, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

Group size for intervention: Flexible small groups, virtual and face-to-face.

Recommended Frequency: Approximately 30 min/day, 3 to 5 days per week in small groups, in addition to the core instruction.

Setting: Designated by the school, may be within or outside of the virtual and face-to-face classroom.

Assessment: Progress monitoring weekly on the target skill. School must decide on level of progress monitoring materials and aimline. If student is well below grade level, the school may want to alternate between using grade level assessments and instructional level assessments. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school (e.g., classroom teacher, reading teacher, Title I, paraprofessional, etc.).

Parent notification: Parent should be notified of school's intent to deliver Tier 2 services and be presented the student's current reading data. Consider suggesting at-home reading activities.

Parental Consent for Tier 2: None required, but since this intervention requires a schedule change, it is good practice to make the parent part of this decision-making process.

Tier 3 - Instruction and Intensive Intervention

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional Programs/Goal: Same choices as Tier 2. The immediate, short term instructional goal is to increase the student's reading skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Program Options:

1. Continue program implemented in Tier 2 intervention with greater frequency.
2. Implement a different scientific research-based intervention.
3. Continue Tier 2 intervention and add another complementary scientific research-based intervention.

Group size for intervention: Tutoring or small group instruction. It is important that the group members are at the same instructional level.

Recommended Frequency: 45-60 minutes a day of Tier 2/3 program, 3-5 days/week for a minimum of 8 – 12 weeks, in addition to the core instruction.

Setting: Same as Tier 2.

Assessment: Progress monitoring weekly (or twice a week) on the target skill. School must decide on level of progress monitoring materials and aimline. If student is significantly below grade level, consider alternating between using grade level assessments and instructional level assessments. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school or by the IEP Team if the student is already eligible for special education (e.g., classroom teacher, reading teacher, Title I, special education teacher, school psychologist).

Parent notification: The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the contact. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier 3: Consent is not needed if intervention is part of the student's general education program. Written consent is required to implement the initial individualized education program (IEP) for any student identified as having a disability under IDEA and requiring special education interventions.

Three-Tier Process for Mathematics

The following pages describe a three-tier process used for teaching mathematics. This process is used to determine the intensity level of math instruction needed by every student in school. Most of the examples given refer to math at the elementary level, since this is the area that has received the most research regarding the effectiveness of this process. However, using the response to intervention process in math has been investigated less than reading, so some of the recommendations may not have as much research support. Within each tier, the focus population, examples of effective instructional practices/programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier 1 - Core Instruction

Focus: All students in the class.

Instructional Goal: The instructional goal is to have 80% of the student population at a benchmark level only using the core math curriculum with differentiated instruction. The National Council of Teachers of Mathematics (NCTM) has also developed focal points to help schools and math book publishers narrow the amount of content covered in math, allowing for mastery of the skills taught.

Grouping: Large group and flexible small groups.

Recommended time: Schools should determine the length of their core math instructional block by using their students' math assessment results. One recommendation is 45 – 60 minutes a day.

Assessment: Benchmark (school wide) assessment at beginning, middle and end of academic year.

Intervention – Differentiated Instruction

Focus: Students who have scored low on school wide screening assessments or who are performing poorly in the classroom.

Examples of Tier 1 intervention strategies/materials/programs:

Provide differentiated instruction (with core materials, core supplemental materials, or other materials/programs) using the following research-based strategies in small groups students or with the use of computer programs)

- Make instruction more explicit in how to use specific skills and multi-step strategies.
- Teach and provide students with multiple opportunities to apply graphic representations to specific problems.
- Encourage students to verbalize their thinking and talk about the steps they use in solving a problem.
- Use once a week or twice a month formative assessments such as CBM that sample an array of topics covered throughout the school year.
- Provide peer-assisted learning opportunities with mixed-ability pairs of students.
- Provide the students with feedback, possibly using graphs of their performance.
- Provide the students with more practice to develop fluency with basic facts and computation procedures.
- Provide the students with more practice on solving similar conceptual or word problems

- Explicitly teach math vocabulary
- Consider the following accommodations:
  - Have the math content read to students with low reading skills.
  - When working on application problems, allow students with poor computation skills to use calculators.
- Consider increasing the student's motivation to succeed in math. (e.g., contracting for work completion/accuracy, chart or graph progress, etc.)

Interventionist: General education classroom teacher.

Setting: Flexible small groups, virtual and face-to-face, or if using a computer program, in a computer lab with supervision. This intervention is implemented prior to Tier 2 interventions.

Frequency: 2-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly. If targeted skill is very specific, then assessment items can focus on this skill; otherwise a math CBM test covering a variety of skills is recommended.

Parent notification for Tier 1 intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Although not required, the school may also want to contact parent to suggest at-home math activities.

Tier 2 - Instruction and Strategic Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions, or students, with very low screening scores, who require a more intensive program immediately.

Instructional program/Goal: Strategies / programs designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

Tier 2 programs should incorporate the following principles:

1. Instructional explicitness – the teacher directly shares the information the child needs to learn.
2. Instructional design minimizes the learning challenge – allows for only the correct interpretation through the use of precise explanations and the use of carefully sequenced examples.
3. Instruction provides a strong conceptual basis for the procedures that are taught.
4. Drill and practice are used for daily review.
5. Use of cumulative review.
6. Incorporate motivators to help students regulate their attention and behavior and to work hard.
7. On-going progress monitoring is used to determine whether a validated intervention is effective for a given student.

Examples of Tier 2 programs/strategies:

See programs/strategies listed in Tier 1, also

Examples of computer programs:

- Fastt Math
- Graph Club 2.0, Graph Master, Timeliner XE
- Math Tutor

Group size for intervention: Homogeneous, small group instruction. It is important that the group members be at the same instructional level.

Recommended frequency: Approximately 20-30 minutes / day, at least 2 to 3 days per week in small groups (or individually using computer programs) in addition to the core instruction.

Setting: Designated by the school, may be within or outside of the classroom.

Assessment: Progress monitoring weekly. School must decide on content of assessment (single skill or multiple skills), the level of progress monitoring materials, and aimline. If student is well below grade level, the school may want to alternate between using grade level assessments and instructional level assessments if using a multiple skill CBM test. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school (e.g., classroom teacher, math teacher, Title I, paraprofessional, etc.).

Parent notification: Parent should be notified of school's intent to deliver Tier 2 services and be presented the student's current reading data. Consider suggesting at-home reading activities.

Parental Consent for Tier 2: None required, but since this intervention requires a schedule change, it is good practice to make the parent part of this decision-making process.

Tier 3 - Instruction and Intensive Intervention

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional programs/Goal: Same choices as Tier 2. The immediate, short term instructional goal is to increase the student's math skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Program options:

1. Continue program implemented in Tier 2 intervention with greater frequency.
2. Implement a different scientific research-based / best practice supplemental intervention, or an alternative core program.
3. Continue Tier 2 intervention and add another complementary scientific research-based / best practice intervention.

Group size for intervention: Tutoring or small group instruction. It is important that the group members are at the same instructional level.

Recommended frequency: At least 30 minutes a day of Tier 2/3 program, 5 days/week for a minimum of 8 – 12 weeks, in addition to the core instruction.

Setting: Same as Tier 2.

Assessment: Progress monitoring weekly. School must decide on content of assessment (single skill or multiple skills), the level of progress monitoring materials, and aimline. If student is well below grade level, the school may want to alternate between using grade level assessments and instructional level assessments if using a multiple skill CBM test. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school or by the IEP Team if the student is already eligible for special education (e.g., classroom teacher, reading teacher, Title I, special education teacher, school psychologist).

Parent notification: The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the contact. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier 3: Consent is not needed if intervention is part of the student's general education program. Written consent is required to implement the initial individualized education program (IEP) for any student identified as having a disability under IDEA and requiring special education interventions.

Three-Tier Process for Written Expression

The following pages describe a three-tier process for teaching writing. This process is used to determine the intensity level of instruction needed by every student in school. Recommendations for instructional practices may pertain to elementary and/or secondary classrooms. The response-to-intervention process in writing has been investigated less than reading, so some of the recommendations may not have as much research support. Within each tier, the focus population, examples of effective instructional practices/programs, group size, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed.

Tier 1 - Core Instruction

Focus: All students in the class.

Instructional Goal: The instructional goal is to have 80% of the student population at a benchmark level only using the core writing curriculum with differentiated instruction.

Grouping: Large group and flexible small groups.

Recommended time: Schools should determine the length of their core writing instructional block by using their students' writing assessment results. Instruction should occur regulalry and, should focus on the mechanics, conventions, and process of writing.

Assessment: Curriculum-based measurement tests, which can be used for benchmark or progress monitoring assessments. CBM assessments can also be easily developed in the areas of spelling and written expression.

Administration and scoring of these assessments may vary slightly so it is important to select only one method to use. Scoring may also vary between elementary and secondary students for written expression

Test schedule:

Benchmark testing at the beginning, middle and end of year. Select a test format and scoring option appropriate for the grades being tested. An example of this is:

Intervention – Differentiated Instruction

Focus: Students who have scored low on school wide screening assessments or who are performing poorly in the classroom.

Examples of Tier 1 intervention strategies/materials/programs:

Provide differentiated instruction (with core materials, core supplemental materials, or other materials/programs) using the following research-based strategies in small groups of students or with the use of computer programs.

Handwriting:

- Provide students with plenty of opportunities to write.
- Eliminate interfering habits that may reduce handwriting fluency.
- Have students copy a short passage several times, asking them write it a little faster each time.
- Provide practice tracing, copying, and writing the letter from memory.

- Keep instructional sessions short, with frequent reviews and practice.
- Ask students to identify or circle their best formed letter or letters.
- Encourage students to correct or rewrite poorly formed letters.
- Ask students to set goals for improving specific aspects of their handwriting
- Allot 75 to 100 minutes per week to handwriting instruction
- Dramatize student's progress in handwriting through the use of charts or graphs, praise, or posting neatly written papers.
- Place special emphasis on the teaching of difficult letters, such as a, j, k, n, q, u, and z as well as reversals.
- Ensure that the student masters one style of handwriting before introducing a second style.

Spelling:

- Focus initial spelling instruction on sound-symbol relationships, word patterns and memorizing high-frequency, irregularly spelled words.
- Use classwide peer tutoring procedures to practice spelling
- Provide the students with word lists, word walls and personalized dictionaries.
- Teach the students to use hardcopy or online dictionaries
- Teach the students to use word processing spell checkers.
- Continue to practice words previously taught to ensure retention.

Sentence / Paragraph:

- Use sentence or paragraph frames to prompt students to write sentences and paragraphs.
- Provide examples and non-examples of new skills and genres.
- To teach students to write complex sentences, use sentence expansion and sentence combining techniques.
- Use graphic organizers to help students write down their thoughts/research and organize their writing.
- Teach students explicit strategies for process writing such as Self-Regulated Strategy Development and Cognitive Strategy Instruction.

Other general strategies / adaptations:

- Help with planning a story: talk-out story in advance of writing it, use webs or graphic organizers to generate and sequence ideas, draw pictures of what would happen in the story.
- Provide revising checklists.
- Provide shorter or easier writing assignments.
- Allow weaker writers to dictate story or write with a keyboard.
- Allow students to share writing with peers, help others, select own writing topics.

Interventionist: General education classroom teacher.

Setting: Flexible small groups, virtual and face-to-face.

Frequency: 2-5 days a week.

Assessment: It is recommended that progress be monitored weekly to monthly. If targeted skill is very specific (e.g., letter formation, handwriting fluency, spelling), then assessment items can focus on this skill; otherwise the written expression CBM test can be used.

Parent notification for Tier 1 intervention: As best practice, the parent should be informed of universal screening results and Tier 1 differentiated instruction. Although not required, the school may also want to contact parent to suggest at-home writing activities. Some available parent resources are:

Tier 2 - Instruction and Strategic Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions, or students,
with very low screening scores, who require a more intensive program immediately.

Instructional program/Goal: Strategies / programs designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

Tier 2 strategies / programs should incorporate the following ideas:

- Intervene early, providing a coherent and sustained effort to improve the writing skills of children who have difficulty writing.
- Identify and address academic and nonacademic roadblocks to writing and school success
- Writing instruction should include explicit teaching in weak component areas, coupled with the application of writing strategies involving planning, organizing, and revising content and the use of cumulative review.
- Writing instruction should include time devoted to both the mechanics and the process of
  writing, adhering to a basic framework of planning, writing, and revision
- Employ technological tools that improve writing performance if needed.
- Incorporate motivators to help students regulate their attention and behavior and to work
  hard. Techniques for building motivation can be very helpful; these techniques include
  emphasizing the roles of effort and persistence in developing good writing, and, when
  possible, providing choices in writing tasks.
- On-going progress monitoring is used to determine whether a validated intervention is
  effective for a given student.

Group size for intervention: Homogeneous small group instruction. It is important that the group members be at the same instructional level.

Recommended frequency: Approximately 20-30 minutes / day, at least 2 to 3 days per week in small groups (or individually using computer programs) in addition to the core instruction.

Setting: Designated by the school, may be within or outside of the classroom.

Assessment: Progress monitoring weekly. School must decide on content of assessment (i.e., handwriting, spelling, pre-writing, and/or writing) and aimline. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school (e.g., classroom teacher, writing teacher, Title I, paraprofessional, etc.).

Parent notification: Parent should be notified of school's intent to deliver Tier 2 services and be presented the student's current writing data. Consider suggesting at-home writing activities.

Parental Consent for Tier 2: None required, but since this intervention requires a schedule change, it is good practice to make the parent part of this decision-making process.

Tier 3 - Instruction and Intensive Intervention

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional programs/Goal: Same as Tier 2. The instructional goal is to increase the student's writing skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Program options:

1. Continue program implemented in Tier 2 intervention with greater frequency.
2. Continue Tier 2 intervention and add another complementary scientific research-based / best practice intervention.
3. Discontinue Tier 2 intervention and select a more intensive intervention strategy/program.

Group size for intervention: Tutoring or small group instruction. It is important that the group members are at the same instructional level.

Recommended frequency: At least 30 minutes a day of Tier 2/3 program, 3-5 days/week for a minimum of 8 – 12 weeks, in addition to the core instruction.

Setting: Same as Tier 2.

Assessment: Progress monitoring weekly. School must decide on content of assessment (i.e., handwriting, spelling, pre-writing, and/or writing) and aimline. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

Interventionist: Personnel determined by the school or by the IEP Team if the student is already eligible for special education (e.g., classroom teacher, reading teacher, Title I, special education teacher, school psychologist).

Parent notification: The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email or in-person contact and document the contact. The parent should be notified about (a) the state's policies regarding the amount and nature of student performance data that will be collected and the general education services that will be provided, (b) strategies for increasing the student's rate of learning, (c) the parent's right to request a special education evaluation at any time in the RTI process, (d) the student's recent academic data, and (e) the type of intervention proposed and the rationale for the intervention.

Parental Consent for Tier 3: Consent is not needed if intervention is part of the student's general education program. Written consent is required to implement the initial individualized education program (IEP) for any student identified as having a disability under IDEA and requiring special education interventions.

Decision Considerations For Increasing or Decreasing Intensity of Academic Interventions

Decision considerations (made at grade level or school assistance team meetings) before placing a student in a Tier 2 intervention:

1. The school should ensure that a Tier 1 intervention was implemented with fidelity for at least 6 – 8 weeks, 2 - 5 times a week before considering a Tier 2 intervention.
2. Progress monitoring has been completed weekly for the last 3-4 weeks.
3. Progress monitoring data shows that student is still at an 'at-risk' level, below a School specified percentile rank, and/or not making progress (data below School-specified aimline).
4. Student's performance is low in other reading, math and/or writing activities in the classroom.
5. Motivation, behavior and attendance issues were ruled out as significant causative factors for low classroom performance with students who have average academic skills. For students who have below average academic skills, these issues should be addressed at the same time as the Tier 2 intervention.
6. General education can verify through principal or itinerant staff observations, and/or other documentation that scientific, research-based (or best practice) core instruction and interventions were implemented with fidelity.
7. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.

Exceptions:

1. If a student tests at an 'at-risk' level on a school wide assessment, the school may want to start a Tier 2 intervention immediately in addition to the Tier 1 intervention. (See Tier 2: Instruction and Intervention)
2. If the student is well below average (i.e., at an at risk level on school wide assessment, reading, math and/or writing scores below the 6th percentile on a nationally normed test, and among the lowest reading, math and/or writing students in his/her grade) the school may want to start a Tier 3 intervention immediately in addition to the Tier 1 intervention. (See Tier 3: Instruction and Intervention)

Decision considerations (made at grade level or school assistance team meetings) when assessing Tier 2 intervention:

1. Consider discontinuing Tier 2 intervention when the following conditions exist:
   a. The student has met the end of year grade level benchmark score on the last 3 progress monitoring assessments and classroom performance has improved, or
   b. The student's progress monitoring scores are at or above the aimline for last 3 assessments, the scores are all above the 25th percentile using the next benchmark test

period norms, (but below the end-of-year benchmark level), classroom performance has improved and capacity makes it difficult to continue intervention. Maintain Tier 1 intervention.

2. Consider continuing Tier 2 intervention (with Tier 1 intervention) when the following conditions exist:
   a. The student's progress monitoring scores are increasing but below the 25th percentile, or
   b. The student's progress monitoring scores are increasing, are above the 25th percentile but below end-of-year benchmark goal and capacity exists to continue intervention, or
   c. The student classroom performance is still low despite increasing progress monitoring scores on grade level assessments. Consider behavior, motivation, or targeting generalization skills.)
3. Consider Tier 3 intervention (with Tier 1 intervention) when the following conditions exist:
   a. Progress monitoring scores remain below 10th percentile, with a flat or declining trend line.
   b. Student's performance is significantly below grade level expectations on academic activities in the classroom.
   c. Tier 2 intervention was implemented for 8 – 12 weeks. (Consider another Tier 2 intervention for 8 – 12 weeks before moving to Tier 3 if the student's performance can be improved with a different intervention that does not require an increase in instructional time.)
   d. Adjustments were made to intervention after every 3 - 4 consecutive weeks of flat or declining progress monitoring scores.
   e. Motivation, behavior and attendance issues were ruled out as significant causative factors for low classroom performance with students who have average academic skills. For students who have below average academic skills, these issues should be addressed at the same time as the Tier 3 intervention.
   f. General education can verify through principal or itinerant staff observations, and/or other documentation that scientific research-based (or best practice) core instruction and interventions were implemented with fidelity.
   g. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.

Decision considerations (made at school assistance team meeting) when assessing Tier 3 intervention:

1. Consider discontinuing Tier 3 intervention when the following conditions exist:
   a. The student has met the end of year grade level benchmark score on the last 3 progress monitoring assessments and classroom performance has improved. (Consider continuing Tier 1 intervention), or
   b. The student's progress monitoring scores are at or above the aimline for last 3 assessments, the scores are all above the 25th percentile using the next benchmark test period norms, (but below the end-of-year benchmark level), classroom performance has improved and capacity makes it difficult to continue intervention. Should continue Tier 1 intervention, and if capacity exists, provide Tier 2 intervention.
2. Consider discontinuing Tier 3 intervention but continuing Tier 1 and 2 interventions when the student's progress monitoring scores are between 10th and 25th percentile using the next benchmark test period norms and trend line shows progress.

3. Consider continuing Tier 3 intervention in general education when the student's progress monitoring scores remain below 10th percentile, trend line shows progress, and capacity exists to continue.

4. When the RTI option is used for the SLD determination process, consider Special Education referral when the following conditions exist:

   a. Progress monitoring scores remain below the 10th percentile on grade level measures and flat /declining trend line on below grade level measures.
   b. Tier 3 program was implemented for 8 – 12 weeks.
   c. Adjustments were made after every 3 – 4 consecutive weeks of flat or declining progress monitoring scores.
   d. Student's performance is significantly below grade level expectations on academic activities in the classroom.
   e. Motivation, behavior, and attendance issues were ruled out as the primary determinant of low achievement.
   f. General education can verify through principal or itinerant staff observations, and/or other documentation that core instruction and scientific research-based (or best practice) interventions were implemented with fidelity.
   g. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.
   h. Student's test results on School assessments (e.g., NWEA,) or state assessments (e.g., CRT, HSPE) were significantly below grade level expectations.
   i. The intensity of the intervention required cannot be sustained over time in general education.

NOTE: These considerations are not intended to prevent a referral for special education as required by IDEA, i.e., whenever the School suspects a disability. IDEA also protects the right of the parent to request a special education evaluation at any time, irrespective of where the School may be in an RTI process.

Academic RtI Resources

Academic RtI Bibliography
Books, websites, articles and videos providing more information and instruction on the academic RtI model.

Definitions of Academic RtI Terms

Examples of Differentiated Instruction and Tier 1,2,3 Data Collection Worksheets
These may be used or modified to help schools document the implementation of differentiated instruction or interventions provided to students and evaluate the student's progress.

Programs/Instruction Fidelity Checklist
This checklist may be used to help schools determine if a specific program is being implemented with fidelity and if the teacher is using research-based instructional techniques.

Evaluating Explicit Instruction and Systematic Curriculum
This checklist may be used by schools to evaluate and/or document instructional practices for explicitness and whether or not they are using a systematic curriculum.

Academic Skills Checklists
These checklists may be used or modified to help document diagnostic information in the areas of reading, math and writing.

Other Effective Instructional Writing Practices
Recommended writing practices for students in all grades.

Involving Parents in the RTI Process
Ideas for helping parents understand the process and encourage their involvement.

Academic RtI Bibliography

Reading Research / Reading First Websites

http://www.fcrr.org/
(Florida Center for Reading Research – Rates many supplemental programs, provides black masters for differentiated instruction activities for grades K – 5, information on reading assessment programs, reading research, etc.)

http://www.texasreading.org/utcrla/
(Vaughn-Gross Center for Reading and Language Arts at the University of Texas – Contains information on 3-tier instruction, reading interventions, reading research, etc.)

http://oregonreadingfirst.uoregon.edu/
(State of Oregon Reading First Site – Contains information on basal and supplemental program reviews, reading assessments, professional development, etc.)

Universal Screening and Progress Monitoring Assessment Information

http://dibels.uoregon.edu/
(DIBELS – K-6 Reading Assessment)

http://www.aimsweb.com/
(AIMSweb – K-8 Assessments for reading, math, writing and spelling)

http://www.studentprogress.org/
(National Center for Student Progress Monitoring – has reviews of several progress monitoring assessments and other progress monitoring information)

RtI Books / Videos

The RtI Guide: Developing and Implementing a Model in Your Schools, John E. McCook, Ed.D., LRP Publications, 2006

The RtI Toolkit: A Practical Guide for Schools, Jim Wright, Research Press, 2007

Response to Intervention – Enhancing the Learning of All Children, Michigan Association of Administrators of Special Education, 2006

Response to Intervention – Policy Considerations and Implementation, National Association of State Directors of Special Education, Inc., 2005

Getting Ready for RtI: Staff Training on Key Principles, Implementation Issues, Contributing Editors, John E. McCook, Ed.D. and Joseph C. Witt, Ph.D., LRP Publications, 2006
(LRP Publications has many books, articles and recorded presentations on RTI. See: http://www.shoplrp.com/gen_ed/cat-rti.html

Annual Growth, Catch-Up Growth, Lynn Fielding, Nancy Kerr, and Paul Rosier, National Children's Reading Foundation, 2007

State /County RtI Implementation Websites

http://www.kcs.k12tn.net/cbm/rti-index.htm
(Knox County Schools – Knoxville, Tennessee)

http://www.k12.wa.us/SpecialEd/RTI.aspx
(State of Washington)

http://www.iowa.gov/educate/content/view/595/926/1/2/
(Iowa Department of Education – see 'Supporting Documents')

http://www.nasponline.org/advocacy/rtistatedistrict.pdf
(NASP list of other state and district RTI websites)

RtI Web Resources

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf
(Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. A 'What Works Clearinghouse' IES Practice Guide)

http://www.rti4success.org/
National Center on Response to Intervention

www.interventioncentral.org

www.jimwrightonline.com/php/rti/rti_wire.php

http://www.joewitt.org/

http://www.ncld.org/content/view/1002/389/
(National Center for Learning Disabilities)

http://www.nasponline.org/resources/factsheets/rtiprimer.aspx
(Response to Intervention: A Primer for Parents)

http://www.asha.org/NR/rdonlyres/52CD996A-16A9-4DBE-A2A3-EB5FA0BE32EB/0/rti_role_definitions.pdf
(New Roles in Response to Intervention: Creating Success for Schools and Children.
A comprehensive report detailing how RtI changes the job responsibilities for General Education Teachers, Special Education Teachers, Speech and Language Therapists, Social Workers, School Psychologists, Parents and Families, Reading Specialists, Reading Intervention Specialists, and anyone associated with Learning Disabilities. Each description was written by the national organizations representing these groups (National Education Association, Division for Learning Disabilities of the Council for Exceptional Children, American Speech-Language-Hearing Association, School Social Work Association of America, National Association of School Psychologists, Learning Disabilities Association of America, International Reading Association, International Dyslexia Association and the National Center for Learning Disabilities)

http://www.readingrockets.org/article/14596
(RTI and Reading: Response to Intervention in a Nutshell)

http://www.ncld.org/content/view/1329/389
Response to Intervention at the High School Level

http://www.promisingpractices.net/programs_topic_list.asp?topicid=28
(Promising Practices Network: Programs that Work)

http://ies.ed.gov/ncee/wwc/
(What Works Clearinghouse)

And of course:
http://en.wikipedia.org/wiki/Response_to_intervention

Math Resources

National Math Panel Report, http://www.ed.gov/about/bdscomm/list/mathpanel/index.html

National Council of Teacher of Mathematics Focal Points,
http://www.nctmmedia.org/cfp/focal_points_by_grade.pdf

"Effective Instructional Practices for Students with Difficulties in Mathematics: Findings from a Research Synthesis," by Russell Gersten, Scott Baker and David Chard,
http://www.centeroninstruction.org/files/Russell%20Gersten%20David%20Chard%20Effective%20Instruction1.pdf

"Tools for Understanding: A Resource Guide for Extending Mathematical Understanding in Secondary Schools," by John Woodward and Juliet Baxter, http://www2.ups.edu/community/tofu/

"Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice," by Lynn S. Fuchs, Ph.D., Douglas Fuchs, Ph.D., Sarah R. Powell, M.S., Pamela M. Seethaler, M.S., Paul T. Cirino, Ph.D., and Jack M. Fletcher, Ph.D.
http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2547080

Tier 1 math interventions from:

Intervention Central (15 interventions covering computation, applied problems, vocabulary, self-monitoring, test taking, journaling and reviewing).
(http://www.jimwrightonline.com/php/interventionista/interventionista_intv_list.php?prob_type=mathematics

Scripted interventions from Intervention Central – computation and graphing
(www.interventioncentral.com)

Ottawa Intermediate School District
http://www.oaisd.org/1097208872546153/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=53915&1097208872546153Nav=|443|&NodeID=443

John Woodward http://www2.ups.edu/faculty/woodward/downloads.htm

Tools for Understanding: A Resource Guide for Extending Mathematical Understanding in Secondary Schools at http://www2.ups.edu/community/tofu/

Error patterns in computation (7th ed.). Ashlock, R.B. (1998). Upper Saddle River, NJ: Merrill. [Mainly good for assessment]

Designing effective mathematics instruction: A direct instruction approach. Stein, M., Silbert, J., & Carnine, D. (1997). Upper Saddle River, NJ: Merrill. (K-6 & remedial)

RTI & Math: The Classroom Connection, Kemp, Karen A., Eaton, Mary Ann, and Poole, Sharon, (2008), National Professional Resources, Inc./Dude Publications

Writing Resources

"Prevention and Intervention for Struggling Writers," by Steve Graham and Karen Harris, in Interventions for Academic and Behavior Problems II, http://www.nasponline.org/publications/booksproducts/interventions.aspx

Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities, by: Steven Graham, Karen R. Harris, and Lynn Larsen 2001

"Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools," by Steve Graham and Dolores Perin, 2007

"Teaching Expressive Writing to Students with Learning Disabilities," by Russell Gersten, Scott Baker and Lana Edwards, 1999, http://www.ldonline.org/article/6201

Center for Accelerating Student Learning (CASL), http://kc.vanderbilt.edu/CASL/index.html

"Components of Effective Writing Instruction," by Louise Spear-Swerling, 2006 http://www.ldonline.org/spearswerling/8002

"An Introduction to Writing Instruction for Secondary Students," 2003, http://www.texasreading.org/utcrla/materials/secondary_writing_se.asp

Writing Better, Effective Strategies for Teaching Students with Learning Difficulties, by Steve Graham and Karen Harris, 2005, http://www.brookespublishing.com/store/books/graham-7047/index.htm

6+1 Trait Writing Rubrics, http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF

Other writing intervention resources can be found online from various sites such as:

http://www.unc.edu/depts/wcweb/handouts/

http://www.k8accesscenter.org/training_resources/languagearts.asp#Wbrief

http://owl.english.purdue.edu/internet/owls/writing-labs.html

http://www.jimwrightonline.com/php/interventionista/interventionista_intv_list.php?prob_type=writing

http://www.jimwrightonline.com/pdfdocs/AZ/wright_writing_skills_checklist.pdf

Definitions of Academic RTI Terms

Term:	Definition:
Accommodation	A change in the student's educational program that may include allowing greater or easier access to instruction (e.g., preferential seating, tests/assignments read to student), different ways for the student to respond (e.g., oral testing, individual/small group testing), or a reduction in the amount of learning required (e.g., reduced assignments). These are not considered instructional interventions since they do not address instructional programming (e.g. increasing instructional time, changing instructional methods, using scientific research based programs) .
Aimline	The projected rate of change in performance over a period of weeks or months. The rate may be based upon the difference between baseline data and the benchmark goal or based upon research-based weekly rate change expectations.
Benchmark	A short term or long term assessment goal that indicates that the student is on grade level.
Best Practice Instruction	Instruction that has some evidence of effectiveness but has not been scientifically proven to be effective in a variety of settings with the targeted population.
Continuum of Services	A range of services that vary by the type of instructional intervention (e.g., differentiated instruction, supplemental programs), time (e.g., within the core period, additional half hour of instruction, 3 times a week; additional hour of instruction, 5 times a week), and/or location (e.g., within the general education classroom, Title 1 room, resource room, self-contained room).
Core Instruction	All of the daily instruction taught to all of the students in the classroom in a given core subject. This instruction may include the use of a scientific research based basal program, differentiated instruction and various ways of grouping students (e.g., whole group, flexible small groups).
Differentiated instruction	Classroom instruction targeting specific academic skills based on assessment data. The skills may be at, above or below expected levels.
Exclusionary factors	Factors that may cause low achievement and would exclude the student from being certified as Learning Disabled. Examples of exclusionary factors include lack of appropriate instruction in reading or math, limited English proficiency; visual, hearing, motor or other physical problems, mental retardation, emotional disturbance, cultural factors, and environment or economic disadvantages.
Fidelity/Integrity of Intervention	The degree to which an intervention is implemented as intended.

Intervention	A change in the student's instructional program (e.g., increasing time, changing instructional methods, changing, modifying, or adding scientific research based instructional program) with the goal of improving the student's academic skills. Accommodations are not considered academic interventions.
Intervention decision making rules	3 – 4 consecutive weeks below aimline: modify intervention. 3 – 4 consecutive weeks around the aimline: continue the intervention. 3 – 4 weeks above the aimline: consider increasing the rate goal. 3 – 4 weeks at the benchmark level: discontinue intervention if the student is at grade level. If the measure of student progress involved using below grade level tests, move to a higher grade level assessment.
Percentile rank / score	A score that compares how a student performed on a test with other students of the same grade or age. The percentile rank or score tells the percentage of students who scored below the student's score.
Progress monitoring	Brief, repeated testing of a particular academic skill used to assess student performance and evaluate the effectiveness of instruction. The testing is usually done weekly, but may also be done twice a week or every two weeks. The tests assess the same skill each time and are similar in their format, but are not identical in content.
Research-based intervention	An intervention based on previously proven strategies used in other interventions. However, the particular intervention may not have evidence supporting its own effectiveness.
Response to Intervention (RTI)	A research-based approach to providing students with the type and amount of instruction needed to reach grade level goals. RTI involves (1) early identification of students not achieving at benchmark, (2) scientific, research-based (or best practice) instruction and interventions matched to student need and delivered as soon as possible, (3) frequent monitoring of student progress to measure the rate of actual performance change after an intervention has been implemented, and (4) use of student data to make educational decisions regarding the student's curriculum, instruction and placement.
Scientific, research-based intervention	A research-based intervention that has been proven to be successful when implemented with fidelity. Also called an 'evidence-based intervention.'
Screening	A brief test(s) usually given at one sitting to determine the approximate skill level of a student. Screening test results cannot be used for determining special education eligibility.

Severe discrepancy	A difference between two scores or skills that is both statistically significant (not likely due to chance) and educationally significant (meaningful in the classroom).
Supplemental Programs	Instructional programs used to supplement, but not replace, the core instructional program.
Three-tier intervention process	A three-step process for providing general education interventions. The first step (or tier) consists of intervening (via differentiated instruction) within the student's general education classroom during the scheduled core instructional period. The second tier, which is done in addition to the first tier intervention, consists of a targeted, supplemental intervention implemented outside the scheduled instructional period. A second tier intervention is usually implemented 3 – 5 days a week, 30 minutes per session. The third tier, which is also done in addition to the first tier intervention, consists of a targeted, but more intensive intervention also implemented outside the scheduled instructional period. A third tier intervention is implemented daily for 60 minutes.
Universal Screening	The administration of brief screening assessments of academic skills (e.g., DIBELS, AIMSweb) to all students in a grade, or school, to determine if students are meeting the grade-level benchmark goal or if not, the level of intervention needed to help them meet the goal.

Differentiated Instruction (DI) Documentation Subject: _____

Students in group: _____ _____
_____ _____
_____ _____

Monday	Tuesday	Wednesday	Thursday	Friday
Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:
Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:
Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:
Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:
Date: Length of DI Period: Focus of Instruction: Absent	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:	Date: Length of DI Period: Focus of Instruction: Absent:

Tier 1 Intervention Plan and Monitoring Sheet

Student:	Teacher:	Grade: Date:
Targeted behavior:		
Most recent benchmark data test:	Benchmark score:	Date of test:
Current core instructional program:		Time taught:
Proposed in-class intervention:		
Interventionist:		Start date:
Schedule for intervention (circle): 3 times/ week	4 times / week	Every day

Progress monitoring

Assessment Tool: _____

Schedule (circle): Twice a week Once a week Once every two weeks

Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 – 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate
___ At targeted rate
___ Below targeted rate

___ Intervention no longer needed
___ Continue intervention
___ Modify intervention (Explain _____)
___ Start new in-class intervention (Explain _____)

Data Check 2 (After 6 – 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate
___ At targeted rate
___ Below targeted rate

___ Intervention no longer needed
___ Continue intervention
___ Modify intervention (Explain _____)
___ Start new in-class intervention (Explain _____)
___ Refer for Tier 2 Intervention

Data Check 3 (After 9 – 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate
___ At targeted rate
___ Below targeted rate

___ Intervention no longer needed
___ Continue intervention
___ Modify intervention (Explain _____)
___ Start new in-class intervention

(Explain
_____)

___ Refer for Tier 2 Intervention

Verification of Tier 1 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method:

_____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Tier 2 Intervention Plan and Monitoring Sheet

Student:	Teacher:	Grade: Date:
Targeted behavior:		
Baseline data test:	Baseline score:	Current score:
Proposed Tier 2 intervention:		Start date:
Schedule for intervention (circle): 3 4 5 times / week	Group size:	
Interventionist:	Where:	When:
Continued Tier 1 intervention:		

Progress monitoring

Assessment Tool: _____

Schedule (circle): Twice a week Once a week Once every two weeks

Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 2 (After 6 - 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 3 (After 9 - 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 4 (After 12 - 16 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed

Student:	Teacher:	Grade: Date:
Targeted behavior:		
Baseline data test:	Baseline score:	Current score:
Proposed Tier 2/3 intervention(s):		Start date:
Schedule for intervention (circle): 3 4 5 times / week	Group size:	
Interventionist:	Where:	When:
Continued Tier 1 intervention:		

___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
___ Start new intervention (Explain _____)
___ Refer for Tier 3 Intervention

Verification of Tier 2 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Tier 3 Intervention Plan and Monitoring Sheet

Progress monitoring

Assessment Tool: _____

Schedule (circle): Twice a week Once a week Once every two weeks

Rate of Improvement Goal Per Week: _____

Data Check 1 (After 3 - 4 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 2 (After 6 - 8 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 3 (After 9 – 12 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)

Data Check 4 (After 12 - 16 weeks) – Current Progress Monitoring Score: _____ Date: _____

___ Above targeted rate ___ Intervention no longer needed
___ At targeted rate ___ Continue intervention
___ Below targeted rate ___ Modify intervention (Explain _____)
___ Start new intervention (Explain _____)
___ Refer for Special Education Evaluation

Verification of Tier 3 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

Check days intervention was done. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Program/Instruction Fidelity Observation Checklist

Teacher:	Grade:	Date:
Observer:	Time Spent Observing:	Subject:
Program/Lesson:	Name of Group:	Number of Students:
Special Considerations:		

Program:

1. Is the program/instruction appropriate for the instructional needs of the student(s)?

Comments:

2. Has the teacher been trained in using the program?

Comments:

3. Did the teacher follow the program's guidelines/procedures/script for delivering the instruction?

Comments:

4. Is the program/instruction being delivered with sufficient intensity (minutes per day and times per week) to ensure adequate content coverage and academic progress for most students?

Comments:

5. Did the teacher assess the student(s) frequently enough to accurately assess the student's progress and, if necessary, make adjustments to the instruction?

Comments:

Other Instructional Considerations (from Oregon Reading First):

1. Did the instructor model instructional tasks when appropriate?

Comments:

2. Did the instructor provide explicit instruction?

Comments:

3. Did the instructor engage students in meaningful interactions with language during lesson?

Comments

4. Did the instructor provide multiple opportunities for students to practice instructional tasks?

Comments

5. Did the instructor provide corrective feedback after initial student incorrect responses?

Comments

6. Were students engaged in the lesson during teacher-led instruction?

Comments

7. Were students engaged in the lesson during independent work?

Comments

8. Were students successfully completing activities at a high criterion level of performance?

Comments

9. Did the instructor encourage student effort?

Comments

Observation Feedback

Areas Implemented Well:
Identified Area(s) for Student Support:
Action Plan:
Follow-Up Date:

Worksheet for Evaluating Explicit Instruction and Systematic Curriculum
(from www.pattan.k12.pa.us/files/SpEd/conf05/Marchand.ppt)

Instructional Characteristic	Evaluation Question	Well Met	Somewhat Met	Not Met
Clear Instructional Targets	Are the purpose and outcomes of instruction clearly evident in the lesson plans?	☐	☐	☐
Clear Purpose For Learning	Does the student understand the purpose for learning the skills and strategies taught?	☐	☐	☐
Clear and Understandable Directions and Explanations	Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?	☐	☐	☐
Adequate Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	☐	☐	☐
Guided Practice and Corrective Feedback	Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?	☐	☐	☐
Instructionally Embedded Assessments	Are instructionally embedded assessments used to monitor student's mastery of skills and strategies and to pace student's learning?	☐	☐	☐
Summative Assessments	Are summative assessments used to monitor student's retention and reinforcement of skills and strategies following instruction?	☐	☐	☐

Curriculum Characteristic	Evaluation Question	Well Met	Somewhat Met	Not Met
Instructional Scope	Does the curriculum include all key instructional content necessary to achieve the goals of instruction?	☐	☐	☐
Instructional Sequence	Is the curriculum sequenced in a logical order that builds skills from prior skills and extends skills in order to move students to independent mastery?	☐	☐	☐
Consistent Instructional Format	Are the instructional strategies consistent from lesson to lesson?	☐	☐	☐
Addresses Multimodality Instruction	Are a variety of instructional methods used to provide the student with auditory, visual, and hands-on learning activities?	☐	☐	☐

Academic Skills Checklists

READING CONCERNS:

Phonemic Awareness: Does the student have…

- Awareness of words?
- The ability to rhyme?
- The ability to blend?

- The ability to segment into words and syllables?
- The ability to identify beginning sounds (onsets)?
- The ability to segment words into phonemes?
- The ability to substitute and manipulate beginning phonemes?
- The ability to substitute middle and ending phonemes?

Phonics

- Identifies ___/___ upper-case letters
- Identifies ___/___ lower-case letters
- Consonant sounds?
- Short vowels?
- Long vowels?
- Consonant blends?
- Consonant digraphs?
- R-controlled vowels?
- Vowel digraphs/diphthongs?
- Prefixes and suffixes?
- # of Fry words (____) on the __00 list

Word, Sentence, Paragraph Reading: Does the student...

- Read grade level regular words?
- Read grade level irregular sight words?
- Read grade level multi-syllabic words?
- Read sounds in words from left to right?
- Read words in sentences from left to right?
- Read sentences in paragraphs without skipping lines?

Fluency: Does the student have...

- Accuracy?
- Automaticity?
- Prosody (the appropriate use of phrasing and expression to convey meaning)?
- What are the wpm? _____
- What percentile is the wpm? _____
- What measure was used? _____
- List types of errors: (e.g., omissions, substitutions, additions) (Attach running record of oral reading [DRA]) _____

Vocabulary: Does the student...

- Understand the grade-appropriate word wall words? (Listening vocabulary concerns)
- Use the grade-appropriate word wall words while speaking? (Speaking vocabulary concerns)
- Read the grade-appropriate word wall words accurately? (Reading vocabulary concerns) Provide scores from the vocabulary section of the weekly basal unit reading test: _____
- Use the grade-appropriate word wall words in his/her writing? (Writing vocabulary concerns)

Comprehension: Does the student...

- Self-monitor?
- Self-correct?
- Recognize story structure?
- Identify the main idea?
- Pull out the most important details?
- Decode well enough?
- Pace self?
- Use prior knowledge?
- Make predictions?
- Make inferences?
- Understand cause-and-effect?
- Use questioning?
- Re-read?
- Cross-check?
- Look for details?
- Sequence events?
- Summarize?
- Scan?
- Have greater listening comprehension than reading comprehension?
- Provide scores of the comprehension questions from the weekly basal reading tests: _____

MATH CONCERNS

Number Sense/Preskills

Number identification
Count numbers
Count objects
Write numbers
Comparing numbers
Sequencing numbers
Matching numbers to objects
Understand number patterns
Place value
Understands 4 basic operations

Facts

Addition
Subtraction
Multiplication
Division

Operations

Whole numbers
Regrouping
Fractions
Decimals

Geometry:

Identify, describe and draw geometric objects (e.g., shapes, solids, points, lines)

Create 2-D and 3-D shapes from other shapes
Describe the relative position of shapes (e.g. above, below, on, over)
Identify, complete, and create geometric patterns
Identify transformations of shapes (i.e., slides, flips, turns)

Applications:

Story Problems
Measurement
Time
Money
Data and Graphs
Probability

WRITTEN EXPRESSION CONCERNS

Handwriting

- Holding writing instrument
- Posture
- Letter formation
  - Printing
  - Cursive
- Fluency
- Writing words in isolation
- Writing words in sentence
  - Formation
  - Spacing

Spelling

- Identification of letters
- Identification of sounds
- Writing letters from dictation
- Writing sounds from dictation
- Writing regular words
- Writing grade level irregular words
- Spelling words in sentences

Writing

- Mechanics
  - Capitalization
  - Punctuation
- Paragraph writing
  - Ideas
  - Organization
  - Sentence fluency
  - Word Choice
  - Editing

Other Effective Instructional Writing Practices

(http://www.ldonline.org/article/6213 and http://www.scoe.org/files/archer_writing.pdf):

- Daily writing with students working on a wide range of writing tasks for multiple audiences, including writing at home.
- Integration of writing activities across the curriculum and the use of reading to support writing development.
- Have a predictable writing routine where students are encouraged to think, reflect, and revise.
- Extensive efforts to make writing motivating by setting an exciting mood, creating a risk-free environment, allowing students to select their own writing topics or modify teacher assignments, developing assigned topics compatible with students' interests, reinforcing children's accomplishments, specifying the goal for each lesson, and promoting an "I can" attitude.
- Limit the number of genres students are expected to master for a school year.
- Teach necessary preskills before the new lesson, not during the lesson.
- When teaching a new skill, genre or rubric, show examples and non-examples of writing that is related to the topic.
- Use the same or similar versions of the writing process and rubrics within and across grade levels.
- Provide frequent opportunities for students' to self-regulate their behavior during writing, including working independently, arranging their own space, and seeking help from others.
- Create cooperative arrangements where students help each other plan, draft, revise, edit, or publish their written work.
- Allow group or individual sharing where students present work in progress or completed papers to their peers for feedback.
- Have regular teacher/student conferences concerning the writing topic the student is currently working on, including the establishment of goals or criteria to guide the child's writing and revising efforts.
- Both teacher and student assess student's writing progress, strengths, and needs.
- Follow-up instruction to ensure mastery of targeted writing skills, knowledge, and strategies.
- Periodic conferences with parents and frequent communications with home about the writing program and students' progress as writers.
- Students' written work is prominently displayed in the classroom, the room is packed with writing and reading material, and word lists adorn the walls.

Involving Parents in the RTI Process

Goals:

1. Improve student outcomes.
2. Gain and maintain parents' support.

Major activities:

1. Include parents in problem-solving efforts as soon as there is an indication of student difficulty.
2. Clarify for parents how the RTI process works.
3. Engage parents in school/district data-collection and progress monitoring practices.
4. Discuss your shared vision and responsibilities for their child to encourage problem-solving and discourage blaming team participants.

Points to discuss with parents:

Delivering interventions:

- What is the proposed intervention?
- Who will be responsible for implementing the proposed interventions?
- Where and when will the intervention take place?
- Why do you think this particular intervention will work?

Collecting data:

- What academic/behavior skill will be monitored?
- Who will gather the information?

Gauge progress:

- How will you determine if an intervention is working?
- How much progress will be enough to deem an intervention a success?

Keep in touch:

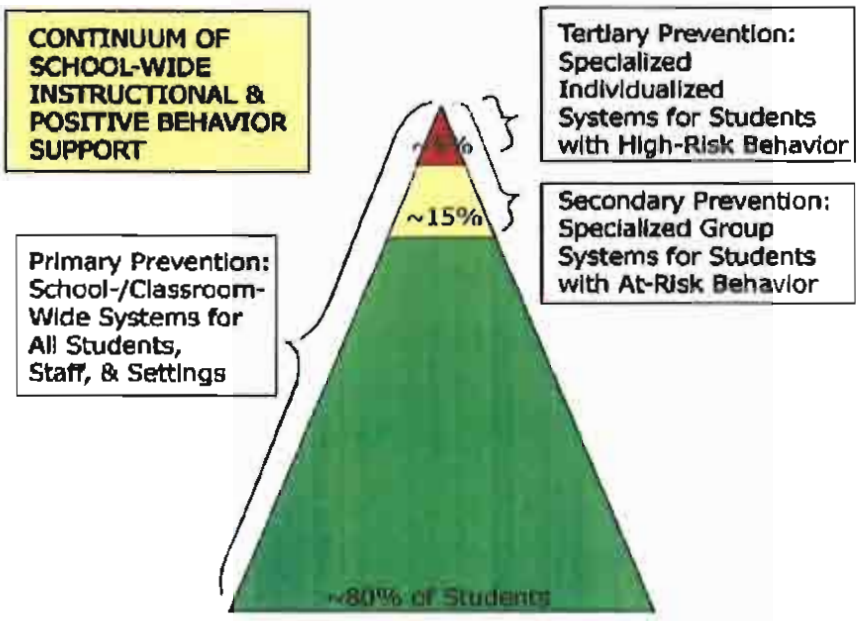
- What can the parent do at home to support their child's progress?
- How frequently will you communicate with parents about their child's progress and their role in that growth? (The more frequent the student's progress is monitored, the more frequent the parents should be contacted.)
- Who will contact the parent? Will this be done in person, by phone or by email?

Ideas from Amy L Reschly, assistant professor, University of Georgia,
In "The Special Educator," January 30, 2009

Part 2: Behavioral Instruction / Interventions

Three-Tier Process for Behavior

The following pages describe a three-tier process for teaching all students appropriate behaviors and developing interventions for students with at-risk behaviors. This process is used to determine the intensity level of behavioral instruction needed by every student in school. A brief description of each tier is given in the picture below (from the www.pbis.org website).



In this portion of the document, the focus population, instructional goal, examples of effective procedures, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed for each tier.

Tier 1: School-wide Positive Behavior Supports (PBS)

Focus: Proactive and preventative supports for all students and staff in the school.

Instructional Program/Goal: Provide scientific, research-based behavioral instruction. The instructional goal is to have at least 80% of the student population at a benchmark level *using a school-wide Positive Behavior Support system and evidence-based academic instruction.* (Benchmark level for any student is usually defined as having 0 – 1 major office discipline referrals for the year.)

Essential components of a research-based school-wide Positive Behavior Support system:

1. 3 – 5 positively-stated, *school-wide* behavioral expectations.
2. Lessons for teaching these expectations.
3. Expectations for the classroom and non-classroom settings (i.e., hallways, cafeteria, media center,
   playground, bathrooms, bus lines/buses, etc.) with accompanying lessons for teaching the expectations through modeling, practicing and reviewing.
4. Procedures for ongoing monitoring of behaviors in the various school settings in order to acknowledge and maintain appropriate behaviors.
5. Procedures for reteaching behaviors and correcting behavioral violations.
6. A list of which inappropriate behaviors will be office-managed and which will be staff-managed.
7. C*lassroom* management plans developed and implemented by every teacher that include:
   a. 3 – 5 positively-stated general classroom expectations.
   b. Procedures for teaching, modeling, practicing and reviewing the expectations.
   c. Specific expectations for common classroom activities (i.e., entering the classroom, large/small group instruction, independent work, transitions, going to lunch, etc.).
   d. A list of potential methods for acknowledging and maintaining appropriate class-wide and individual student behaviors related to academic achievement, social interactions with other students and adults, and meeting other behavioral expectations in classroom and non-classroom settings.
   e. A list of potential corrective consequences for behavioral violations.
   f. Procedures for monitoring students' academic learning and social/work behavior in the classroom.
   g. Procedures for managing serious behavioral violations in the classroom.

Assessment of School-Wide PBS:

Tools for assessing support system components:

1. Effective Behavior Supports (EBS) Self-Assessment Survey
2. Effective Behavior Supports (EBS) Team Implementation Checklist (TIC)
3. Benchmarks of Quality (BoQ) for School-wide Positive Behavior Support

All of the above can be found at: http://pbis.org/tools.htm

4. Questionnaires for staff, students, family/community - Sample questionnaires can be found in Foundations: Establishing Positive School-Wide Discipline Policies, Sprick, R.S., Garrison, M., Howard, L. (2002) Eugene, Oregon, Pacific Northwest Publishing. http://www.pacificnwpublish.com/sku_fd.php

Tools for assessing support system effectiveness:

1. School-Wide Information System (SWIS) http://www.swis.org
2. Common Area Observation Form - Foundations: Establishing Positive School-Wide Discipline Policies, Sprick, R.S., Garrison, M., Howard, L. (2002) Eugene, Oregon, Pacific Northwest Publishing. http://www.pacificnwpublish.com/sku_fd.php

Tier 1: Intervention

Focus: Individuals or groups of students who start to have behavioral concerns in school. The concerns may be due to:

- social behavior skill deficits (e.g., large groups of students do not know how to share limited equipment on the playground, a small group of students do not know how to resolve a conflict affecting them, a student does not know how to ask to participate in a playground game and just barges into a group playing a game),
- academic deficits (e.g., a student disrupts the class to avoid working on division problems during independent work time),
- motivation issues (e.g., a class is continually noisy in hallway because students receive attention from other classes, a student needs attention and usually receives it by acting out in class).
- internal, emotional issues (e.g., a student appears to always be unhappy, unusually shy or very easily embarrassed).

One method to identify these students is to use a behavior screening tool, such as the Systematic Screening for Behavior Disorders which can be found at: http://www.sopriswest.com/

Instructional Program/Goal: Provide interventions within the setting where the problem behaviors occur that should address both the deficit (by teaching the social behavior and/or providing extra academic assistance) and the motivation (by starting to provide more acknowledgements for behaving appropriately).

School-wide concerns may also involve issues with the numbers of monitors available and the training of the monitors (e.g., administrators, teachers, paraprofessionals, bus drivers) working in the specific area of concern.

The scope of Tier 1 interventions may be:

- School-wide: (e.g., bus, cafeteria, playground, or hallway issues.)
- Class-wide: (e.g., most or entire class has difficulty with transitions or treating each other with respect.)
- Group: (e.g., on-going conflict within the same group of students.)
- Individual: (e.g., a student bullies other students during less supervised parts of the school day, a student disrupts a class to avoid doing long writing assignments.)

By providing these interventions early, the likelihood of future office referrals will be reduced.

Tier 1 intervention resources:

- *From Safe & Civil Schools* http://www.safeandcivilschools.com
  "Administrator's Desk Reference of Behavioral Management" (Volumes I, II, III)
  "Cafeteria Discipline: Positive Techniques for Lunchroom Supervision"

"CHAMPS: A Proactive and Positive Approach to Classroom Management"
"CHAMPS: DVD In-Service Set"
"On the Playground"
"START on Time! Safe Transitions and Reduced Tardies" (for middle and high schools)
"Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans"
"25 Minutes to Better Behavior: A Teacher-to Teacher Problem-Solving Process"

- From Sopris West (http://www.sopriswest.com/):
  "RIDE (Responding to Individual Differences in Education)"
  "Tough Kid Series"
  "The Effective Elementary Classroom Book"
  "Best Behavior Book – Building Positive Behavior Support in Schools"

- Intervention Central:
  www.interventioncentral.org

- "Bullying Prevention in Positive Behavior Support":
  http://www.pbis.org/files/newwebfiles2008/pbsbullyprevention.pdf

- Behavior Doctor:
  http://www.behaviordoctor.org/

- From NASP (http://www.nasponline.org/publications/booksproducts/interventions.aspx):
  "Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches"

- Trouble-free playground program:
  http://www.playfiteducation.com/workshops/troublefree/

Assessment of Tier 1 Intervention:

Progress monitoring is required if a problem continues and data is needed to determine the next step in the intervention process. (See appendix for examples of data collection ideas).

- For group interventions, behavior data should be collected at least weekly.
- For individual interventions, data should be collected more frequently, depending on the frequency of the targeted behavior.

When developing a data collection procedure, schools (for large group concerns) or teachers (for classroom or individual student concerns) should:

1. Set a specific goal for the targeted behavior.
2. Select the specific method (e.g. frequency counts, points earned, work completed, duration of behavior, latency between a stimulus and student response, etc.) for collecting the data.
3. Determine the frequency (e.g., daily, weekly) and time of day (e.g., during reading class, out on the playground, during hallway passing times in the afternoon, all day) for data collection.
4. Determine the person(s) responsible for collecting the data for school-wide concerns.

The data should be reviewed at least monthly in order to determine if the intervention is working or if modifications need to be made.

Parent notification for Tier 1 intervention: Although not required, the school may want to contact

parent(s) to inform of intervention plans and seek parental input.

General decision considerations (made at grade level meetings) before implementing a Tier 2 intervention:

1. Are the essential components of school-wide PBS in place?
2. Is evidenced-based academic instruction taking place in classrooms?
3. Were Tier 1 interventions implemented with fidelity for approximately three weeks?
4. Did progress-monitoring data related to targeted behavior for Tier 1 indicate that the student(s) are not making progress towards the specified goal?
5. Does a student or group of students have two or more office discipline referrals (ODRs)?
6. Are the office discipline referrals a result of a chronic behavior problem rather than the result of a temporary condition (e.g., inconsistent medication, family trauma, moving into district)?
7. Does a student or group of students demonstrate a *pattern* of chronic minor behavioral concerns that disrupt student learning or interfere with socialization among students *and* which *cannot* be addressed within the supports of Tier 1?
8. Has a teacher identified a student or group of students who exhibit behaviors of a more internalized nature (e.g., mood swings, depression) and demonstrate a need for additional supports beyond Tier 1?

Exceptions to these considerations:

1. If a student has received Tier 2 behavioral supports during the previous academic school year or in a previous setting, the school may want to start a Tier 2 intervention immediately coordinated with a Tier 1 intervention.
2. If a student has a history of chronic minor behavioral concerns that have not been successfully addressed through Tier 1 support, the school may want to start a Tier 2 intervention immediately coordinated with a Tier 1 intervention.
3. If a student's behavior presents a danger to the student or others, the school should start a Tier 3 intervention immediately coordinated with a Tier 1 intervention.
4. If the frequency and/or intensity of the student's behavior indicates the need for the school to start Tier 3 intervention coordinated with a Tier 1 intervention.

Tier 2: Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions or students who meet the criteria for exceptions.

Instructional Program/Goal: Provide additional instructional/motivational support through the use of published programs, the use of school personnel for mentoring or counseling and, if needed, academic assistance, for the approximately 15% of students who need a more intense and systematic intervention than Tier 1 support. The interventions may involve teaching the students more acceptable social/behavioral skills, academic assistance, and/or provide more feedback and incentives for behaving appropriately. In addition to a Tier 2 intervention, school should consider continuing any effective Tier 1 interventions that do not interfere with the goals of the Tier 2 intervention. Teams may also want to complete a quick functional behavior analysis to help determine an appropriate intervention.

Essential components of research-based Tier 2 Positive Behavior Supports intervention:

- Continuous availability throughout the school year
- Rapid access (can be started within 3 days)
- Consistent with school-wide expectations
- Implementation possible by any staff/faculty member in a school
- Flexibility in choosing intervention based on Tier 1 assessment data and staff input.
- Continuous monitoring of student behavior for decision-making
- Easy to administer and track data for individuals or small groups of students
- The at-risk student's attention is focused on school-wide expectations

Tier 2 Programs / Intervention Resources:

Increasing Daily Behavioral Feedback, Positive Adult Attention, and Home/School Collaboration:

- Responding to Problem Behavior in Schools: The Behavior Education Program (Practical Interventions in the Schools) by Deanne A. Crone, Robert H. Horner, Leanne S. Hawken. "The purpose of this book is to describe a targeted system of positive behavior support called the Behavior Education Program (BEP)" also known as: Check-In Check Out (CICO). Can be found on www.Amazon.com or other sites.

- The Behavior Education Program (Check-in, check out), 25-minute video training program, http://www.nprinc.com/classmgt/dbip.htm

- Check and Connect, http://ici.umn.edu/checkandconnect/

Social Skills Training (research-based):

- Second Step www.cfchildren.org (Committee for Children)
  Programs for Preschool/Kindergarten, Grades 1 – 6 and Middle School students

- Stop and Think Program Social Skills Program by Howard Knoff, at Sopris West Educational Services www.sopriswest.com

- Center for Evidence-Based Practice: Young children with Challenging Behavior www.challengingbehavior.org

- Center on the Social and Emotional Foundations for Early Learning http://www.vanderbilt.edu/csefel/

Skillstreaming books and manuals can be found on www.amazon.com or other sites

- Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills by Ellen McGinnis and Arnold P. Goldstein
- Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills by Ellen McGinnis and Arnold P. Goldstein
- Skillstreaming in the Elementary School: Lesson Plans and Activities by Ellen McGinnis
- Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills by Arnold P. Goldstein and Ellen McGinnis

Mentoring Programs (research-based):

- http://www.mentoring.org
- http://www/reachoutmighigan.gov

Individual or Group Counseling

ClassWide Peer Tutoring (research-based):

- http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=instruction&section=main&subsection=cwpt/main
- www.interventioncentral.org (Tools for Educators, Kids as Reading Helpers: A Peer Tutor Training Manual)

Increased Academic Supports as Needed (e.g. in-class small group instruction, tutoring, Title 1)

Assessment of Tier 2 Interventions:

Tools for assessing intervention effectiveness:

1. School-Wide Information System (SWIS) http://www.swis.org
2. Common Area Observation Form - Foundations: Establishing Positive School-Wide Discipline Policies, Sprick,R.S., Garrison, M., Howard, L. (2002) Eugene, Oregon, Pacific Northwest Publishing. http://www.pacificnwpublish.com/sku_fd.php
3. Check-in, Check-out Student Graph
4. Progress-monitoring data, such as time sampling and event counting documentation forms
5. Any graph or sheet used to record points earned by student for appropriate behavior (e.g. appropriate interactions in class, work turned in on time, appropriate behavior on the playground, staying on-task during independent seatwork time, etc.)

Parent notification for Tier 2 Intervention: Although not required, the school may want to contact parent(s) to inform of intervention plans and seek parental input.

Decision considerations (made at grade level or school assistance team meetings) when assessing Tier 2 Intervention:

1. Consider discontinuing Tier 2 Intervention when the following conditions exist:
   The student has met the targeted goal for at least 3 -4 consecutive weeks.

Rather than completely discontinuing the intervention, the school may want to consider fading the supports gradually.

2. Consider continuing Tier 2 intervention (with Tier 1 intervention) when the following conditions exist:
   - The student is making steady progress in meeting the target goal but has not yet met the goal or has not sustained the appropriate behavior for 3 – 4 consecutive weeks.
   - If the student's progress is slow or inconsistent (but still showing a positive trend), the school may want to continue the Tier 2 intervention with some adjustments (e.g., change how the behavior is acknowledged, change the frequency of acknowledgement, add academic support, teach social skills).

3. Consider Tier 3 intervention (with Tier 1 intervention) when the following conditions exist:
   - Tier 1 and Tier 2 interventions were implemented with fidelity, including making adjustments based on progress monitoring data.
   - Tier 2 interventions were implemented for approximately three to six weeks.
   - Data shows flat or downward trend.
   - Student has 5 or more ODR's.
   - Student has chronic or severe misbehaviors that have not responded to previous interventions.
   - Student's internalized problems have continued and are increasingly disrupting the student's academic progress and/or socialization.

Tier 3: Intervention

(Most of the information on focus, goals, and components is from PBIS.org)

Focus: Students who have not responded to Tier 2 instruction and interventions or students who meet the criteria for exceptions. These students may have behaviors that are dangerous, highly disruptive, impede learning, and may result in social or educational isolation. Tier 3 interventions are also appropriate for students with other characteristics, such as developmental disabilities, autism, and emotional and behavioral disorders.

Instructional Programs/Goal: Diminish the problem behavior and increase the student's adaptive skills and opportunities for an enhanced quality of life. Tier 3 provides an individualized assessment, planning, intervention, and monitoring approach for the approximately 5% of students who need a more intense and systematic intervention than Tier 2 support.

Essential components of a research-based Tier 3 Positive Behavior Supports intervention:

1. A functional behavioral assessment

   - Identifies specific concerns and goals of intervention based on available information. Goals typically include:
     - increasing participation and presence in the school and community
     - gaining and maintaining significant relationships
     - expressing and making choices
     - experiencing respect and living a dignified life
     - developing personal skills and areas of expertise
   - Gathers relevant information through a variety of sources (e.g. existing records, interviews of support providers in school and home, direct observations).

- Develops summary statements that describe relationships between the student's behaviors of concern and aspects of the environments.

2. A behavioral support plan

   - Addresses the behavioral concerns and fits within the environment in which it will be used.
   - Includes:
     - Adjustments to the environment that reduce the frequency, duration and/or intensity of the inappropriate behaviors.
     - Teaching replacement skills and building general competencies.
     - Consequences to promote positive behaviors and deter problems.
     - A crisis management plan, if needed.

3. Implementation and monitoring strategies for the behavioral support plan

   - Identify any training or resources needed to implement plan.
   - Determine how to monitor plan.
   - Determine schedule to evaluate the monitoring data and, if necessary, make adjustments to the plan.
   - Determine responsible individuals for implementation and monitoring. These individuals may be any staff having contact with the student, including teachers, paraprofessionals, counselors, itinerant staff, playground/hallway/bus monitors. Individuals from outside agencies and parents/guardians may also be included.

Assessment of Tier 3 Intervention: May involve daily monitoring by teaching staff using observation recording sheets, point sheets, or graphs. May also include observations by itinerant staff, weekly check on academic progress, or staff/parent/student interviews.

Parent notification: Parent/guardian should be notified. Documented notification should consist of a summary of recent student data, type of intervention proposed and the rationale for the intervention. The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email, or in-person contact. If the behavior support plan is part of delivering a free appropriate public education to a student with disabilities under IDEA or Section 504, the parent should be invited to participate in the development of the plan.

Parental Consent for Tier 3: Written consent is not needed if intervention is part of the student's general education program. If the student's behavioral data suggests the likelihood of dangerous behavior that might require seclusion or restraint as a last resort in a set of tiered interventions within the plan to prevent harm to self or others, parent consent must be sought.

Decision considerations (made at school assistance team meeting) when assessing a Tier 3 intervention:

1. Consider discontinuing Tier 3 intervention, but continuing Tier 1 and 2, when the student has shown positive gains for at least 3-4 consecutive weeks and has learned the adaptive skills necessary to function within his/her current school environment.

2. Consider continuing Tier 3 intervention when the student's progress monitoring data shows slow
   progress, and capacity exists to continue intervention within current general education setting.

3. Consider Special Education referral when the following conditions exist:
   - Monitoring scores show a flat /declining trend line.

- Tier 3 program was implemented for 8 – 12 weeks.
- Adjustments were made after every 2 – 4 consecutive weeks of flat or declining progress monitoring scores.
- Student's behavioral performance continues to be significantly below grade level expectations in the classroom.
- Low achievement has been addressed with academic interventions.
- General education can verify through principal or itinerant staff observations, and/or other documentation that core instruction and scientific research-based interventions were implemented with fidelity.
- General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.
- Intervention cannot be sustained with available general education resources.

Definitions of RTI Terms - Behavior

Term:	Definition:
Accommodation	A change in the student's educational program that may include allowing greater or easier access to instruction (e.g., preferential seating, tests/assignments read to student), different ways for the student to respond (e.g., oral testing, individual/small group testing), a reduction in the amount of learning required (e.g., modified assignments) or reducing the amount of work to be submitted.
Aimline	The projected rate of behavior change over a period of weeks or months. The rate may be based upon the difference between baseline data and the benchmark goal or based upon research-based rate change expectations.
Behavior Support Plan (or Behavior Improvement Plan)	A plan for behavior changes that includes: (1) a summary of the functional analysis data, (2) a hypothesis of the function of the targeted behavior, (3) procedures for behavior change and support. These procedures usually consist of: (a) adjustments to the environment that reduce the occurrences of the inappropriate behaviors, (b) teaching replacement skills and building general competencies, (c) consequences to promote positive behaviors and deter problems, and (d) a crisis management plan, if needed.
Benchmark	A short term or long term assessment goal that indicates that the student is on grade level.
Continuum of Services	A range of services that vary by the type of instructional intervention (e.g., differentiated instruction, supplemental programs), and intensity (e.g., frequency of instruction and feedback given to student within the general education classroom, Title 1 room, resource / self-contained room).
Data collection methods	Methods used to record observed student behavior either by the teacher or another observer in the school setting. Includes event recording (frequency counts), time sampling, interval recording, and behavior ratings.
Differentiated instruction	Classroom instruction targeting specific behavioral skills based on assessment data. The skills may be at, above or below expected levels.
Exclusionary factors	Factors that may cause behavioral concerns and would exclude the student from being certified as Emotionally Impaired. Examples of exclusionary factors include intellectual issues, sensory issues, and health factors.
Fidelity/Integrity of Intervention	The degree to which an intervention is implemented as intended.
Functional Behavior Analysis	Gathering information in order to form a hypothesis as to what type of environmental variables exist when the problem behavior occurs and what is maintaining the problem behavior. The information is usually gathered through the use of observations and interviews.

Intervention	A change in the student's instructional program (e.g. providing more review of classroom rules, teaching social skills, adding academic services) and/or motivation with the goal of improving the student's behavioral skills.
Intervention decision making rules	3 – 4 consecutive weeks below aimline: modify intervention. 3 – 4 consecutive weeks around the aimline: continue the intervention. 3 – 4 weeks above the aimline: consider increasing the rate goal. 3 – 4 weeks at the benchmark level: discontinue intervention if the student is at grade level.
Positive Behavior Support	Positive behavior support is an application of a systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between scientific research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school-wide, classroom, supplemental and individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.
Progress monitoring	Brief, frequent data collection of a particular behavior skill used to assess student performance and evaluate the effectiveness of instruction. The assessment is usually done daily to weekly. Review of assessment data is usually done weekly to monthly.
Research-based intervention	An intervention based on previously proven strategies used in other interventions. However, the particular intervention may not have evidence supporting its own effectiveness.
Response to Intervention (RTI)	A research-based approach to providing students with the type and amount of instruction needed to reach grade level goals. RTI involves (1) early identification of students not achieving at benchmark, (2) scientific, research-based instruction and interventions matched to student need and delivered as soon as possible, (3) frequent monitoring of student progress to measure the rate of actual behavior change after an intervention has been implemented, and (4) use of student data to make educational decisions regarding the student's curriculum, instruction and placement.
Scientific, research-based intervention	A research-based intervention that has been proven to be successful when implemented with fidelity. Also called an 'evidence-based intervention.'

Severe discrepancy	A difference between two scores or skills that is both statistically significant (not likely due to chance) and educationally significant (meaningful in the classroom).
Supplemental Programs	Scientific, research-based instructional programs used to supplement the school-wide programs (e.g. Second Step, ClassWide Peer Tutoring).
Systematic observation of behavior	The observation of the student in different school settings, during different times of the day, and on different days, usually by a trained itinerant staff member. The observations consist of defining the behavior to be observed, selecting a data collection method (e.g. time sampling, interval recording, event recording), and observing the student as well as another reference student or students. Data is then compared between the students, between the settings and with expected norms.
Three-tier intervention process	A three-step process for providing general education interventions. The first step (or tier) consists of intervening within the student's regular classroom during the scheduled instructional period. The second tier, which is done in addition to the first tier intervention, consists of using a targeted, supplemental program or service. The third tier, which is also done in addition to the first tier intervention, consists of a targeted, individualized, intensive intervention.
Universal Screening	The administration of brief screening assessments to all students in a grade, or school, to determine if students are meeting the grade-level benchmark goal or if not, the level of intervention needed to help them meet the goal.

Tier 1 - Initial Teacher Responses to Minor, Inappropriate Student Behaviors

1. Praise other students who are behaving appropriately
    a. How – Praise students who are close to the student who is misbehaving. Name the student(s) and specifically mention the appropriate behavior. Try to avoid using the phrase, "I like the way _____." This implies to some students that they should only behave appropriately to please the teacher.
    b. When – As soon as you see the misbehavior. Most effective with students who are not following directions.
    c. Discontinue – Never.

2. Proximity
    a. How – Stand close to the student who is misbehaving but do not say anything or look at the student. While doing this, you may also want to praise other students who are behaving appropriately.
    b. When – As soon as you see the misbehavior. Most effective with students who are not following directions.
    c. Discontinue – When the student continues to misbehave after you have stood by him/her for 15 – 30 seconds.

3. Gentle verbal reprimand
    a. How – Immediately after the behavior happens, name the student or group and calmly tell them what is the appropriate behavior.
    b. When – The first week of school, whenever a new misbehavior begins, or with younger students who do not yet know exactly how they are expected to behave.
    c. Discontinue – When you find yourself constantly giving the same reprimand to the same person or group.

4. Ignore the behavior.
    a. How – When the student misbehaves, do not speak to the student or look at the student until the student stops the inappropriate behavior and starts behaving appropriately. When this happens, immediately praise the appropriate behavior.
    b. When – After you have used a gentle verbal reprimand so the student knows what you expect. Effective with attention-getting behaviors such as chronic blurting out, asking to have directions repeated over and over, or chronic complaining. Be aware that the rate of the inappropriate behavior may increase when you start ignoring before decreasing.
    c. Discontinue – When you see that the student's behavior is being maintained by the reinforcement of other students, when you don't think you can continue ignoring the behavior because it is driving you nuts, or when the behavior starts to become dangerous to the student or others.

5. The 'look'
    a. How – You can decide if you want to use your 'questioning look' (eyebrows raised, head tilted slightly to the side) or your 'withering look' (eyebrows furrowed together, head tilted forward).
    b. When – Probably more effective with students who know what they should be doing and misbehave infrequently.
    c. Discontinue – When you find yourself constantly giving the same look to the same person or group.

When using these techniques, you are usually assuming that the student understands the directions and has the skills to complete an assigned task. When these techniques don't work, it is often because the student is misbehaving because s/he is avoiding a task that is too difficult and/or s/he is trying to get your attention (or other students' attention) by misbehaving.

5 Easy ways to increase appropriate behaviors

1. Increase the amount of praise to the student and class. The ratio of positive praise to redirections should be at least 3 to 1 with the entire class and at least 5 to 1 with a student is frequently misbehaves.
    a. How – Mention the student(s) name and the specific appropriate behavior. Try to avoid starting the praise with "I like the way ___" and try to avoid the use of general reinforcers (e.g. "good job) that do not tell the students exactly what they were doing correctly.
    b. When – Immediately after the students have learned new behaviors or immediately after a student has started behaving appropriately after being redirected. With other students, the immediacy of the reinforcer should be based on their maturity (less mature – more immediate) and difficulty of behavior (more difficult – more immediate).
    c. Discontinue – Never.

2. Goal setting. This involves having an individual conference with a student to set realistic and attainable goals. The goal and how to attain the goal can be written down on a standard form.

Goal Contract Form

Student's Name: _____ Date: _____

A goal for you to work on is to _____

_____

You can show you are working on this goal by:

A: _____

B: _____

C: _____

Student's Signature: _____

Teacher's Signature: _____

Plan to meet with the student at least once a week, or more frequently, to discuss progress and revise if necessary.

3. Goal setting with points and contract. This involves setting goals, as above, and then letting the student earn points throughout the day. At the end of a certain period of time (hour, half-day, whole day, week) if the student earned a certain amount of points, the student would have access to some type of reward. The points could be earned for completing academic work and/or for behaving appropriately for a certain amount of time. The contract should specify the goal, the appropriate behaviors that will lead to attaining the goal, how the points will be earned, how many points are needed to earn the reward, choices for the reward and a beginning and end date. If a checklist is used to track points earned, the checklist should have 3 – 5 of the behaviors needed to attain the goal. Feedback to student on their performance should be given as frequently as necessary. See an itinerant staff member or special ed. teacher for assistance is setting up a contract and checksheet. For examples of contracts, see Tough Kids Tool Box.

Generic Contract Sample

Student's Name: _____ Date: _____

What to Do to Earn Points: What Not to Do:

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

If I earn _____ points by _____, I will receive one of the following

rewards

_____

to be provided by _____, on _____.

Student's Signature:

_____

Teacher's Signature:

_____

Start Date: _____ End Date: _____

4. Academic help. When many problem behaviors occur during a structured or independent academic work time, some of the following strategies may be helpful:

A. During a large group time: have the student sit close to you, check with the student frequently for understanding, have the student sit next to someone who could answer their questions, praise the student frequently for showing good attending skills, in between showing the students how to do something and then asking them to do it, provide some guided instruction by doing some problems with them (make sure this student is participating in this).

B. During independent work time: work with this student (and perhaps some other students), providing some small group help; provide the student with smaller goals before s/he can ask for help (ex. do 2 of the problems before asking for help), have the student sit next to a study buddy who can provide some assistance, reduce the quantity or difficulty level of the assignment, praise frequently for staying on-task and/or for completing work.

5. Graphing results. When a student is repeating a behavior daily or weekly, graphing results can provide an incentive to the student and feedback on his/her performance. A graph should contain the dates on the bottom (x-axis), the behavior being measured (e.g., points earned, problems completed, reading fluency score, spelling test score) on the left side of the graph (y-axis) and, if it can be easily calculated, a goal or aim line to provide the student with a target.

Reducing Behavior Problems in the Elementary School Classroom
An IES Practice Guide from the National Center for Education Evaluation and Regional Assistance
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Recommendations and corresponding level of evidence to support each

1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. Every teacher experiences difficulty at one time or another in trying to remedy an individual student's behavior problem that is not responsive to preventative efforts. Because research suggests that the success of a behavioral intervention hinges on identifying the specific conditions that prompt and reinforce the problem behavior (i.e., the behavior's "antecedents" and "consequences"), we recommend that teachers carefully observe the conditions in which the problem behavior is likely to occur and not occur. Teachers then can use that information to tailor effective and efficient intervention strategies that respond to the needs of the individual student within the classroom context.
Level of evidence: Moderate

Checklist for carrying out recommendation 1:
- Concretely describe the behavior problem and its effect on learning.
- Observe and record the frequency and context of the problem behavior.
- Identify what prompts and reinforces the problem behavior.

2. Modify the classroom learning environment to decrease problem behavior. Many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.
Level of evidence: Strong

Checklist for carrying out recommendation 2:
- Revisit, re-practice, and reinforce classroom behavior expectations.
- Modify the classroom environment to encourage instructional momentum.
- Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. We recommend that teachers actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both

individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate; and manage consequences to reinforce students' display of positive "replacement" behaviors and adaptive skills.
Level of evidence: Strong

Checklist for carrying out recommendation 3:

- Identify where the student needs explicit instruction for appropriate behavior.
- Teach skills by providing examples, practice, and feedback.
- Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior.

4. Draw on relationships with professional colleagues and students' families for continued guidance and support. Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support.
Level of evidence: Moderate

Checklist for carrying out recommendation 4:

- Collaborate with other teachers for continued guidance and support.
- Build collaborative partnerships with school, district, and community behavior experts who can consult with teachers when problems are serious enough to warrant help from outside the classroom.
- Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior.

5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions. Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide practices and the teachers who implement these practices both in their individual classrooms and beyond.
Level of evidence: Moderate

Checklist for carrying out recommendation 5:

- Address schoolwide behavior issues by involving a school improvement team.
- Collect information on the hot spots throughout the school, such as the frequency of particular schoolwide behavior problems and when and where they occur.
- Monitor implementation and outcomes using an efficient method of data collection and allow ample time for the program to work.
- If warranted, adopt a packaged intervention program that fits well with identified behavior problem(s) and the school context.

Student Observation Form-Event Counting-One Day

Student:_____ Date:_____ Class:_____

Teacher:_____

Duration of Observation - Start Time: _____ End Time: _____

Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period.

Total number of behaviors observed: _____

Student Observation Form - Event Counting – Baseline
Best for counting behaviors that have a definite starting and ending point
(e.g., out of seat, talk outs, not following directions, fighting)

Student:_____ Date:_____ Class:_____

Teacher:_____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period. If you are keeping count of more than one behavior, you could divide the tally box in half, label the separate boxes (e.g. Behavior 1, Behavior 2) and mark your tallies in the appropriate box. To get good baseline data, you should collect this data around the same time and for the same length of time every day for 3 consecutive days.

Day / Date	Start Time	End Time	Subject / Activities	Tallies	Total Occurrences Observed
Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Student Observation Form - Event Counting – Intervention Phase
Best for counting behaviors that have a definite starting and ending point
(e.g., out of seat, talk outs, not following directions, fighting)
after an intervention has been implemented.

Student:_____ Date:_____ Class:_____

Teacher:_____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Intervention: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period. If you are keeping count of more than one behavior, you could divide the tally box in half, label the separate boxes (e.g. Behavior 1, Behavior 2) and mark your tallies in the appropriate box. To get more accurate data to assess the intervention, you should collect the data around the same time and for the same length of time every day you collect data.

Day / Date	Start Time	End Time	Subject / Activities	Tallies	Total Occurrences Observed
Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Student Observation Form – Time Sampling – Baseline
Best for tracking continuous on-task, off-task behavior

Student:_____ Date:_____ Class:_____

Teacher:_____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Set a time interval (3 minutes, 5 minutes, etc.). At the end of each interval, observe the student and circle the mark on the data sheet to indicate whether the student was on-task or off-task. To get good baseline data, you should collect this data around the same time and for the same length of time every day for 3 consecutive days.

Start Time: _____ End Time: _____ Length of Each Interval: _____

Interval	On-task / Off Task		Interval	On-task / Off Task	
1	+	0	11	+	0
2	+	0	12	+	0
3	+	0	13	+	0
4	+	0	14	+	0
5	+	0	15	+	0
6	+	0	16	+	0
7	+	0	17	+	0
8	+	0	18	+	0
9	+	0	19	+	0
10	+	0	20	+	0

A. Total Number of On-Task Marks (+) ____
B. Total Number of Intervals ____
C. Percentage On-Task (A ÷ B) ____%

Student Observation Form – Time Sampling – Intervention Phase
Best for tracking continuous behaviors (e.g. on-task, off-task behavior)

Student:_____ Date:_____ Class:_____

Teacher:_____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Intervention: _____

Directions: Set a time interval (3 minutes, 5 minutes, etc.). At the end of each interval, observe the student for 1-2 seconds and circle the mark on the data sheet to indicate whether the student was on-task or off-task. To get more accurate data to assess the intervention, you should collect this data around the same time and for the same length of time every day you collect data.

Start Time: _____ End Time: _____ Length of Each Interval: _____

Interval	On-task / Off Task	Interval	On-task / Off Task
1	+ 0	11	+ 0
2	+ 0	12	+ 0
3	+ 0	13	+ 0
4	+ 0	14	+ 0
5	+ 0	15	+ 0
6	+ 0	16	+ 0
7	+ 0	17	+ 0
8	+ 0	18	+ 0
9	+ 0	19	+ 0
10	+ 0	20	+ 0

A. Total Number of On-Task Marks (+) ____
B. Total Number of Intervals ____
C. Percentage On-Task (A ÷ B) ____%

Attachment A.8.7 (continuum of service delivery model)

FLOWCHART

Least Restrictive

Out of Class:
- Consultation
- Tutoring Virtual Assistance
- Etc.

In Class:
- Virtual Co-Teaching
- Physical Co-Teaching
- Etc.

Special Placement:
- Special Virtual Class
- Physical Placement
- Etc.

Most Restrictive

The NEVADA PERFORMANCE ACADEMY

SPECIAL EDUCATION POLICIES AND PROCEDURES

Purpose of the Special Education Policies and Procedures Manual

The purpose of this Policies and Procedures Manual is to provide School staff, other professionals, parents, and community members with information relevant to the operation of the Special Services programs at The NEVADA PERFORMANCE ACADEMY. It reflects current requirements in federal and state law and should serve as a useful guide not only in providing needed services, but also in providing technical assistance to staff members in carrying out their assigned responsibilities.

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CONFIDENTIALITY

The confidentiality of personally identifiable information about students with disabilities is protected through the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Nevada Administrative Code (NAC). Except under limited circumstances, confidential information contained in education records cannot be accessed or disclosed without the consent of the parent or the student, if not a minor. The School shall not disclose personally identifiable information except as authorized by law. Confidentiality is critical to the special education process and must be strictly observed. This policy is not intended to inhibit professional communication, but rather to ensure that confidential information about students and their families is treated appropriately.

Definitions

1. Directory information. Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may be released to agencies, institutions, the military or businesses for the purpose of providing students with yearbooks, class rights, graduation announcements, athletic apparel, school pictures, scholarship opportunities, or other purposes that benefit the student and/or school. Directory information will not be released when the purpose is primarily for commercial or sectarian use. The School has designated the following information as directory information: student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study, grade level; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

2. Disclosure. To permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

3. Education records. Records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The term does not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; certain law enforcement unit records; certain employment records; certain records on a student 18 years of age or older; certain records created or received by an educational agency after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and grades on peer-graded papers before they are collected and recorded by a teacher.

   The following types of documents represent common information of this nature:

   a. Written assessment and diagnostic findings and other documentation (medical, sociological, psychological, or academic) that is used for determining eligibility for special education or for determining an appropriate program. This includes test protocols utilized during the assessment process.

   b. Official correspondence that includes information about the student or the student's family.

   c. Confidential documents provided by other agencies or programs that were provided through a written release of information by the parents or specifically identified as confidential information.

d. Written information provided by the parents that is included in the student's confidential special education records at the request of the parents.

This is not an exclusive list, and there are other types of information that qualify as confidential information.

4. Eligible student. A student who has reached 18 years of age or is attending an institution of post-secondary education.

5. Personally identifiable information. Includes but is not limited to the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency reasonably believes knows the identity of the student to whom the education record relates.

6. Record. Any information recorded in any way, including but not limited to, hand writing, print, computer media, video or audio tape, film, microfilm, and microfiche.

Maintenance of Records

The records custodian must ensure that all educational records are maintained in a secure location. File cabinets and other storage containers that are used to store such records and documents must be locked and remain locked except for access by authorized personnel. The school principal is responsible for security of special education records and management of confidential information at each school site; however, he/she may designate a staff person to assist with this responsibility. No education records may be removed without first entering the appropriate information (name, date, reason for access) in the record log. Records should be maintained with the oldest documents on the bottom and the newer documents on top, in chronological order.

Directory Information

The school may disclose directory information without written consent if a notice has been given to parents or eligible students regarding the types of information that will be disclosed, as well as notification of their right to refuse disclosure of any or all information that the school considers directory information.

Although directory information may be disclosed without consent, great care should be taken as to the method of disclosure. For example, identifying special education students as such in a list posted in school hallways, the faculty lounge, or in school bulletins would violate FERPA.

Parents may prohibit the disclosure of directory information by providing a written request to this effect.

Inspection and Review of Educational Records

1. Timelines for access. Parents have the opportunity to inspect and review any educational records relating to their child which are collected, maintained or used by the School. The School must comply with a request to inspect and review without unnecessary delay and in any event before any meeting regarding an IEP or a due

process hearing relating to identification, evaluation, educational placement, or the provision of a free appropriate public education, and not later than 45 days after the request has been made. The School makes every effort to respond to a request to inspect and review records within ten (10) working days after the request has been made.

2. Interpretations and explanations. Parents have the right to obtain reasonable interpretations and explanations of the information contained in the educational records. The parents may make reasonable requests for the School to explain and interpret the records, and to have their representative inspect and review the records.

3. Copies of records. The parents may request that the School provide them with copies of the records, if, without the copies, any meaningful review of the records is impractical. The School may charge a reasonable fee for photocopying records.

4. Authority of parent. The School may presume that the parent has the authority to inspect and review records relating to the student unless the School has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation or divorce. In School, it will be necessary for the School to have a copy of any such legal document prior to denying a parent access to the records.

5. Record of access. The School shall keep a record of the persons other than parents and authorized employees given access to educational records. The record must include the person's name, date of access, and purpose for which the person is authorized to use the records.

6. Records on more than one student. If any educational record contains information on more than one student, the parents may inspect and review only the information relating to their child or be informed of that specific information.

7. List of types and locations of records. Upon request the School shall maintain and provide to parents a list of the types and locations of educational records it collects, maintains or uses relating to students.

8. Fees. If the School charges a fee for copies of records made for parents, the amount of the fee cannot effectively prevent the parents from exercising the right to inspect and review those records. No fee may be charged for the search or retrieval of the information.

Amendment of Educational Records

1. A parent who believes that information in educational records is inaccurate, misleading or violates the privacy or other rights of the student may request an amendment of that information. The School shall determine whether to amend the information within a reasonable period of time after receipt of the request. If the decision is to refuse to amend the information, the School shall inform the parent of the refusal in writing, including the reason for the refusal and the right to a hearing.

2. Upon request, the School shall provide an opportunity for a hearing to challenge information in educational records.

3. If, as a result of the hearing, it is decided that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the School shall amend the information accordingly and inform the parents in writing.

4. If it is decided that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the parent may place in the records a

statement commenting on the information or setting forth any reasons for disagreeing with the decision.

The School shall notify the parent that the parent has a right to include such a statement in the record.

The School shall retain any such explanation placed in the records as part of the records as long as the record or contested portion is maintained. If the records are disclosed to any person, the explanation must also be disclosed.

5. Any hearing held regarding the amendment of records must be conducted in accordance with FERPA and other applicable procedures.

Safeguards

Each principal/designee must ensure that all school staff that collect or use personally identifiable information receive training to ensure the confidentiality of such information. The School shall:

1. Protect the confidentiality of personally identifiable information at its collection, storage, disclosure and destruction;

2. Appoint one official to assume responsibility for ensuring the confidentiality of any personally identifiable information;

3. Train or instruct all persons collecting or using personally identifiable information regarding confidentiality procedures; and

4. Maintain a current listing for public inspection of the names and positions of those employees within the School who may have access to personally identifiable information.

Storage of Inactive Confidential Records

Inactive special education records and all confidential information maintained on students must be maintained in a secure location. Files of students who have left your school site should be sent to the Special Services office for storage at that office until requested by another school.

Destruction of information

The School shall also:

1. Inform parents when the personally identifiable information is no longer needed to provide educational services to the student;

2. Maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year completed; and

3. Upon the request of the parent, destroy any personally identifiable information except the information listed in (2), which is no longer necessary to provide educational services.

Consent Required for Access to Records

Parental consent will be obtained before personally identifiable information is disclosed to anyone other than authorized individuals or agencies; or used for any purpose other than meeting a requirement under IDEA. The School will not release information from education records to participating agencies without parental consent unless authorized to do so under FERPA (see *CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION).*

Who May Access Records Without Consent

There are several situations where the school School may disclose education records of a student without written consent of the parent or eligible student. The most common situations affecting special education students are explained below:

1. To school officials with a legitimate educational interest. School official is defined as a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); student teachers and related service interns; a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   The Director of Special Services is the school official in charge of educational records and shall determine whether a school official is seeking information to carry out his/her official duties and whether the specific information sought is necessary in carrying out those duties.

2. To comply with a judicial order or lawfully issued subpoena. If the education records of a student are subpoenaed, the school needs to make a reasonable effort to notify the parent or student (if 18 years of age or older) before complying with the subpoena. This is intended to allow the parent/student the opportunity to quash or challenge the subpoena.

3. To authorized representatives of federal or state agencies who are engaged in audit or compliance activities. In such a case, the representatives must sign a record of access stating the purpose of their need to access the education record.

4. The school may disclose personally identifiable information about a student from confidential records in an emergency if the information is necessary for the health or safety of the student or other individuals.

5. To officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll.

6. To other entities specified in FERPA, 34 CFR Part 99, §99.31.

PROCEDURAL SAFEGUARDS

Procedural safeguards are specific rights and guarantees given to parents and students through state and federal laws to protect them in matters related to identification, evaluation, educational placement, and the provision of a free appropriate public education. Collectively, these rights and guarantees are referred to as procedural safeguards, and are described for parents in a document disseminated by the Nevada Department of Education entitled "Special Education Rights of Parents and Children."

The IDEA requires that parents be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and provision of a free appropriate public education for students with disabilities. A meeting does not include informal or unscheduled conversations involving School personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that School personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

Definitions

1. Consent. Parents must give informed written consent, which means that they have been fully informed of all information relevant to the activity for which consent is sought, in their native language or other mode of communication. Parents must understand and agree in writing to the carrying out of the activity for which their consent is sought. The request for consent must describe the activity and list the records (if any) which will be released and to whom. Parents must also be informed and understand that the granting of consent is voluntary on their part and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

2. Evaluation. Evaluation procedures are used to determine if a student has a disability and the nature and extent of special education and related services that are needed by that student. The term refers to procedures that are individually administered and used selectively with a student and does not include basic tests or procedures used with all students in school (e.g., group achievement tests, general screenings, etc.).

3. Notice. The School must provide the parents with prior written notice (see *PARENTAL PRIOR WRITTEN NOTICE*) a reasonable time before proposals or refusals to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to a student. The notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the School must translate the notice orally so that the parent understands the content of the notice and maintain written evidence that these steps were taken.

   The notice must contain the following information:

   a. A description of the action proposed or refused by the school;
   b. An explanation of why the school proposes or refuses to take the action;
   c. A description of other options the school considered and the reasons why those options were rejected;

d. A description of each evaluation procedure, assessment, record, or report used by the school as the basis for the proposed or refused action;
e. A description of the factors that are relevant to the school's proposal or refusal;

F. A STATEMENT THAT THE PARENTS OF A CHILD WITH A DISABILITY HAVE PROTECTION UNDER THE PROCEDURAL SAFEGUARDS OF IDEA AND, IF THE NOTICE IS NOT AN INITIAL REFERRAL FOR AN EVALUATION, THE MEANS BY WHICH A COPY OF THE DESCRIPTION OF THE PROCEDURAL SAFEGUARDS CAN BE OBTAINED; AND

g. Contact sources for parents to obtain assistance in understanding the provisions of special education law.

4. Procedural safeguards. A copy of procedural safeguards (the "rights" document) must be provided to parents **AT LEAST ONCE PER YEAR** and at the following junctures:

a. Initial referral for evaluation or upon parent request for an evaluation
b. Upon the first request for a due process hearing in a school year
c. Upon the first request for a complaint investigation in a school year (the Nevada Department of Education provides this copy to the parent)
d. Upon request by the parent
e. On the date a decision is made to make a removal that constitutes a disciplinary change of placement

5. Parent. As used in this section, the term **parent** refers to biological or adoptive parents, a foster parent, a guardian generally authorized to act as the child's parent (but not the state if the child is a ward of the state), an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, or a person identified through judicial decree or order to act as the "parent" of a child or to make educational decisions on behalf of a child, or the student, if he or she has reached the age of 18. A non-custodial divorced parent also has the right to participate in special education proceedings regarding his or her children. All of the rights that are afforded to parents transfer to the student when he or she is age 18, unless the student has been adjudged incompetent by a court of competent jurisdiction and a guardian has been appointed.

Unless a judicial decree or order has identified a person to act as the parent, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified to act as a parent, is presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

6. Surrogate parent. A surrogate parent is a person appointed by the school to represent the interests of a student when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. A surrogate parent has all the special education rights and authority ordinarily afforded to other parents. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents.

Informed Written Consent

1. Reasonable steps to obtain consent. The School must take and document reasonable steps to obtain parent consent when consent must be obtained before the School can proceed with its evaluation and service provision responsibilities. Reasonable steps which must be taken and carefully documented include:

   - Detailed records of telephone calls made or attempted and the results of those calls
   - Copies of correspondence sent and responses received
   - Detailed records of visits to home or place of employment and results

2. Consent requirements. Informed written consent from a student's parents is required in the following instances:

   - When the school School initially proposes to evaluate a student to determine his or her eligibility for special education and related services (see *CONSENT FOR EVALUATION)*
     - If the parent refuses to consent to an initial evaluation, or fails to respond to a request to obtain consent, the School may but is not required to pursue the evaluation through mediation and/or due process. If the School does not initiate mediation or due process proceedings, the School will not be found to have violated its obligations for child find/identification or evaluation, and the School will not be deemed to have knowledge the student was a student with a disability for discipline purposes.

   - When the school proposes the initial provision of special education and related services for the first time (see *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES)*
     - If the parent refuses to consent, or fails to respond to a request to obtain consent for the initial provision of special education and related services, the School MAY NOT use mediation and/or due process in order to obtain agreement or a ruling that the services may be provided to the student. The School will not be found to have violated its obligations for the provision of a free appropriate public education, and the School will not be deemed to have knowledge the student was a student with a disability for discipline purposes. The School is also not required to convene an IEP committee meeting or develop an IEP, although the School may do so for the purpose of making clear its offer of FAPE to the parent.
     - If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the School may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services (see *PARENTAL PRIOR WRITTEN NOTICE*); MAY NOT use mediation and/or due process procedures to obtain agreement or a ruling that the services may be provided to the child; will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and is not required to convene an IEP committee meeting or develop an IEP for the child for further provision of special education and related services.

- When the school conducts a reevaluation that requires assessment(s) in addition to information already available to the team (see *CONSENT FOR EVALUATION)*
  - If the parent refuses to consent, the School may but is not required to pursue the reevaluation through mediation and/or due process. If the School does not initiate mediation or use process proceedings, the School will not be found to have violated its obligations for child find/identification or evaluation, and the School will not be deemed to have knowledge the student was a student with a disability for discipline purposes. If the parent has not responded to a request for consent for reevaluation, the School may proceed with the reevaluation if the School can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

CONTACT THE DIRECTOR OF SPECIAL SERVICES IN ALL INSTANCES WHERE PARENTS REFUSE TO CONSENT OR FAIL TO RESPOND TO REQUESTS TO OBTAIN CONSENT.

3. **ADDITIONAL INFORMATION: CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION SERVICES. INFORMED WRITTEN CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION SERVICES MUST BE OBTAINED FROM PARENTS BEFORE A STUDENT MAY RECEIVE SERVICES. CONSENT IS OBTAINED USING THE *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* FORM.**

In most circumstances, parents sign this form when they attend the student's initial IEP meeting. However, in instances where the parents refuse or do not attend after reasonable attempts are made to involve them in the initial IEP meeting, the school must take reasonable steps to attempt to obtain written consent for initial provision of services through other means. This might include telephone calls, correspondence, and sending the proposed IEP and consent form to the parents through the mail with a pre-addressed and postage paid envelope enclosed. When possible, school staff could also take the form to the parent's home or place of employment. Each of these attempts must be carefully documented. If the parent withholds consent for the initial provision of special education and related services, IEP services CANNOT be provided.

Although federal law does not require that the School prepare an IEP prior to obtaining consent for the initial provision of special education and related services, the School will usually draft a proposed IEP if parents will not participate in the IEP development, and send the proposed IEP to the parent along with the consent form and a *PARENTAL PRIOR WRITTEN NOTICE* proposing development and implementation of IEP services as described in the attached IEP.

The school is only required to obtain *CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* once, before the student is initially placed in a program of special education. Thereafter, the procedures regarding notice and IEP development, review, and revision apply.

4. Reevaluations requiring additional data. Parent consent is not required before reviewing existing data as part of an evaluation or reevaluation, or before administering a test that is administered to all children unless consent is required of all parents. If the IEP Committee and eligibility team need additional data before completing a reevaluation, consent must be obtained.

5. WITHDRAWING CONSENT. CONSENT FOR EVALUATION, REEVALUATION, OR THE INITIAL PROVISION OF SPECIAL EDUCATION SERVICES MAY BE REVOKED AT ANY TIME. HOWEVER, REVOCATIONS ARE NOT RETROACTIVE. A REVOCATION WILL NOT NEGATE AN ACTION THAT HAS OCCURRED AFTER THE CONSENT WAS GIVEN AND BEFORE THE CONSENT WAS REVOKED. FOR EXAMPLE, IF A PARENT WISHES TO REVOKE CONSENT FOR AN INITIAL EVALUATION, AND THE EVALUATION HAS ALREADY BEEN COMPLETED, THE REVOCATION IS INEFFECTIVE. SIMILARLY, IF THE PARENT REVOKES CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES, AND THE SERVICES HAVE ALREADY BEGUN, THE REVOCATION IS INEFFECTIVE. HOWEVER, THE PARENT MAY USE MEDIATION AND/OR DUE PROCESS TO DISAGREE WITH THE SCHOOL'S INTENT TO CONTINUE TO PROVIDE SERVICES. ALSO, THE SCHOOL MAY INITIATE A REEVALUATION TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE ELIGIBLE FOR SERVICES. A STUDENT IS ONLY ELIGIBLE FOR SERVICES IF THE STUDENT HAS A DISABILITY AND NEEDS SPECIAL EDUCATION.

6. Subsequent to the initial evaluation and the initial provision of special education and related services, the school must use written notice to ensure that parents understand any action the school proposes or refuses. This might include the need for assessments determined necessary by the student's IEP Committee in order to provide appropriate services, or completion of a functional behavioral assessment at a time not consistent with the three-year reevaluation juncture.

7. Consent is also required in certain circumstances before the school discloses personally identifiable information. See Confidentiality section for further information.

Prior Written Notice and Notification Regarding ET/IEP Meetings

1. Prior Written Notice. In general, prior written notice is required whenever the school proposes or refuses to take an action related to the identification, evaluation, educational placement, or provision of a free appropriate public education for a student (see *PARENTAL PRIOR WRITTEN NOTICE*).

   The following list identifies common situations where the School is required to provide parents with prior written notice:

   - The school proposes to evaluate or reevaluate the student
   - The school proposes to develop the student's initial or annual IEP and has specific proposals for content
   - The school proposes to implement an IEP developed without the consensus of the parent
   - The school proposes to conduct an initial evaluation or reevaluation without obtaining additional data

- The school proposes to change the student's special education placement or IEP services

- The school proposes to terminate special education services (including termination of eligibility through a reevaluation process, or graduation from high school)

- The school proposes to change or terminate a student's related services (e.g., speech therapy, occupational or physical therapy, counseling)

- The school proposes a suspension or expulsion of a special education student which will constitute a change in placement

2. Notification regarding the student's IEP meeting. Since the IEP meeting is the most important mechanism for involving parents in educational decision-making, parents must receive written notification of this meeting. The importance of parental involvement at the IEP meeting is so significant, in fact, that the case manager must take specific action to notify the parents and make reasonable attempts to assure their participation, even when they cannot be present for the meeting in person. It should be noted that the school must proceed with the IEP development without the parents if they refuse or do not attend after reasonable attempts to involve the parents have been made. See *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*.

3. Notice regarding evaluation and reevaluation. The school is required to send *PARENTAL PRIOR WRITTEN NOTICE* when it proposes an initial evaluation of the student's eligibility for special education and related services. Also, the school is required to reevaluate each eligible student at least every three years unless the School and parent agree otherwise. Parent notice of reevaluation is provided by sending the *PARENTAL PRIOR WRITTEN NOTICE*. Parents are also requested (by letter, telephone, or in person) to provide input as to the need for, and scope of, any additional assessments that may be needed. IDEA regulations permit the IEP Committee members and eligibility team members to review the existing evaluation data to determine whether additional assessments are needed, without a team meeting required. If additional assessments are needed, the School must ask the parent to provide written consent for any additional assessments that have been determined to be necessary in order to complete the reevaluation. If no additional assessments are needed, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to conduct a reevaluation without obtaining additional data is sent to the parents, notifying them of their right to request further assessments.

4. Notice regarding proposed changes to IEP or placement. Since the IEP Committee must make all decisions affecting a student's special education services or placement, the *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING* sent to the parents must explain the proposed changes. Again, the school must make reasonable efforts to involve the parents in the IEP process. When parents do not respond to requests to attend IEP meetings, the school must seek to include them through other means (e.g., via telephone). Parents must receive a copy of the amended IEP developed by the IEP Committee. When parents are not in attendance, parents must be provided with *PARENTAL PRIOR WRITTEN NOTICE* of the School's proposal to implement the IEP.

   Graduation from high school or a change in placement to a more or less restrictive setting is considered a "change in placement." Such changes in a special education student's program or placement require prior written notice and must only occur through the IEP process (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*). A student's graduation from high school is handled through careful planning of his or her

transition and by determining the graduation option (regular diploma or adjusted diploma) through the IEP process on at least an annual basis.

For students graduating with a regular high school diploma, the *PARENTAL PRIOR WRITTEN NOTICE* form must include a statement that the student "is receiving a regular high school diploma and will no longer be eligible for special education services upon graduation." For students graduating with an adjusted diploma, the written notice form must include a statement that the student "is eligible to receive special education services until he/she receives a regular diploma or reaches 22 years of age."

5. Notice regarding termination of eligibility/services. If the student's services are being terminated because the student is no longer eligible for services, the following procedure must be followed:

a. The eligibility team must conduct a reevaluation and determine whether the student is no longer eligible for special education services. See Reevaluation section for all reevaluation procedures, which must be strictly followed.

b. If the eligibility team finds the student no longer eligible, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to discontinue services based upon ineligibility must be provided to parents.

If the student's services are being terminated because the student is no longer eligible due to graduation with a regular diploma or because the student has reached 22 years of age, the evaluation described in section (a) is not required. However, a summary of the student's academic achievement and functional performance must be developed and provided to the student and parent (see *SUMMARY OF PERFORMANCE)*.

If the student's services are being terminated because the parent has revoked consent in writing for the continued provision of special education and related services, the School must provide *PARENTAL PRIOR WRITTEN NOTICE* of its proposal to discontinue special education and related services based on receipt of the written revocation of consent. Within a reasonable time after providing prior written notice, the School must discontinue all special education and related services to the student.

6. Notice regarding proposals to change or terminate a student's related services. Prior written notice must be provided of the School's proposals or refusals to initiate, change, or terminate a student's related services. Related services (e.g., speech therapy, occupational and physical therapy, counseling) are an important part of a student's IEP. Without these services, many students would not benefit from the special education program provided. For this reason, any decision to initiate, change, or terminate related services must be made by the IEP Committee. If at all possible, it is advisable to have the related service provider participate as a member of the IEP Committee. However, when this is not possible, he or she must supply the rationale for initiating, changing, or discontinuing the services. The IEP Committee determines a student's need for related services.

7. Notice requirements for parental requests. Parents are encouraged to present any requests for changes in eligibility, IEP services or placement in writing. For example, parents may request that the school pay for an independent educational evaluation. They may also request that the school provide additional services for their child. Parents may ask the school to place their child in a specialized program outside of his or her zoned school. Whether the parents' requests are made in writing or not, parents must be given *PARENTAL PRIOR WRITTEN NOTICE* of the school's decisions in response to such requests by parents. If a school receives such a request, it must be forwarded to the Director of Special Education. After consulting with the student's principal and

teachers, the Director will make a decision and provide *PARENTAL PRIOR WRITTEN NOTICE* to the parents and, if appropriate, the proposed date of any IEP meeting to discuss the parent's request and present any School recommendations (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING).*

8. Notice regarding suspension/expulsion. There are specific procedures that must be followed when a special education student is suspended or expelled for more than ten (10) days from school. The basic procedures that must be followed regarding notice are outlined below:

A. **ON THE DATE A DECISION IS MADE TO IMPLEMENT A DISCIPLINARY REMOVAL THAT WILL RESULT IN A CHANGE OF PLACEMENT, THE SCHOOL MUST PROVIDE *PARENTAL PRIOR WRITTEN NOTICE* OF THIS DECISION AND OF THE INTENT TO CONDUCT A MANIFESTATION DETERMINATION PRIOR TO IMPLEMENTING THE REMOVAL.**

B. **IF THE IEP COMMITTEE DETERMINES THAT THE BEHAVIOR IS NOT A MANIFESTATION OF THE STUDENT'S DISABILITY, THE SCHOOL MUST PROVIDE *PARENTAL PRIOR WRITTEN NOTICE* TO THE PARENTS OF THE IEP COMMITTEE'S DECISION AND THE SCHOOL'S INTENT REGARDING FURTHER DISCIPLINARY ACTION.**

C. **IF THE IEP COMMITTEE DETERMINES THAT THE BEHAVIOR IS A MANIFESTATION OF THE STUDENT'S DISABILITY, THE STUDENT GENERALLY REMAINS IN THE PLACEMENT IDENTIFIED IN THE STUDENT'S IEP (UNLESS THE STUDENT IS PLACED IN A 45-SCHOOL-DAY INTERIM ALTERNATIVE EDUCATIONAL SETTING FOR CONDUCT INVOLVING WEAPONS, DRUGS/CONTROLLED SUBSTANCES, OR INFLICTION OF SERIOUS BODILY INJURY). THE SCHOOL PROVIDES *PARENTAL PRIOR WRITTEN NOTICE* OF THE SCHOOL'S INTENTION TO CONDUCT A FUNCTIONAL BEHAVIORAL ASSESSMENT (UNLESS ONE HAS ALREADY BEEN DONE) AND TO DEVELOP A BEHAVIOR INTERVENTION PLAN (OR REVIEW/REVISE AN ALREADY EXISTING PLAN).**

Appointment of Surrogate Parents

1. Requirement to appoint surrogate parent. A surrogate parent must be appointed by the school when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below.

A student who is eligible for special education in the School and meets any of these conditions will be appointed a surrogate parent to represent him or her in all matters related to special education.

2. Qualifications for serving as a student's surrogate parent. A surrogate parent cannot be an employee of the Nevada Department of Education, the school, or of any other agency involved in the education or care of the student. The surrogate must have no personal or professional interest that conflicts with the interest of the student, and the surrogate must have knowledge and skills that ensure adequate representation of the student. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to whether those staff are employees of agencies involved in the care of the student, until a surrogate parent can be appointed that meets all of the requirements outlined above.

3. Rights and privileges of surrogate parents. Surrogate parents have all the same rights and privileges of biological parents pertaining to the identification, evaluation, educational placement, and the provision of a free appropriate public education for the student he or she represents. As such, surrogate parents must give consent before initial evaluation, initial provision of special education and related services, and reevaluation of the student if the reevaluation requires additional assessments. They must also be given prior written notice for any proposed or refused action by the school as described in this section. Surrogate parents have all the due process rights of natural parents in a dispute with the school regarding the student's special education program.

Independent Educational Evaluation

A parent has the right to request an independent educational evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the School. However, the School may initiate a hearing to show that its evaluation is appropriate. If the final decision is that the School's evaluation is appropriate, the parent still has the right to an IEE, but not at the public expense. Information regarding where an IEE may be obtained will be provided to the parent upon request for an IEE, along with the School's criteria for conducting such an evaluation. Whenever an IEE is conducted at the School's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, will be the same as the criteria the School uses when it initiates an evaluation. Whether or not the school School pays for an IEE, the IEE must be considered in decisions regarding the student's special education program.

An IEE is an evaluation conducted by an examiner who is not employed by the school but possesses qualifications similar to those of examiners employed by the school. Parents should be encouraged but are not required to notify the school before they obtain an IEE. All parent requests for an IEE should be forwarded to the Director of Special Services for review. The Director will tell the parents where an IEE may be obtained and will provide notice of the school 's decision regarding their request for an IEE.

When an IEE has been requested, the School must without unnecessary delay either provide (pay for) the IEE, or request a due process hearing to establish that its evaluation is appropriate. If the hearing officer determines that the School's evaluation is appropriate, the parent may still obtain an IEE, but at the parent's personal expense. A parent is entitled to only one IEE at public expense each time the public agency conducts and evaluation with which the parent disagrees.

Mediation

Mediation is a process where an impartial person participates in a meeting between parents and representatives of the school in an attempt to resolve issues of disagreement about the student's

special education program. Most often mediation is used as an informal method of conflict resolution when parents have filed a request for an impartial due process hearing. Mediation may not be used in place of a hearing nor can it delay the parent's right to a hearing. When disagreements between parents and school personnel over special education issues rise to the level of an impasse, the Director of Special Services should be involved. At the Director's discretion, mediation may be requested, although other methods of resolution will probably be used prior to taking this step. Mediation usually produces at least some agreement between the parties. Even when parents proceed to a hearing, mediation often reduces or clarifies the issues to be heard.

The Nevada Department of Education has established a mediation system, maintains a pool of trained mediators, and will pay for the costs incurred by the mediation. Either party (the school or the parents) can request mediation although both parties must agree to participate. Each session of mediation must be scheduled in a timely manner and must be held at a location that is convenient for the parties to the dispute. If the parties reach an agreement, the agreement must be set forth in writing and the agreement is enforceable in court.

Impartial Due Process Hearings

Although a due process hearing may be necessary to resolve a disagreement between parents and the school, there are often other effective methods of resolution (e.g., informal negotiation or mediation). Parents and schools should pursue alternatives to due process whenever possible as a way of reaching an agreement about the student's special education program.

1. Impartial due process hearing. Due process is a formal means provided in the law for resolving disputes between the school and parents. Either the School or parents may initiate a request for a hearing on issues related to identification, evaluation, educational placement or the provision of a free appropriate public education (FAPE) for a student with disabilities (although the School may not request a hearing to dispute a parent's refusal to consent to the initial provision of special education and related services). When a due process hearing is requested, an impartial hearing officer is appointed by the State Superintendent of Public Instruction to hear the case and render a decision. In Nevada, either party may appeal the hearing officer's decision to a state-level review officer. If the matter is not resolved at either of these levels, either party may appeal the case to a state court of competent jurisdiction or a U.S. district court.

2. Requesting an impartial due process hearing. Parents may request an impartial due process hearing by writing a letter to the school Administrator. A model form is available to assist parents in requesting a due process hearing (see *MODEL DUE PROCESS HEARING REQUEST)*. Within five days of receiving the request, the school must transmit the letter to the State Superintendent of Public Instruction with a request that the Superintendent appoint a hearing officer.

   Response to request.
   - Within 10 days of receipt of the request for the hearing, if the School DID NOT already send a prior written notice to the parent regarding the subject matter of the hearing request, the School shall send notice that includes:
     - explanation of why the School proposed/refused action
     - description of other options the IEP team considered and why rejected
     - description of each evaluation procedure, assessment, record or report used as a basis for proposed/refused action
     - description of the factors relevant to School's proposal or refusal
   - Within 10 days of receipt, if the School DID already send prior written notice, the School shall send the parent a response that specifically addresses the issues raised in the request for a hearing. A response by the School does

not preclude School from asserting that the parent's due process complaint was insufficient.

If the School files the hearing request, the parent must send the School a response that specifically addresses the issues raised in the request for a hearing within 10 days of receipt of request for hearing.

Sufficiency challenge.

- Within 15 days of receipt, the nonfiling party may notify the Hearing Officer and the filing party that the receiving party believes the notice has not met content requirements
- Within 5 days of receipt of notification of insufficiency, the Hearing Officer makes determination based on the face of the request for hearing and immediately notifies parties in writing
- If insufficient, the filing party must refile and the request is treated like a new request

Resolution meetings.

- Within 15 days of receiving notice of the parents' request for a hearing, the School must convene a resolution session UNLESS the School and the parents agree in writing to waive the session, or agree to use mediation process
- Resolution session participants:
  - Parents and relevant member(s) of IEP Committee (parent and School determine relevant members to attend meeting) who have specific knowledge of the facts identified in the hearing request
    - Includes representative of School with decisionmaking authority
    - May not include attorney of School unless parent is accompanied by attorney
- Parents discuss request for hearing and the facts that form the basis of the complaint, and the School is provided the opportunity to resolve

If a resolution agreement is reached, the parties execute a legally binding agreement that is signed by the parent and a representative of the School who has authority to bind the School. The resolution agreement is enforceable in any state court of competent jurisdiction or in a U.S. district court. A party may void the executed agreement within 3 business days of the agreement's execution.

Resolution period.

- If the School has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur
- The timeline for issuing a final decision begins at the expiration of this 30-day period
- Except where the parties have jointly agreed to waive the resolution process or to use mediation, the failure of the parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held
- If the School is unable to obtain the participation of the parent in the resolution session after reasonable efforts have been made and documented, the School may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint
- If the School fails to hold the resolution session within 15 days of receiving notice of a parent's due process complaint or fails to participate in the

resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline

Adjustments to 30-day resolution period. The 45-day timeline for the due process hearing starts the day after one of the following events:

- Both parties agree in writing to waive the resolution meeting
- After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible
- If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or School withdraws from the mediation process

4. Stay put.

As required by state and federal law, under most circumstances when a due process hearing has been requested the student "stays put" in the last agreed-upon placement until the issue is resolved, unless the parents and the school School agree on an alternative placement. In limited circumstances (e.g., students who exhibit behavior that is harmful or dangerous to self or others), the School may seek a court injunction to bar the student's attendance at school and maintain an alternative placement until the dispute is resolved through the hearing process. An Interim Alternative Educational Setting (IAES) may become the "stay put" placement for a student who has engaged in behavior involving weapons, drugs, controlled substances, or infliction of serious bodily injury. Also, in cases where a review officer agrees with the parents of the pupil that a particular change in the current placement is appropriate, the change in placement must be treated as an agreement between the School and the parents, for purposes of "stay put" through any continuing litigation.

5. Procedures for a due process hearing.

a. The parent shall submit in writing to the school administrator any request for fair and impartial due process hearing in accordance with IDEA, stating the name of the student, the residence address of the student, in the case of a homeless child or youth, available contact information for the child the name of the school the student is attending, a description of the nature of the problem including relevant facts, and a proposed resolution of the problem to the extent known and available to the parents at the time. A copy of the request for a hearing must also be submitted by the parent to the Nevada Department of Education.

B. THE SCHOOL ADMINISTRATOR, WITHIN FIVE WORKING DAYS OF THE RECEIPT OF A HEARING REQUEST FROM THE PARENT, SHALL ASK THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION TO APPOINT AN IMPARTIAL HEARING OFFICER.

c. The State Superintendent of Public Instruction will officially appoint the impartial hearing officer and notify the parties in writing of the appointment. The hearing officer must not have a conflict of interest or be an employee of any public agency involved in the education or care of the student. A person is not an employee of a public agency solely because the public agency compensates the person for the person's services as a hearing officer.

d. The NEVADA PERFORMANCE ACADEMY must also take the following additional actions upon receipt of a request for a hearing:

1. The parent shall be notified by certified mail of the time and place of the hearing.
2. The parent shall be informed of any free or inexpensive legal services and other relevant services in the area.
3. The parent shall be informed of the right to request a resolution of the dispute through a mediation process.
4. The parent shall be informed of all procedural safeguards, including the rights listed below:

   a. At the hearing, a party to the hearing may:
      (1) Be represented by counsel;
      (2) Be accompanied by and advised by persons who have special knowledge of or training regarding the problems of students with disabilities;
      (3) Present evidence;
      (4) Call, examine and compel the attendance of witnesses; and
      (5) Cross-examine witnesses.

   b. At the hearing, the parent has the right to:

      (1) Have the pupil present;
      (2) Have the hearing open to the general public; and
      (3) Have the record of the hearing and findings of fact provided at no cost to the parent.

   c. The parent may examine all pertinent school records before the hearing.

   d. A party to the hearing may object to the introduction of evidence or evaluations, including recommendations based upon evaluations that have not been disclosed to the opposing party at least five business days before the hearing. The hearing officer may bar the introduction of such evidence without the consent of the other party.

   e. The School shall make a verbatim record of the hearing either in writing or, at the option of the parent, by electronic means. The record must be made available to any party to the hearing.

   f. The School shall take whatever action is necessary to ensure that the parent understands the written notice and the proceedings at the hearing, including arranging for an interpreter for a parent who is deaf or whose native language is not English.

   g. The hearing must be held at a time and place reasonably convenient to the parent and student involved.

   h. The hearing officer shall base the decision solely on the evidence presented at the hearing. In addition:
      - A hearing officer's determination of whether a child received FAPE must be based on substantive grounds
      - In matters alleging a procedural violation, a hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:

- Impeded the child's right to a FAPE;
- Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or
- Caused a deprivation of educational benefit

- A hearing officer may order a School to comply with procedural requirements
- A parent may file a separate due process complaint on an issue separate from a due process complaint already filed

i. The hearing officer shall render the findings of fact and decision in writing and mail a copy of the decision to the parties within 45 days after commencement of the hearing timeline. A hearing officer may extend the time for rendering a decision for a specific number of days upon the request of either party, except for expedited hearings. The written findings of fact and decision must be made available to any party to the hearing. At the option of a parent, findings of fact and decision must be made available to the parent by electronic means.

j. The School shall pay the expenses of the hearing officer and any other expenses of the hearing.

k. At a minimum, the Hearing Officer:
- must not be an employee of the NDE or the School that is involved in the education or care of the child; or a person having a personal or professional interest that conflicts with the person's objectivity in the hearing
- must possess knowledge of, and the ability to understand, the provisions of the IDEA, federal and state regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and state courts;
- must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
- must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice

A person who otherwise qualifies is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer.

l. The decision of a hearing officer is final unless the decision is appealed.

m. In regard to due process hearings, "business day" means Monday through Friday, excluding federal and state holidays.

Appeal from decision of hearing officer

The parent and the School have the right to appeal the decision of the hearing officer to the State Superintendent of Public Instruction. The appeal must be made within 30 days after receiving the hearing officer's decision; a party to the hearing may file a cross appeal within ten (10) days after

receiving notice of the initial appeal. If there is an appeal, a state review officer appointed by the State Superintendent of Public Instruction shall conduct an impartial review of the hearing.

The review officer shall:

1. Examine the entire record of the hearing;

2. Ensure that the procedures of the hearing were consistent with the requirements of due process;

3. Seek any additional evidence necessary and, if a hearing is held to receive additional evidence, afford the parties the rights set forth in NAC 388.310;

4. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing officer;

5. Schedule any oral arguments at a time and place which is reasonably convenient to the parent and student involved;

6. Make an independent decision on the completion of the review; and

7. Mail copies of the written findings and decision to the parties within 30 days after receipt of a written request for review. The review officer may extend the time for rendering a decision for a specific number of days upon the request of either party. At the option of the parent, the findings of fact and decision must be made available to the parent by electronic means.

The decision of a review officer is final unless a party brings a civil action.

Civil action. Either party may appeal from the decision of the review officer by initiating a civil action in a court of competent jurisdiction within 90 days after receipt of the decision of the review officer.

Expedited hearings. A parent's request for a hearing is expedited under the following disciplinary situations:

a. Disagreement with the manifestation determination (the decision regarding the relationship of misconduct to the student's disability); and

b. Disagreement with the decision regarding the placement of a student with a disability who violates a code of student conduct.

The School may request an expedited hearing to change the placement of a student to an appropriate interim alternative educational setting based upon substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or to others. This process may be repeated as necessary.

An expedited hearing must be conducted within 20 school days of the date the hearing is requested and the determination must be made within 10 school days after the hearing. The resolution session must be held within 7 days and the resolution period is 15 days.

Private School Placement

1. STUDENTS WITH DISABILITIES PLACED IN PRIVATE OR RELIGIOUS SCHOOLS BY THEIR PARENTS, WHEN FAPE IS NOT AT ISSUE

The school has an obligation to identify and evaluate all eligible students within its jurisdiction, and to offer to provide special education and related services in the public schools. The School must provide for the participation of private school students with disabilities in special education programs, and a proportionate share of federal funding must be expended for this purpose. No private school student with a disability has an individual right to receive some or all of the special education and related services the student would receive if enrolled in a public school.

After eligible students are identified and evaluated, the school must consult with private school representatives and representatives of parents of private school students concerning child find, determinations of proportionate shares of federal funds to be expended, the consultation process, and the provision of special education and related services. When timely and meaningful consultation has occurred, the School must obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the School must forward the documentation of the consultation process to the NDE.

A services plan must be developed for each private school student receiving services in accordance with this provision of federal law.

2. Obligations to home-schooled students who have disabilities

Under Nevada State Law, the school
has the same obligation to students who are exempted from public school attendance for home schooling as it has to students in private schools.

3. Parental placement in a private or residential school at school expense

With the exception of some very unique circumstances, parents cannot make a unilateral placement of their child in a private or residential placement at the expense of the school. There are some specific procedures related to "notice" that parents must follow if they intend to place their child in a residential program at the expense of the school.

The cost of reimbursement described in paragraph (c) of this section may be reduced or denied—

a. If (i) At the most recent IEP Committee meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Committee that they were rejecting the placement proposed by the School to provide FAPE to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or (ii) At least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the School of the information described in this section;

b. If, prior to the parents' removal of the child from the public school, the School informed the parents, through prior written notice of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation; or

c. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Notwithstanding the notice requirement, the cost of reimbursement:

a. Must not be reduced or denied for failure to provide the notice if (i) The school prevented the parents from providing the notice; (ii) The parents had not received notice of the notice requirement; or (iii) Compliance with the requirements would likely result in physical harm to the child; and

b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if (i) The parents are not literate or cannot write in English; or (ii) Compliance with the requirements would likely result in serious emotional harm to the child.

Transfer of Rights at Age 18

In general, the School shall assure that all rights of the parent shall transfer to the student upon reaching majority, at age 18. The exceptions are in the cases where such children are legally determined to be incompetent to make related decisions. In these instances, the legally established guardian will continue to maintain the rights outlined in this document.

On or before the date when the student turns 17 (during the annual IEP meeting when the student is 16), the student's IEP must include a statement that the student has been informed of the rights that will transfer at age 18.

Application for Parents to Represent Educational Interests of NAA Students

The 2007 Nevada State Legislature passed a state statute to allow parents of students with significant cognitive impairments who participate in NAA (the state's alternative assessment) to submit an application to the school seeking authority to represent the student's special education interests after the student turns 18 (see *NOTICE OF APPLICATION, APPLICATION, NOTICE OF DETERMINATION)*. This is the ONLY APPLICATION which may be used for this purpose in Lyon County School District. This process applies ONLY to the parents of students with significant cognitive impairments who participate in NAA. **Do not** provide this application to the parents of any other students.

Process

State and federal law require that at least one year prior to the student's 18th birthday, parents and students must be notified that the parent's special education rights will transfer to the student at age 18. This step is accomplished in the School by explaining that rights will transfer during the annual IEP meeting held when the student is age 16.

For NAA students ONLY:

1. Explain that state law allows parents of NAA students to apply to represent the student's special education interests after the student turns 18.
2. Provide the parent with the *NOTICE OF APPLICATION* form.
3. Retain a copy of the *NOTICE OF APPLICATION* and note the "Date NOTICE OF APPLICATION was provided to parent and student (prior to 18th birthday)" – see second line from bottom.

4. Explain that if the parent wishes to represent the student's special education interests, the application MUST BE SUBMITTED **no later than 90 days before the student's 18th birthday**.
5. The parent must complete the middle *APPLICATION* section of the document AND provide a copy of the student's IEP reflecting participation in NAA.
6. Within 30 days after receiving the *APPLICATION*, the School must review the application and determine whether to approve or deny the application. A decision to approve or deny must be made in consultation with the Director of Special Services. If the application is complete and the student fits within the specific criteria (**students with significant cognitive impairments who participate in NAA**) the application should be approved.
7. Immediately after decision to approve or deny, return a copy of the *APPLICATION* which was submitted by the parent to the parent and the student with the bottom box completed. **RETAIN A COMPLETED COPY IN THE STUDENT'S SPECIAL EDUCATION FILE.**

Unless the parents have been appointed by the School to represent the educational interests of the pupil, or a court has adjudicated the student incompetent to make decisions, the School must notify the student and parent that a transfer of rights has occurred when the student reaches ages 18. Whether the student's educational rights have transferred to the student or remain with the parents, the School shall provide any required notice thereafter to the student and the student's parents.

IDENTIFICATION

Identifying students with disabilities is the first step in providing appropriate educational services to students who are eligible for special education and related services.

Child Find

The School's "Child Find" program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

The School works in cooperation with other agencies in Carson City and other Counties to:

1. Locate all children and youth with disabilities from the ages of birth through 21 in Carson City and other Counties

2. Identify and refer individuals suspected of having a disability for evaluations

3. Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:

    a. Newspaper articles and other media
    b. Correspondence with community members
    c. Annual screenings in schools and in the community
    d. Teacher training on identifying potential disabilities

4. Maintain a child identification log indicating which children 3-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:

    a. Student Name
    b. Age
    c. Date Referred
    d. Date Evaluated
    e. Date Service Initiated
    f. Disability Category
    g. Reason for Not Serving

5. Coordinate with other agencies providing services to children. The Director of Special Services will make at least two contacts per school year with local agencies to find out if they may have knowledge of disabled children who are not being served, explain the referral process, and request that they refer students under the age of 22 to the school.

Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom.

The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities be educated as much as possible with their nondisabled peers. By modifying what takes place in the classroom to meet a child's needs, we are addressing the spirit of the law. Frequently, such modifications are effective and may eliminate or diminish the need for special education services.

General Education Interventions – Instructional Consultation Teams

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the School it may attempt to remediate such difficulty through providing scientific, research-based interventions in general education environments using the RtImodel.

The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

1. Develop an intervention plan for the student, to include:
   a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
   b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
   c. The data to be collected to measure the student's level of performance and rate of learning;
   d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.

2. Provide a copy of the intervention plan to the student's parents.

3. Provide the *NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT – RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION* document to the student's parents.

4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.

5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the School must:

   a. Conduct the initial evaluation if the School agrees that the student is suspected of having a disability; or

   b. Provide *PARENTAL PRIOR WRITTEN NOTICE* of its refusal to conduct the initial evaluation (if the School does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with the Director of Special Services.

If the School determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the School determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the School may refer the student for an initial evaluation.

REFERRAL

A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's "child find" or general education intervention activities, School personnel recommend an evaluation.

If the School proposes to conduct an initial evaluation of a student, parents must be provided with *PARENTAL PRIOR WRITTEN NOTICE* of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. See PROCEDURAL SAFEGUARDS section.

In conducting the evaluation, the School must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to Carson City and other Counties from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the School must review existing evaluation data and determine what, if any, additional assessments are necessary. See *DETERMINATION OF ADDITIONAL DATA NEEDED FOR EVALUATION*. On the basis of this review, the School must identify and gather the additional data needed to determine:

1. Whether the child has a disability.

2. The child's present levels of performance and educational needs.

3. Whether the child needs special education and related services.

The initial referral process is as follows:

1. Identify the suspected disability and initiate the special education referral process; this step may occur after an Instructional Consultation case has been closed, but it may occur earlier if a disability is suspected by parents or school staff prior to completion of any or all interventions.

    a. Complete the Special Education *REFERRAL FORM* and include the following:
        - Health/Developmental/Education history
        - Student observation form completed
        - Attendance information
        - Discipline information
        - Academic results, sample of classroom work, test scores, etc.
        - Instructional Consultation Summary, if available
        - Instructional Consultation Student Documentation Form, if available
        - Copy of educational intervention(s) and modification(s) from sources other than Instructional Consultation, if available

    b. Provide prior written notice of the proposal to evaluate the student (*PARENTAL PRIOR WRITTEN NOTICE*) with a copy of Parent Rights

    c. Obtain parent consent to evaluate the student (*CONSENT FOR EVALUATION*)
        - Academic results
        - Behavior assessment

2. Review referral packet for appropriateness and completeness.

a. Parent has been given written notice of the School's proposal to evaluate the student.
b. Parent has provided consent to evaluate prior to any individually administered assessments given on the basis of the suspicion of disability.
c. Parent has been given a copy of Parent Rights, and rights have been explained in their primary language (e.g., Spanish)
d. Student has passed the vision and hearing tests,
   - or has been treated by a physician to correct problem area
   - or a copy of the "passed" or "normal" results are provided
e. Copies of data are legible and included.
f. Principal has signed referral.
g. Assign designee or case manager for referral.

3. Process referral packet.

   a. Send copies to the Special Services Department who will forward to psychologist or other evaluation coordinator (e.g., speech therapist) to initiate the evaluation.
   b. Collect further data if needed.
   c. Send copies of referral page, copy of consent for evaluation, and relevant information to related service provider if assessment is needed and is indicated on referral form (speech therapist, occupational therapist, or physical therapist).

4. If applicable, psychologist will complete the evaluation write the report and forward copies to the case manager. If the speech therapist has been the evaluation coordinator, the therapist also serves as the case manager. See Evaluation section of this Manual for further information.

5. Schedule a meeting to determine eligibility (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING)*. See Eligibility section of this Manual for further information.

   a. Meeting must include required Eligibility Team members according to the NAC requirements per disability category. These members include, for example:
      - Special education teacher (for student with speech/language impairment, speech therapist is the special education teacher)
      - Regular education teacher
      - Parent(s) and/or guardian(s)
      - School psychologist
   b. Meetings could also include:
      - Speech therapist
      - Occupational therapist
      - Physical therapist
      - School nurse

6. Once eligibility is determined and if student is found eligible, an IEP must be written. The IEP Committee must include the following persons, in addition to a person who can interpret the instructional implications of the evaluation (if not already represented):

   a. Parent(s)
   b. Regular education teacher
   c. Special education teacher
   d. LEA representative

   The IEP Committee may also include the following:

a. School psychologist
b. Related service provider (speech therapist, occupational therapist, physical therapist, assistive technology representative, transportation representative, school nurse, etc.)

7. Transfer students:

Transfers within Nevada. Students with disabilities transferring to the School from another school in Nevada remain eligible for special education, related services, and supplementary aids and services. Documentation of previous evaluation(s) and eligibility determination(s) must be obtained from the previous school. If such documentation cannot be obtained, school staff should contact the Director of Special Services. When the parents register their child for school and indicate the student was receiving special education services at his/her previous school in Nevada, a form indicating the name and location of the previous school will be completed and faxed to the special education secretary. Records will be requested and sent to the special education office. Attempts to locate/obtain records will be documented. Records received will be provided to the evaluation coordinator. A copy of the IEP will be sent to the case manager.

If the student's previous IEP is available, the School must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, for a period no longer than 30 calendar days, until the School adopts the previous IEP, or develops a new IEP.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. Upon the expiration of 30 days after the development of the interim IEP, a complete IEP must be developed. Because the student is already eligible in Nevada, a reevaluation is usually not needed.

Transfers from Out-of-State. Students with disabilities transferring into Carson City or other County from another state must be evaluated to determine whether they meet Nevada's eligibility requirements. The evaluation coordinator is responsible for coordinating the process needed to ensure that Nevada eligibility is confirmed, whether under the 30-day interim IEP timeline (in circumstances when no IEP is available from the previous district), or under the 45-school day timeline when the School is providing services comparable to the services provided under the student's out-of-state IEP.

Parental consent must be obtained using the *CONSENT FOR EVALUATION* form. If evaluation information is available, the combined members of the eligibility team and IEP Committee must complete the *DETERMINATION OF ADDITIONAL DATA NEEDED FOR EVALUATION* form. If no additional data are needed, provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision. The eligibility team must meet to determine eligibility within 45 school days of obtaining the parent's written consent.

If the student's previous IEP is available, the SCHOOL must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, until eligibility in Nevada has been determined and until the SCHOOL develops a new IEP, if appropriate.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. If a 30-day interim IEP has been developed, the student's eligibility must be confirmed and a complete IEP must be developed prior to the expiration of the 30 days.

During the 30-day period, the student should be receiving services either under an interim Individualized Educational Program. If difficulties are encountered in this situation, contact the Director of Special Services.

EVALUATION

Definitions

1. Eligibility team (ET). A team of professional staff including the parent who plan the assessment for a student, collect the appropriate information through formal and informal assessment methods, and make a determination of eligibility based on the criteria set forth in state regulations (Nevada Administrative Code [NAC] §388.330-440).

2. Academic achievement. The possession of basic reading skills and skills relating to oral expression, listening comprehension, written expression, reading fluency, reading comprehension, mathematics calculation, and mathematics reasoning. For students ages three to five years, this term includes academic readiness and mastery of language concepts (NAC §388.005).

3. Adaptive skills. Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work (NAC §388.015).

4. Assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability (NAC §388.023). Cochlear implants are not considered assistive technology devices.

5. Assistive technology service. Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device (i.e., piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a student). This includes the evaluation of the need for such devices and services; providing for the acquisition of devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services; and training or technical assistance for students, families, professionals, employers, or others (NAC §388.024).

6. Scientific, research-based intervention. The modification of the classroom environment, curriculum or delivery of instruction in general education settings, which is based upon an examination of characteristics of the student as a learner, the instruction being provided and the curricular tasks to be accomplished, and targeted toward improving the student's level of performance and rate of learning. The modification of the classroom environment, curriculum or delivery of instruction is demonstrated through scientifically based research and practice to have a positive impact on a pupil's academic achievement or behavior.

7. Intervention. Strategies developed on the basis of individual need which are designed to have a remedial effect upon any academic or behavioral problems of a student. This does not ordinarily include general disciplinary procedures unless these have a demonstrated superior effect over individually designed strategies (NAC §388.085).

8. Social and emotional condition. The present thoughts, feelings, and interactive behavior of the student (NAC §388.111).

9. Eligibility Determination. A determination by an eligibility team that the student qualifies for special education, related services, and/or supplementary aids and services in the school environment in accordance with the eligibility criteria established in NAC §388.330-440.

10. Evaluation procedures.

Assessments/evaluation materials must be:

- selected and administered so as not to be discriminatory on a racial or cultural basis;
- provided and administered in the child's native language or other mode of communication, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so
- used for the purposes for which the assessments are valid and reliable
- administered by trained and knowledgeable personnel
- administered in accordance with any instructions provided by the producer of the assessments

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with limited sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

The child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Assessments of children who transfer from one district to another in the same school year must be coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

The evaluation must be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

11. Evaluation coordinator. A professional who is assigned to lead the eligibility team (ET) in planning and conducting the evaluation and interpreting the results. Most often this will be the member of the ET who is most responsible for the evaluation (e.g., school psychologist, speech/language therapist).

Purpose

The purpose of gathering diagnostic data pertaining to the special student is to accomplish the following:

1. Determine whether the student has a particular category of disability, or in the case of a reevaluation whether the student continues to have such a disability;

2. Identify the present levels of academic achievement and functional performance of the student;

3. Determine whether the student needs special education and related services, or in the case of a reevaluation whether the student continues to need special education and related services;

4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum; and

5. Formulate possible courses of action.

Principles

Throughout the evaluation process, the following principles should be emphasized:

1. Multidisciplinary team approach.
2. Confidentiality.
3. Nondiscriminatory testing.
4. Adherence to all procedural safeguards.

Process

Students who may be referred for special education services are those whose learning and/or behavior problems appear to be beyond the scope of the general educational setting or whose problems have previously not been solved through general education interventions.

Carson City/County Students	1) Students enrolled in the School are processed through interschool channels according to the referral procedures outlined in sections: Intervention, Referral, and Evaluations.
Students From Other Counties or States	2) Students having received special education services in another school district in Nevada or outside of the state of Nevada are processed according to procedures outlined under "Transfer Students" in the Referral section.
Private-School Students	3) Students enrolled in non-public schools are referred to the Special Services Office, Child Find Coordinator, and are processed according to routine procedures outlined under Child Find.
Non-Enrolled Students	4) Students not currently enrolled in an educational program or who have never received special education services are referred to the Special Services Office.

Consultation with Parents

After determining that the student will be referred for a special education evaluation, the special education case manager meets with parents to discuss the School's proposal for evaluation, as described below.

Meet With Parents	Holds a meeting with the parent/guardian to discuss in detail the student's educational difficulties.
Provide Notice of Proposed Evaluation	Completes *PARENTAL PRIOR WRITTEN NOTICE* to advise parents of the proposed evaluation of the student.
Advise Parents of Rights	Advises the parent of special education rights and provides a copy of Parent Rights document.
Explain Evaluation Procedures	Explains evaluation procedures.

Obtain Signatures on Consent for Evaluation	Obtains parent/guardian signature on *CONSENT FOR EVALUATION* form.
If Parent Refuses to Authorize	If the parent/guardian refuses to authorize an evaluation, contacts Special Services for assistance
Obtain Signatures for Exchange	Obtains signature on the *PARENT CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION*, if appropriate.

Eligibility Team Members – Roles in Evaluation

An eligibility team (ET) must be based upon the required membership for the suspected disability. (See Table 4 for a summary of ET members, per disability category.) The ET reviews all available referral information and gathers additional data, as necessary, to determine which assessment instruments and methods will be utilized. Following this determination, the ET will assign specific responsibilities to team members for each part of the evaluation. Assessment planning is conducted so as to avoid duplication, to ensure that the evaluation is complete and comprehensive, and to get multiple perspectives relative to the needs of the student.

The appropriate ET members conduct assessments and gather other information according to the established plan. If it appears to any member of the team that additional assessments are necessary, (e.g. to determine the student's need for related services or to explore other student characteristics) he/she should share these observations with other team members and obtain consensus on the need for additional assessments. Use forms for *PHYSICAL THERAPY, OCCUPATIONAL THERAPY,* and/or *SPEECH/LANGUAGE THERAPY REFERRAL FOR EVALUATION* as appropriate and submit REFERRAL forms to the Special Services Office. If the ET members require other more specialized assessments, contact the Special Services Office.

Evaluation Steps

A timetable for completing the evaluation is established that includes the anticipated date of the ET meeting where assessment information regarding the student will be reviewed and eligibility will be determined. The assessment must be completed and eligibility determined within 45 school days from the date that the parent signs the *CONSENT FOR EVALUATION*. This date may be extended only upon written permission from the parent.

Gathering the diagnostic data is an integral part of the process leading to provision of special education services. The purpose of this data is to define current student performance levels, identify strengths and weaknesses, establish cause-related factors that affect an individual's performance, and to make recommendations for courses of action. Confidentiality and adherence to procedural safeguards are imperative throughout the process.

1. Designate evaluation coordinator

2. Gather evaluation data

    a. Gather initial data

        1. Review all available information.

            a. Confidential folder.
            b. Cumulative file.
            c. Personal interviews with appropriate staff relating to referred individuals.

d. Additional information from parent (see *HEALTH/DEVELOPMENTAL/ EDUCATION HISTORY)*

2. If appropriate in instances where there is evaluation information available (e.g., out-of-state transfers, or infant/toddlers transitioning to school district services at age three), determine whether additional data are needed by meeting with or contacting combined members of ET and IEP Committee (see *DETERMINATION OF ADDITIONAL DATA NEEDED FOR INITIAL EVALUATION).* Parents are contacted by letter, telephone, or in person to review existing data and ascertain whether they believe additional data are needed. Members are not required to sign the form; if the special education teacher contacts them by telephone he or she can simply note the name of the person, the date contacted, and whether or not that person thinks additional data are needed. Consensus is not required. If any one member of the evaluation team believes additional data are required, the issue must be addressed by the team in designing the scope of the evaluation.

b. Collect new information

1. Obtain *CONSENT FOR EVALUATION.*
2. If needed, conduct a classroom observation (or utilize observation data previously collected) to include:

   a. A description of the relevant behavior noted during the observation of the student.
   b. A statement of the relationship of that behavior to the academic functioning of the student.
   c. Record observation on the *STUDENT OBSERVATION REPORT.*

c. Administer tests as appropriate to disability category

1. Appropriate achievement tests
2. Appropriate cognitive assessments
3. Behavior rating scales
4. Other measures as needed

d. Formal data may include standardized assessment in the following areas of functioning

The evaluation provided by the school psychologist will be combined with the diagnostic information gathered previously at the school to constitute the educational evaluation. Eligibility for special education services will be determined in accordance with the Nevada Administrative Code using all data gathered regarding a particular student. No single test or piece of information shall be used to determine eligibility. The school psychologist assesses:

1. The academic potential of the student.
2. The achievement of the student.
3. The social-emotional and/or adaptive behavior of the student.
4. The development of sensory information skills.

ELIGIBILITY

The purpose of convening the Eligibility Team meeting is to determine whether the student is eligible for special education and related services, and to ensure that all sources of information are considered when determining a student's eligibility.

As the final step in the evaluation process, the case manager schedules a meeting to examine the results of assessments and other information regarding the student in relationship to eligibility criteria. This meeting is chaired by the case manager, unless it is agreed that another member will chair. Minimum membership must include the persons specified in the NAC for each disability category (See Table 4).

Eligibility Team (ET) meetings are to be held separate from IEP Committee meeting(s), although one meeting may immediately follow the other if parents have been properly noticed and participants that are required by NAC for both ET and IEP meetings are present.

At the ET meeting, the group may:

1) Determine if students are eligible for special education services under the disability criteria for which he/she was evaluated based upon the suspicion of disability;
2) Determine if students are eligible for special education under disability criteria other than that for which he/she was assessed (this may require additional assessments);
3) Determine if the students are not eligible according to established criteria for special education (NAC 388.387-430). If the students are not eligible, the team may still wish to develop recommendations for the students' teachers to promote students' success. The parents must be informed of their rights should they desire to contest this decision or to have a due process hearing to determine eligibility for services. *PARENTAL PRIOR WRITTEN NOTICE* is provided to the parent if the ET determines that the student is not eligible for special education.

Eligibility Statements will be completed by ET members. This statement will serve to document the eligibility for service for each student and will be completed at the ET meeting.

> It is important that all team members understand that eligibility decisions are a team responsibility and not the duty of any one member. As such, all members must sign the Eligibility Statement and indicate their agreement or disagreement with the decision reached by the majority of the team.

Disagreement Among the Team

Eligibility is determined by the opinion of a majority of Eligibility Team members. If a single member or a minority of the team members disagree about the decision of the majority, a written minority report must be prepared that provides the following information (a minority report must be prepared in an LD eligibility decision and may be prepared for other disability categories):

Basis	1) The basis of disagreement with the majority opinion;
Evidence	2) Evidence from assessment information, observations, or other sources that support the dissenting opinion; an
Alternatives	3) Alternative recommendations, if any, pertaining to the student's eligibility or educational program.

The minority report must be attached to each copy of the ET Eligibility Statement and a copy included in the student's confidential special education file. A copy of both the ET Eligibility Statement and the minority report must be sent to the Director of Special Services within five (5) working days of the ET meeting.

Eligibility Decision-Making Steps

1. Eligibility decision-making

   a. Prepare evaluation report

      1. Psychologist (or other primary diagnostician) gathers all pertinent data and summarizes it in a written report. Included in the report should be statements regarding developmental history and social/emotional development. For students evaluated for Learning Disabilities, specific content is required in the evaluation report (including the scores from the computerized LDDA formula if discrepancy analysis has been used in the determination of eligibility). For students in other disability categories, the report must summarize the assessments conducted and their results, the instructional implications of the assessment results, and any other relevant information.
      2. A copy of the evaluation report must be given to the parent either during or shortly after the eligibility meeting.

   b. Determine eligibility for special education

      A determination of eligibility must be made within 45 school days from the date the parent signed the consent for evaluation.

      1. Parent is notified of the eligibility team meeting (may be combined with an IEP meeting) (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING).*
      2. During the meeting, team members share and discuss all information.
      3. Parent presents any additional information.
      4. Eligibility or non-eligibility is determined during the eligibility team meeting.
      5. Appropriate Eligibility Statement is completed consistent with eligibility team's decision. A copy of the Eligibility Statement must be given to the parent. A second copy should be sent to the psychologist's or primary diagnostician's office for placement in the student's file.
      6. If student is eligible for special student services, the special educator (as IEP Committee chair) shall convene a meeting of the IEP Committee including the parent of the student to determine the appropriate educational program for that student based on identified educational needs. This meeting may be held immediately following the meeting of the eligibility team, so long as all required IEP Committee members are present and the parent was given notice of the IEP meeting.

         Once a student for the first time has been determined eligible for special education, an IEP meeting must be held within thirty (30) calendar days from the date of eligibility determination.

   c. Eligibility criteria

      Eligibility criteria for each disability category are defined in applicable provisions of the Nevada Administrative Code, Chapter 388.

      NOTE: In making a determination of eligibility, a student may not be determined to be a student with a disability if the controlling factor for such

a determination is the student's lack of appropriate instruction in reading or math or limited proficiency in English.

REEVALUATION

In accordance with state and federal regulations, each student receiving special education services will be reevaluated if conditions warrant, or if the student's parent or teacher requests a reevaluation, but at least once every three years ("triennial" evaluation) unless the School and the parent agree that a reevaluation is unnecessary. The Director of Special Services must be consulted before any such agreement is made.

Purposes

Reevaluations of previously identified students with disabilities will be conducted for one or more of the following purposes:

1. Determine whether the student continues to have a disability;

2. Identify the present levels of academic achievement and related developmental needs of the student;

3. Determine whether the student continues to need special education and related services; and

4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum.

Reevaluation Process

1. *PARENTAL PRIOR WRITTEN NOTICE* must be given of the district's proposal to reevaluate the student's eligibility special education services.

2. Reevaluations must be addressed by the triennial anniversary date. For example, a child found eligible on June 6, 2009, must be reevaluated and the student's eligibility must be reconfirmed on or before June 6, 2012.

3. The combined members of the Eligibility Team and IEP Committee **must** be contacted by letter, email, telephone, or in person to ascertain whether they believe additional data or assessments are needed to determine continued eligibility. In general, a meeting of these individuals is used for the purpose of reviewing existing data. Use *DETERMINATION OF ADDITIONAL DATA NEEDED FOR REEVALUATION* to document the review of existing data against the NAC assessment requirements and the determination of whether additional data are needed to address those requirements. If no additional data are needed, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of this decision and the reasons for it, including the parent's right to request additional assessments.

   See Table 1 for the Combined Members of the Eligibility Team and IEP Committee, per disability category, and Table 2 for the NAC assessments required in an evaluation, per disability category.

   A new referral must be completed and *CONSENT FOR EVALUATION* must be obtained before any new assessments can be conducted. If the parent does not respond to a request for consent, the School may proceed with the reevaluation if the School can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

a. Detailed records of telephone calls made or attempted and the results of those calls.
b. Copies of correspondence sent to the parents and any responses received.
c. Detailed records of visits made to parent's home or place of employment and the results of those visits.

4. Follow EVALUATION AND ELIGIBILITY procedures previously outlined.

Documentation

Upon the completion of the reevaluation and based on the reevaluation results, the eligibility team shall record in writing whether the student meets the continuing eligibility requirements for his/her present disability category. In making such determinations, the eligibility team shall document in a written Evaluation Report the basis for such determination, including any relevant data or assessment process used for the determination of continuing eligibility. An Eligibility Statement shall also be completed.

TABLE 1
REQUIRED MEMBERSHIP FOR COMBINED IEP & ELIGIBILITY TEAMS

DISABILITY CATEGORY	PERSONS RESPONSIBLE FOR SCOPE OF EVALUATION
AUTISM	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech/Language Specialist; One or more persons who have sufficient knowledge of the student to interpret information related to the student's social, emotional, developmental and familial condition.
HEARING IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of hearing impairment; not fewer than three persons with expertise in one or more of the following areas: (1) audiology or the interpretation of an audiological report, (2) hearing impairment, (3) the interpretation of an assessment of health, communication skills and disorders, and/or academic achievement.
VISUAL IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of vision impairment; not fewer than three persons with expertise in one or more of the following areas: (1) vision, (2) vision impairment, (3) the interpretation of an assessment of health or academic achievement.
ORTHOPEDIC IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Nurse or other person qualified to interpret an assessment of health; One of the following: (1) physical therapist; (2) occupational therapist; (3) Any other specialist whose presence is deemed appropriate; One or more persons having personal knowledge of the student.
HEALTH IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; School Nurse or other person qualified to interpret an assessment of health; One or more persons with sufficient knowledge of the student to interpret information relating to the student's social, emotional, developmental and familial condition.
SPEECH AND LANGUAGE IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Speech and Language Specialist; Person having personal knowledge of the student.
TRAUMATIC BRAIN INJURY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; School Nurse or other person qualified to assess the health of the student; One or more persons with sufficient knowledge of the student to interpret information relating to the social, emotional, developmental and familial condition of the pupil.
MENTAL RETARDATION	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; One or more persons qualified because of personal knowledge of the student to interpret assessments of health and adaptive skills of the student and information relating to the family of the student.
EMOTIONAL DISTURBANCE	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the health, development, family, and social and emotional condition of the student.

SPECIFIC LEARNING DISABILITIES	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
DEVELOPMENTAL DELAY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
MULTIPLE IMPAIRMENTS	See requirements for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

TABLE 2
REQUIRED ASSESSMENTS PER DISABILITY CATEGORY

DISABILITY CATEGORY	MINIMUM ASSESSMENT COMPONENTS
AUTISM	Health and medical status; developmental history, including rate and sequence of development and a clear statement of strengths and weaknesses; cognitive abilities; social and emotional condition in multiple settings; academic achievement; adaptive skills; and speech, language and other communication skills. Team must also consider: sensory regulation; self-help and independent living skills; behavior problems; symbolic and imaginative play; activities and special interests; and motor skills.
HEARING IMPAIRMENT	Comprehensive audiological examination, including pure tone and speech discrimination tests, performed by an audiologist; assessment of health, which must include a comprehensive examination of vision academic achievement, and speech and language.
VISUAL IMPAIRMENT	Comprehensive examination of vision, performed by an eye specialist; assessment of health and academic achievement.
ORTHOPEDIC IMPAIRMENT	Health assessment, including physical examination; student's functional limitations in relation to the demands of a regular classroom.
HEALTH IMPAIRMENT	Health assessment; analysis of the ability of the pupil to perform in a regular classroom.
SPEECH AND LANGUAGE IMPAIRMENT	Performance relating to language, articulation, fluency or voice, as relevant to the impairment; health assessment; if relevant, cognitive abilities, academic achievement, and social and emotional condition.
TRAUMATIC BRAIN INJURY	Required considerations: medical documentation of injury; student's educational performance relative to a normative population; student's strengths and weaknesses; if possible, student's educational performance before and after injury. Required assessments: health; developmental history; cognitive abilities; social and emotional condition; academic achievement; language and motor skills; sensory and perceptual abilities; and attention, comprehension, judgment and problem-solving skills.
MENTAL RETARDATION	Cognitive abilities; adaptive skills, including prevocational and vocational assessments if appropriate; health, including a developmental history; academic achievement; speech and language.
EMOTIONAL DISTURBANCE	Social and emotional condition, based in part upon information from the student; health and cognitive abilities; performance of student in current educational setting; any previous intervention on behalf of student.
SPECIFIC LEARNING DISABILITIES	Cognitive abilities (if using discrepancy analysis); social and emotional condition; academic achievement; performance of student in current educational setting; any scientific, research-based intervention provided to the student; health and developmental history; observation of academic performance; data that demonstrate that prior to or as part of the referral process the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting

	formal assessment of pupil progress during instruction, which was provided to the pupil's parents.
DEVELOPMENTAL DELAY	Health; developmental functioning; social and emotional condition. "Developmental functioning" defined in NAC as: cognitive abilities, gross and fine motor skills, self-help, social and emotional condition, and skill in the use of receptive and expressive language.
MULTIPLE IMPAIRMENTS	See components for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

TABLE 3
DESCRIPTION OF ASSESSMENT COMPONENTS

COMPONENTS	PURPOSE	METHODS	RESPONSIBLE PARTY
Student Interviews	To obtain perceptions of school, peers, rules, home, community, etc.	standardized/individualized age appropriate questions	Psychologist Counselor
Parent Interviews	To obtain perceptions of the child; opportunity to express concerns and ask questions	standardized/individualized questions	Psychologist Counselor
Medical History/Status	To determine existence of health problems affecting educational performance	health records; parent interview	Psychologist Nurse
Developmental History	To identify environmental factors relevant to school functioning and the developmental stage of behavior	developmental scales; school readiness; family & developmental history	Psychologist Teacher Case Manager
Audiological	To determine how well student hears	hearing acuity; tympanogram	Speech Therapist
Speech, Language, and Communication	To access student's ability to understand, relate to and use language	voice, articulation; receptive & expressive language; auditory processing	Speech Therapist
Vision	To determine how well student sees	visual acuity; tracking & accommodation; color vision	Nurse
Academic	To obtain current levels in pre-reading skills, reading, math, and written expression	achievement tests; skill diagnostic tests	Teacher Counselor Case Manager Psychologist
Observation of Academic Performance	To observe the student's activities, strategies, and conduct in the classroom	observation	Someone other than student's regular teacher
Adaptive Behavior	To determine what student can do for self and how he gets along with others	socialization; daily living	Teacher Counselor Case Manager Psychologist Parent
Sensory/Motor	To determine how well student can utilize what is taken in by the senses	visual perceptual; visual motor; auditory perceptual; fine/gross motor	Psychologist Case Manager Teacher, Specialist
Cognitive Ability	To assess student memory and use of information to solve problems and predict achievement	intellectual ability; problem solving	Psychologist
Social/Emotional	To determine student's personal, social, and emotional adjustment	behavior checklists; projective drawing tests; personality tests; sentence completion tests; interviews	Psychologist Teacher Parent Counselor
Vocational	To measure student's interests and abilities relative to	prevocational and vocational interest	Counselor Case Manager

	occupational preparation	inventories	Teacher

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Placement of a student in any program of special education occurs only after the development of an Individualized Educational Program (IEP). The purposes for developing an IEP are as follows:

Plan the Program	1. To develop an individual program for the student which includes specially designed instruction in areas of disability which adversely affect educational performance;
Facilitate Communication	2. To facilitate communication between parents and school personnel for proper and effective implementation in IEP, for students with disabilities;
Manage Services	3. To serve as a management tool to ensure students receive services as determined by the IEP Committee;
Commit Resources	4. To set forth a written commitment of resources to guarantee a free appropriate public education for the student; and
Evaluate Progress	5. To serve as an evaluation device to determine if the student has reached the goals and objectives developed by the IEP Committee.

The IEP is a written statement for each eligible student describing:

1. **STUDENT INFORMATION DATA, INCLUDING ELIGIBILITY CATEGORY AS DETERMINED BY ELIGIBILITY TEAM.**

2. Present levels of academic achievement and functional performance, and other relevant developmental areas.

3. **STUDENT STRENGTHS; PARENTAL CONCERNS; AND STUDENT'S INTERESTS AND PREFERENCES.**

4. Special factors applicable to students who have needs in the following areas: behavior; limited English proficiency; services for the blind or visually impaired; communication needs for the deaf or hard of hearing; and assistive technology.

5. **TRANSITION SERVICES.**

6. **ANNUAL GOALS AND SHORT-TERM OBJECTIVES, TO INCLUDE A BEHAVIOR PLAN, IF NECESSARY.**

7. **METHOD FOR REPORTING PROGRESS.**

8. **SPECIAL EDUCATION SERVICES, SUPPLEMENTARY AIDS AND SERVICES, AND RELATED SERVICES REQUIRED TO MEET THE STUDENT'S UNIQUE NEEDS, INCLUDING THE BEGINNING AND ENDING DATES, FREQUENCY, AND LOCATION OF THE SERVICES.**

9. **PARTICIPATION IN STATEWIDE OR SCHOOL-WIDE ASSESSMENTS.**

10. **EXTENDED SCHOOL YEAR SERVICES.**

11. **PLACEMENT.**

All students who are eligible for special education must have a current IEP.

IEP Meetings

1. Meeting to develop the initial IEP must be held within thirty (30) calendar days from date of initial eligibility determination.

2. Review and revision conducted periodically, but not less than annually. State regulations require that the parents of a child with a disability age 3-5 be given an opportunity to participate in a review of the child's progress every six months. An IEP meeting may be convened for conducting this review, but is not strictly required.

3. Annual review must occur on or prior to the anniversary date of the IEP.

IEP Committee—Minimal Membership

1. LEA Representative: principal or administrative designee (must hold administration or special education license in Nevada)

   a. Must be qualified to provide or supervise the provision of specially designed education for children with disabilities.
   b. Must be knowledgeable about the general curriculum; and
   c. Must be knowledgeable about the availability of resources of the School.

2. *Regular classroom teacher who works with the student or person qualified to teach the student.

3. *Special education teacher.

   * **Cannot also serve as LEA representative**

4. Parent of student, or student if 18 or older.

5. The student, beginning at age 14, when transition services will be discussed.

6. A person who is familiar with the tests and other assessments performed on or by the student and their results who can interpret the instructional implications of the results of the evaluation.

7. A person who has personal knowledge about school personnel and options for placement available to provide special education and related services to the student.

8. **IF TRANSITION SERVICES ARE BEING DISCUSSED, REPRESENTATIVES OF OTHER AGENCIES WHO ARE LIKELY TO BE RESPONSIBLE FOR PAYING FOR OR PROVIDING TRANSITION SERVICES. CONSENT MUST BE OBTAINED FROM THE PARENT BEFORE INVITING SUCH PERSONS TO PARTICIPATE IN AN IEP MEETING (SEE *CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION/RECORDS).***

9. **IF APPROPRIATE, A REPRESENTATIVE OF ANY PRIVATE SCHOOL FACILITY. IF THE REPRESENTATIVE IS UNABLE TO ATTEND, RECORDS ARE KEPT OF OTHER METHODS TO ENSURE PARTICIPATION, INCLUDING INDIVIDUAL OR CONFERENCE TELEPHONE CALLS.**

IEP Committee Optional Membership

1. Student at any age - when appropriate

2. Parent advocate/attorney

3. Diagnosticians

4. Related Service Providers (speech/language therapist, OT, PT, counselor, etc.)

5. Interpreter(s) for parent, student or employee, if required

6. Others at discretion of the parent or School

Parent Participation

1. The case manager will ensure that the parent of an eligible student is present at the IEP meeting or is afforded the opportunity to participate by scheduling the meeting at a mutually agreed upon time and place. Planning for arranging IEP and/or eligibility meetings must begin two to three weeks in advance of the time when the meeting must be held.

    a. Written notice of the purpose, date, time and location of the committee meeting must be given sufficiently far in advance of the meeting to enable the parent to make arrangements to attend (see *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*). In order to satisfy the requirement to provide a copy of parent rights at least once per year, a copy of parent rights will be sent to parents with notification of each annual IEP meeting.

    b. At least two attempts are made to contact the parent by telephone to arrange the date and time for the IEP meeting. These attempts must be documented. If the parent cannot be reached, the meeting is scheduled without parent input.

    c. Written notice of the purpose, date, time and location of the meeting is sent to the parent (see *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*), usually about two weeks in advance of the scheduled meeting. If the parent does not acknowledge receipt of the first notice within one week, the school shall attempt to notify parent by telephone to confirm the parent's participation; this contact must be documented. If the attempt to reach the parent by telephone is unsuccessful, a second written notice is sent.

    d. If the parent is unable to attend the committee meeting in person, the School shall use reasonable efforts to secure participation in the meeting by written, telephonic or other means.

    e. Copies of all *PARENTAL PRIOR WRITTEN NOTICE and PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING* forms sent for any reason will be maintained in the student's IEP file.

2. Case manager shall document all reasonable efforts to contact parent (use *CASE NOTES AND DOCUMENTATION OF PARENT/GUARDIAN CONTACTS).*

    a. Indicate <u>all</u> letters, phone calls, and or personal contacts.

    b. Keep record of all attempts within the student's special education file.

3. If necessary, IEP Committee shall meet **without** parent in attendance **only after one of the following circumstances is documented:**

a. Parent does not respond to two (2) written notices, and at least one (1) telephone contact as documented in detail.

b. Parent agreed to an appointment (confirmed by signature on notice to parent or notation in the file based on other communication with the parent) and does not show for appointment (or call to explain absence and reschedule). "No Show" must be documented.

A copy of any IEP developed without the presence of the parent must be sent home, with a letter of explanation. The letter should detail the reasons why the IEP meeting was held, and advise the parent that they may request another IEP meeting if they wish. Additionally, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of the School's intent to implement the IEP if an IEP was developed without the presence or consensus of the parent.

Preparation for IEP Meeting—Case Manager

1. Notify committee members of date and time.

2. Ensure all necessary confidential information is available to committee members prior to meeting.

3. If a draft of the IEP has been prepared, it is recommended, but not required, that a copy clearly marked as "DRAFT" be sent to the parent at least five days prior to the meeting.

IEP Development Procedure

1. The case manager shall chair the IEP meetings and ensure the following procedures are implemented:

   a. Complete student information data section on IEP.

   b. Review Evaluation Report and Eligibility Statement.

   c. **Review procedural safeguards** with parent. A copy of the procedural safeguards was sent with notice of the IEP meeting—if the parent has this copy another copy need not be given unless the parent requests a copy.

   d. Make arrangements to obtain additional information if IEP Committee determines that available information is inadequate for some reason.

   e. As useful or necessary, relevant information must be noted on the *CASE NOTES AND DOCUMENTATION OF PARENT/GUARDIAN CONTACTS* form to record details of any meeting which does not result in a revision to an IEP, or other document. Note that actual IEP decisions MUST be recorded as revisions to the IEP.

2. IEP Development

   The IEP chairperson, with the input of all committee members, develops the goals and objectives of the IEP during the IEP meeting. The first task of the committee in the planning function is to review the information gathered during the student evaluation process. Using this information, the committee should complete the IEP in accordance with the Nevada Department of Education Guidelines for IEP Development (included as

an appendix to this Special Education Procedures Manual) and the specific technical assistance guidance provided by THE SCHOOL in staff training.

3. Additional Information

A. LENGTH OF SCHOOL DAY

If the school day is to be modified, indicate the parameters of the modified day on the section for Supplementary Aids and Services. List the reasons why the day has been modified. Length of school day should only be modified if all committee members agree that it is necessary to provide the student with a free appropriate public education.

Any changes made to the length of the child's school day must be accompanied by a plan to reconsider those changes at regular intervals. It is the position of the School that any such modifications are not permanent and efforts will be made to bring the child's school day back into line with others of the child's age or grade level as soon as it is feasible.

B. ASSISTIVE TECHNOLOGY

Assistive technology includes devices and services as part of specially designed instruction, related service, or supplementary aids and services. If a related service, the student must require the device to assist him or her to benefit from special education services.

Assistive technology devices are used to increase, maintain, or improve the functional capabilities of the student. Routinely, items such as wheelchairs, walkers, hearing aides, glasses, and medical devices, do not fall into the School responsibility area. There are exceptions. Please contact the Director of Special Services if there is such a request. School personnel can act as facilitators to assist students in securing devices outside of the School's responsibility. If the School purchases the device it is, and will remain, School property. The device's use, including home use, must be determined during the IEP meeting.

4. EXTENDED SCHOOL YEAR

Provision of ESY services is an IEP Committee decision that involves appropriate school personnel and the parents. ESY services are defined as special education and related services provided in addition to the normal 180-day school year for the purpose of minimizing significant regression of identified skills and for enhancing recoupment of those skills when the regular school year resumes. These identified skills may involve areas of learning related to self-sufficiency, academic, social and/or emotional skills.

There are no specific standards set forth in IDEA for determining when ESY services are needed. Regression and the speed of recoupment are factors for the IEP committee to consider while making the decision. Regression is defined as the loss of previously mastered skills when an extended break in instruction occurs. The recoupment of those skills is defined as the ability to regain a skill within a reasonable period of time to previously achieved levels prior to an extended break in instruction. Regression could be considered significant if the student takes more than four to six weeks to relearn skills mastered the previous year. The IEP committee might base its decision regarding ESY services upon a history of regression during summer months.

Regression and recoupment are not the only standards upon which to base a decision of the need for ESY services. Other factors that need to be considered by the IEP Committee include the severity of the student's disability; a review of the student's progress over time; a determination that the student is at a critical learning stage; any information available to the IEP Committee relating to the student's behavior or physical needs; or curricular areas that are of significant concern for the individual student. It is important to remember that ESY services are based upon the individual needs of the student.

Steps for making and documenting ESY decisions are as follows:

a. Provision for ESY is determined annually and is an IEP Committee decision. The IEP Committee must use the *NEEDS DETERMINATION FORM* to assist in determining whether the student requires ESY services.

b. ESY services are designed to maintain acquired skills. New goals and objectives are not added to a student's IEP for implementation in the ESY program unless those goals and objectives are determined by the IEP Committee to be necessary to maintain the skills, behaviors, or other student performance for which ESY services are designed.

c. If related services, such as occupational therapy, physical therapy, and/or speech and language therapy, are being considered, the appropriate professional must be involved in the IEP decision-making. The need for specific related services must be documented, and must be required for the student to benefit from his or her special education program. The fact that a student currently receives related services does not, in itself, guarantee that the services will be required during ESY.

d. The IEP Committee should identify the specific goals to be addressed during ESY instruction, if the student requires more than four to six weeks at the beginning of the school year to regain previously mastered skills, an ESY program should be considered.

e. The IEP Committee decisions concerning ESY are documented on the ESY *ENROLLMENT INFORMATION FORM*, which assists the School in planning for or providing the ESY services.

ESY is not the same as summer school, which refers to educational programming made available to students for enrichment or remedial purposes. A student with a disability who meets the criteria for a summer school program may attend that program without regard to a specific need for ESY. However, unless the student needs the regular summer school program to implement the IEP or for compensatory education purposes, the parent must pay any fees that apply to all students enrolled in the program. ESY, on the other hand, must be provided at no cost to the student's parent.

Related services shall be provided to the child during ESY when necessary to support the goals and objectives being implemented during the program.

5. Related Services

Related Services are those services that are required to assist the student to benefit from the special education services needed by the student. Related services are to be provided as a part of a student's special education program as determined by the student's IEP committee.

a. **Audiology.** Audiology is a related service that includes identification of children with hearing loss and determination of the range, nature, and degree of the hearing loss. Audiology services also include referrals for medical or other professional attention relative to the habilitation of hearing. The Audiologist will provide information and guidance regarding hearing loss, determination of the student's need for group and individualized amplification, assistance in selecting and fitting of an appropriate aid, and evaluation of the effectiveness of amplification.

   Referrals are made to the building site Speech/Language Therapist.

b. **Speech Therapy.** Speech therapy includes the identification of children with speech or language impairments; diagnosis and appraisal of specific speech and language impairments; referrals for medical or other professional attention necessary for the habilitation or prevention of communicative impairments, and counseling and guidance of parents, children and teachers regarding speech and language impairments.

   Referrals are made to the building site Speech/Language Therapist by completing the *SPEECH/LANGUAGE THERAPY REFERRAL FOR EVALUATION form.*

c. **Physical Therapy.** Physical Therapy is a related service that develops programs for the care of students whose ability to function is impaired. It focuses primarily on children with neurodevelopment problems in the School. The physical therapist's function in the educational setting is to prepare the student for meeting educational demands of educators.

   Referrals for evaluation and/or service are made by completing the *PHYSICAL THERAPY REFERRAL FOR EVALUATION form and sending the form the Special Services Office.*

d. **Occupational Therapy.** Occupational Therapy is a related service designed to improve, develop, or restore functions that have been either impaired or lost through illness, injury, or deprivation. Occupational Therapy improves the student's ability to perform tasks for independent functioning if certain functions are impaired or lost; and helps prevent, through early intervention, initial or further impairment or loss of function.

   Referrals for evaluation and/or service are made *OCCUPATIONAL THERAPY REFERRAL FOR EVALUATION form and sending the form the Special Services Office.*

e. **Counseling.** Counseling Service are services that are provided by qualified psychologists, guidance counselors, or other qualified personnel. The IEP Committee will address the needed service or activities that apply therapeutic process to personal, family, or situational problems in order to bring about positive resolution for the student.

f. **Transportation.** Students with disabilities are entitled to transportation to school if they would not be able to get to school without it. This can be in the form of actual transportation or the reimbursement to the parent of transportation costs. The parent is not obligated to provide transportation when it is needed as a related service.

   Contact the Director of Special Services to explore options for a student. Specialized transportation is a related service determined by the student's need.

Interim IEP

Thirty-day interim IEP placement status is reserved for special education students who transfer to THE SCHOOL from another school district in Nevada, or from out-of-state, but for whom no IEP is available. If an IEP is available, the procedures for providing comparable services are used as described in the "Transfer Students" provisions (see Referral section).

The 30-day interim IEP allows for immediate services in the special education services program while records from the previous district are requested and while any necessary additional assessments are conducted if eligibility must be determined for an out-of-state student. It is the responsibility of the school psychologist or other evaluation coordinator to monitor progress so that determination of the student's eligibility in Nevada can be made by the ET team within the 30 day period.

Note: If a student who was enrolled in a special education program in THE SCHOOL leaves the School, then re-enrolls with THE SCHOOL within a year, the student generally may again receive special education services with no additional assessment required. A new IEP is developed with the student's recent transfer and educational history taken into consideration.

When developing an interim IEP, the case manager is responsible for the following steps dealing with prior special education eligibility:

1. The case manager should check with Student Registration or Special Services to gain accessibility to all pertinent records;
2. Verify prior eligibility for special education services;
3. Verify enrollment in a program of special education;
4. Confirm out-of-School placement from two sources (phone call to previous district, parent report, or special education records hand-carried by the parent from the previous district); and
5. Secure the parent/guardian signatures for the necessary IDEA paperwork, including the exchange of information.

If records are not available after a week, contact the Director of Special Service for assistance.

The interim IEP is valid for only thirty (30) calendar days, during which time eligibility for services must be determined for an out-of-state student, and a complete THE SCHOOL IEP must be written (for in-state or out-of-state students). Interim IEPs cannot be extended for any reason, and the student cannot receive special education services without a current, valid IEP.

ANNUAL REVIEW MEETING

Purpose

A student's IEP must be reviewed at least annually.

1. Assess progress using individual achievement tests, as well as other measures of achievement.

2. **EVALUATE PROGRESS ON ANNUAL GOALS AND SHORT-TERM OBJECTIVES.**

3. Develop the student's education plan for the upcoming year.

Schedule Annual Review

1. Notify parent of annual review meeting using *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING* if specific proposals are planned for FAPE or placement. Send Parent Rights document with the notice.

2. If a draft IEP is to be used, ensure that the parent receives a copy at least five days before the scheduled annual review meeting.

3. **IEP annual review meeting must be on or before the anniversary date**. For example, a child whose IEP was written on September 2, 2009, will have to have a new IEP in place on or before September 2, 2010. Eligibility team members need to be present if student's disability category is being changed or reviewed - follow Evaluation and Eligibility and IEP procedures.

4. All other procedures for IEP development must be followed as outlined in this document.

5. Provide a copy of IEP to parent.

IEP Revision

If circumstances change relative to the program specifically designed for the student, the IEP must be revised through the IEP process. The following circumstances would necessitate a revision:

1. A change in the amount of time that the student is spending in special education.

2. A change in the type of program.

3. Achievement of the current goals and objectives that would necessitate writing new goals and objectives for the student.

4. Addition, change to, or deletion of a related service.

5. A change from one level to another, as from elementary school to middle school and middle school to high school that requires changes in the IEP.

> Revision of a student's IEP does not change the current date of review of the IEP. Only completion of a full IEP changes that date.

Exit IEP

When a student is ready to exit the special education program for any reason (e.g., no longer eligible, student reaches maximum age, graduation) an IEP meeting is scheduled with the parents and the student's current level of performance will be reviewed. Note that only an Eligibility Team reevaluation process can determine that a student is no longer eligible for special education—this is not an IEP Committee decision. Except for turning 22 or graduating with a regular diploma, other determinations that the student is no longer eligible require a reevaluation (see below).

Parents must be given notice of the purpose for this IEP meeting and provided with an explanation of their rights. Careful attention should be paid to the following:

1. It is absolutely essential that parents are involved in decisions relative to cessation of special education services.

2. Include all information on the student for this reevaluation: parent observation, classroom work, assessments/observation, etc.

3. Parental rights.

4. Student progress toward annual goals and short-term objectives.

5. The effect upon the student if exited from the special education program.

6. For students who are exiting because they have reached the age of 22 or have graduated with a regular diploma, the SUMMARY OF PERFORMANCE must be completed.

DISCONTINUATION OF SPECIAL EDUCATION SERVICES THROUGH TERMINATION OF ELIGIBILITY

1. **SEE REEVALUATION PROCEDURES OUTLINED PREVIOUSLY, PAYING PARTICULAR ATTENTION TO THE REQUIREMENTS FOR PRIOR WRITTEN NOTICE AND REVIEW OF EXISTING DATA TO DETERMINE WHETHER ADDITIONAL DATA ARE NEEDED.**

2. **PARENT MUST BE PROVIDED NOTICE OF ELIGIBILITY TEAM MEETING (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*—NOTE THAT THIS *PARENTAL PRIOR WRITTEN NOTICE* SHOULD PROVIDE NOTICE OF THE PROPOSAL TO DETERMINE THE STUDENT'S ELIGIBILITY).**

3. Eligibility team meeting **must** be held and include:

   a. Evaluation of progress toward annual goals.
   b. Review of recent evaluations and progress in general curriculum.
   c. Statements concerning levels of functioning and rationale for why student is either no longer has a disability and/or is no longer in need of special education (student must both have a disability and require special education in order to be eligible for services).

4. Evaluation Report and Eligibility Statement must be completed, stating that the student is no longer eligible for special education. Copies must be given to parent.

5. Parent must be provided notice of proposed change in eligibility after the student has been determined not to be eligible (*PARENTAL PRIOR WRITTEN NOTICE*). This notice

is required even if parents participated in and agreed with the decision that the student is no longer eligible. Check box "proposing" and "other." Add a statement "termination of special education services because student is no longer eligible." If parent disagrees, review the statement of parent rights with the parent.

PLACEMENT

Placement decisions in THE SCHOOL are only made at the IEP meeting with parental involvement. Placement should be at the student's neighborhood school site unless special circumstances exist.

Removal From Regular Education Environments

The student may not be placed in a special class, in a school different than the one they would normally attend, or otherwise removed from the regular educational environment unless the IEP otherwise provides. Justification for any removal from regular education environments must be explained in detail in students' IEPs.

Placements Outside Home School

1. Ensure school withdrawal procedures are followed.

2. Initiate necessary transportation.

3. Arrange enrollment.

4. Ensure all necessary notification to parent regarding:

    a. Transportation
    b. Enrollment
    c. Schedules

Review IEP Form

1. Determine if all necessary information has been entered.

2. Contact Director of Special Services for complex cases if questions arise.

3. Determine if IEP completed for special education program placement of student.

IEP Implementation

1. Implementation of the IEP must take place immediately after completion of the entire IEP process.

2. *CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* must be signed before services are provided for the first time. Thereafter, consent is not necessary unless the student experiences a lapse in eligibility.

No student may be placed in special education or have changes made to his/her educational program or placement without going through the IEP process.

THE "10 FREE DAYS" RULE

Under federal law, during the first 10 school days that a student is suspended in a school year, there are no requirements to provide services, conduct a manifestation determination, develop a plan for or conduct a functional behavioral assessment (FBA), or develop or review a behavior intervention plan (BIP). This 10-day period, whether consecutive or cumulative, is sometimes referred to as the "10 free days. However, during the "10 free days" Schools must adhere to the discipline requirements that apply to all students.

Days that "count" toward the accumulation of 10 school days

Any disciplinary removal of a student from school grounds "counts" toward the accumulation of 10 school days. Only in-school suspensions, under certain circumstances, can be configured so as to avoid "counting" as disciplinary removals. See below.

Under the federal regulations, "school day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

"Business day" means Monday through Friday, except for federal and state holidays (unless holidays are specifically included in the designation of "business day," as in federal regulations at §300.403(d)(1)(ii).

Ordinary in-school disciplinary procedures do not "count" toward the accumulation of 10 school days

The U.S. Supreme Court in Honig v. Doe (1988) stated that ordinary in-school disciplinary measures are not considered disciplinary removals. These measures may include "the use of study carrels, time-out, detention, or the restriction of privileges." School officials should avoid the excessive use of any of these measures, without considering the need to reconvene the student's IEP committee to review behavior needs.

In-school suspensions, bus suspensions, or portions of a school day "counted" toward the accumulation of 10 school days

Comments in the federal regulations have provided the following guidance on whether in-school suspensions, bus suspensions, and portions of school days "count" toward the accumulation of 10 school days.

In-School Suspensions

In-school suspensions do not "count" toward the accumulation of 10 school days as long as the child is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services specified on his or her IEP and continue to participate with nondisabled children to the extent they would have in their current placement.

Portions of a School Day

Portions of a school day do "count" toward the accumulation of 10 school days:

Bus Suspensions

Bus suspensions "count" when transportation is a related service in the student's IEP. Note that the U.S. Office for Civil Rights which administers Section 504 and other civil rights laws has taken the position that suspensions from the school bus are governed by the same disciplinary procedures as other suspensions.

PROCEDURES FOR MAKING DISCIPLINARY CHANGE OF PLACEMENT

A disciplinary change of placement occurs when a student is suspended for more than 10 consecutive days, OR when a student is subjected to a series of suspensions of 10 days or less, but a "pattern" of removals has occurred. Before making a disciplinary change of placement under either of these two scenarios, the School must determine whether the student's behavior is a manifestation of the student's disability. Generally, the School treats removals beyond 10 cumulative school days as a disciplinary change of placement.

General Rules

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a removal is appropriate for a child with a disability.
2. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year.
3. THE SCHOOL policy is to consider any removal beyond the first ten days as constituting a disciplinary change of placement, which triggers procedural requirements for notice and a manifestation determination.
4. Special rules apply for behavior involving illegal drugs/controlled substances, weapons, infliction of serious bodily injury.
5. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
6. If a parent requests a due process hearing to challenge disciplinary decisions (including the outcome of the manifestation determination, the placement, and the services provided in the removal setting), the student remains in the disciplinary setting until the hearing officer reaches a decision, or until the disciplinary removal expires, whichever occurs first. Parents and the School may agree otherwise. A hearing under this circumstance is "expedited"—which means that no extensions beyond the 45-day timeline are permitted.

Services must be provided to the student on the 11th and each day of suspension thereafter in any school year. So even if the School is permitted to make a disciplinary change of placement (because the behavior is NOT a manifestation of the student's disability or because federal permits removal regardless of manifestation for students who have conduct involving weapons/drugs/controlled substances/infliction of serious bodily injury, the resulting suspension and/or expulsion cannot occur without providing services

BEFORE IMPLEMENTING A REMOVAL THAT WILL TAKE THE STUDENT BEYOND THE FIRST TEN DAYS IN A SCHOOL YEAR:

1. School personnel make decision to seek removal of student that will take the student beyond the first ten days in a school year.

2. On the day a decision is made to make a removal that constitutes a change of placement (generally in THE SCHOOL, a removal that will take the student beyond the first ten days in a school year), the School must provide "parental prior notice" of the proposed disciplinary removal (and proposed manifestation determination **and** proposed IEP meeting if there is a need to determine the removal setting and services to be provided) and provide parents a copy of the Rights document.

3. School personnel give student notice of the charges against him/her, an explanation of the evidence, and an opportunity for a "hearing" (in this context, an opportunity for the student to present his/her side of the story).

4. Before implementing a removal that will take the student beyond the first ten days in a school year, a manifestation determination must be conducted.

5. If the conduct **IS** a manifestation of the student's disability:
   - the student must be returned to the placement from which the student was removed, unless the parent and the School agree to a change of placement via IEP process (EXCEPT when student is removed to IAES for illegal drugs/controlled substances, weapons, or infliction of serious bodily injury)
   - an FBA must be conducted, unless one had been conducted before the behavior that resulted in the proposed change of placement
   - a BIP must be implemented (if one already exists, it must be reviewed and modified as necessary)

6. If the conduct **IS NOT** a manifestation of the student's disability:
   - the School may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration
   - **services must be provided on the 11th and any subsequent day of removal during the school year**; the School conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided:
   - to enable the student to continue to participate in the general education curriculum
   - to progress toward meeting the goals in the student's IEP
   - If appropriate, the student must receive an FBA and BIP services designed to address the behavior so it does not recur

7. Present information to Board of Trustees (or authorized entity) for final determination and review for compliance with IDEA for any removal beyond 10 school days (state law requirement).

8. Once a student has been removed for more than 10 days in a school year, these steps are repeated for proposed removal. Manifestation determinations must be conducted as soon as possible and prior to implementing the proposed removal, and in-school suspension may be used pending completion of the manifestation determination.

MANIFESTATION DETERMINATION

1. Before implementing a removal that will constitute a disciplinary change of placement (in THE SCHOOL, before implementing a removal beyond the first 10 days of removal in a school year), a manifestation determination must be conducted.

2. The manifestation determination is conducted by a representative of the School, the parent, and relevant members of the student's IEP committee.

3. **Relevant members are determined by the parent and the School, so there must be contact with the parent to discuss "relevant" members of the IEP committee.**

4. The group must:
   - review all relevant information in the student's file
   - review the student's IEP
   - review any teacher observations
   - review any relevant information provided by the parents

5. The group must determine:
   - if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability **OR**

- if the conduct in question was the direct result of the School's failure to implement the IEP (if so, the School must take immediate steps to remedy failure to implement the IEP)

REMOVALS TO AN INTERIM ALTERNATIVE EDUCATIONAL SETTING (IAES) FOR ILLEGAL DRUGS, CONTROLLED SUBSTANCES, WEAPONS, OR INFLICTION OF SERIOUS BODILY INJURY

1. Nothing precludes the School from contacting law enforcement officials; if those officials remove the student from school, it is not a disciplinary removal by the School.

2. School personnel may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
   - carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the School
   - knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the School
   - has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School
   -

3. The School may request a due process hearing to ask the hearing officer to order a change of placement to an IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the student or others.

4. On the day a decision is made to make a removal that constitutes a change of placement (generally in THE SCHOOL, a removal that will take the student beyond the first ten days in a school year), the School must provide "parental prior notice" of the proposed disciplinary removal (and proposed manifestation determination **and** proposed IEP meeting to determine removal setting and services) and provide parents a copy of the Rights document.

5. School personnel must give student notice of the charges against him/her, an explanation of the evidence, and an opportunity for a "hearing" (in this context, an opportunity for the student to present his/her side of the story).

6. The School must conduct a manifestation determination no later than 10 school days after the decision to change the student's placement, but under these circumstances, the student may be immediately removed to an IAES without regard to the outcome of the manifestation determination.

7. The School must conduct an IEP meeting and the IEP committee determines the removal setting and the extent of the services that must be provided:
   - to enable the student to continue to participate in the general education curriculum
   - to progress toward meeting the goals in the student's IEP
   -

8. If appropriate, the student must receive an FBA and BIP services designed to address the behavior so it does not recur.

9. Present information to Board of Trustees (or authorized entity) for final determination and review for compliance with IDEA for any removal beyond 10 school days (state law requirement).

OSEP in Comments to 2006 regulations: There is nothing in the Act or these regulations that precludes the public agency from requiring the child to fulfill the remainder of the 45-school-day IAES placement when a new school year begins.

"REMOVAL" RULES—STATE LAW

SUMMARY OF DISCIPLINE PROCEDURES IN NEVADA STATUTES

For each of the long-term suspensions/expulsions contemplated in Nevada law, if the School proposes to remove a student with a disability for more than 10 consecutive school days, or for more than 10 cumulative school days in a school year when the removal constitutes a change of placement, the IDEA requirements for notice and manifestation determination are triggered prior to the removal. Under the IDEA, school personnel may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the School
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the School
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School

Temporary Alternative Placements

Removals as described in NRS 392.4642-4648 for "Temporary Alternative Placements" (TAPS) must be made in compliance with IDEA procedures. Accordingly, school administrators must determine whether the TAP period "counts" toward the total disciplinary removals in a current school year. Each period of TAP suspensions "counts" **unless** the following three conditions are present: (1) the student is afforded the opportunity to continue to appropriately progress in the general curriculum, (2) the student continues to receive the services specified on his or her IEP, and (3) the student continues to participate with nondisabled students to the extent he or she would have in the current placement. If a TAP counts, the period of suspension is included in the total number of days the student has been removed in a school year.

Habitual Discipline Problem

Removals as described in NRS 392.4655 for a student deemed a "Habitual Discipline Problem" must be made in compliance with IDEA procedures. In Nevada (NRS 392.4655), a student is deemed a "habitual discipline problem" if in one school year:

(a) the student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school;

(b) the student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; **or**

(c) the student has a record of five suspensions from the school for any reason.

For purposes of interpreting paragraph (c) of this "habitual discipline problem" statute, a student has been "suspended" if the school prohibits the student from attending school for three or more consecutive days, and requires a conference or some other form of communication with the parent or guardian of the student before he/she is allowed to return to school.

If a student is suspended for initiating his/her first fight of the school year, or if the student receives the first suspension of the school year, the school must provide written notice to the parent or guardian. The notice must contain descriptions and dates of acts committed, an explanation of when the student will be deemed a habitual discipline problem and that once deemed a habitual disciplinary problem the student must be suspended/expelled for at least one semester, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

Additionally, if a student commits an act which qualifies the student to be deemed a habitual disciplinary problem, at least seven days before the student is deemed a habitual disciplinary problem written notice must be provided to the parent or guardian. The notice must contain a description and dates of qualifying acts, an explanation that the student must be suspended/expelled, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

The statute says that a student may enter into one behavior plan per school year to avoid the designation of habitual disciplinary problem. For a student with a disability, behavioral intervention plans are developed based upon the student's unique needs and no arbitrary decision should be made limiting the development of behavioral intervention plans.

Suspension and Expulsion Procedures

Nevada law (NRS 392.466-4675) requires a semester-long suspension/expulsion for first-time battery on an employee (causing bodily injury), sale or distribution of drugs, or possession of dangerous weapons, although the student may be placed in another kind of school. Second occurrences require permanent expulsion, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education.

Nevada law requires a one-year suspension for first-time possession of a firearm or a dangerous weapon, although the student may be placed in another kind of school. For a second occurrence, the student must be permanently expelled from school, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education.

If a student is deemed a habitual disciplinary problem, the student must be suspended or expelled for at least one semester, during which time the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education.

Students are not to be suspended or expelled until they have been given notice of the charges, an explanation of the evidence, and an opportunity for a hearing. However, students who engage in the following behavior may be removed immediately after being given an explanation for the reasons for the removal and the pending proceedings for suspension/expulsion:

- a student who poses a continuing danger to persons or property
- a student who poses an ongoing threat of disrupting the academic process
- a student who is selling or distributing any controlled substances
- a student found in possession of a dangerous weapon

The necessary proceedings must be conducted as soon as practicable after the student's removal.

Board of Trustees Review

Nevada law requires that the Board of Trustees review all permanent expulsions or suspension of students with disabilities for longer than 10 school days (NRS 392.467). Board of Trustees may grant authority to another person or entity to expel or suspend pupils (e.g., committee composed of trustees numbering less than the full board, or an appointed hearing panel composed of school administrators AGO, 97-21 (7-2-1997)).

Except for students found in possession of a firearm, any student in grades 1-6 may be suspended or permanently expelled only after the Board of Trustees has reviewed the circumstances and approved this action.

DEFINITIONS

Controlled substance: means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).

Illegal drug: means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used.

Serious bodily injury: means bodily injury that involves

- a substantial risk of death
- extreme physical pain
- protracted and obvious disfigurement; or
- protracted loss or impairment of the function of a bodily member, organ, or mental faculty

Weapon: means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

RECORDS

A.9: Records

Narrative A.9.1 (records of pupils): The Governing Board of the School will delegate authority to the Principal of the School the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in fire proof cabinets, and in accordance with all State of Nevada Laws.

In Accordance with NRS 386.650, the School will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use PowerSchool that is hosted as an ASP (Application Service Provider) by the Department of Education. The governing body the charter school will ensure that a permanent record for each pupil enrolled in the school is maintained in a separate file. The student records will be stored in the School's main office and only authorized staff and administration will have access to the files.

In addition, the governing body of the school will ensure that records are kept in a fireproof, locked cabinet in a location that is safe and secure and affords reasonable protection from

(a) Fire

(b) Misuse, and

(c) Access by unauthorized persons.

The Governing Board of the School (and specifically the Governing Board Chair of the School) will be the person responsible for the records of pupils if the school is dissolved or the written charter of the charter school is not renewed. A Governing Board Chair has not

yet been selected, however the information can be provided as soon as the Board makes a selection.

The student records will be stored in the School's main office and only authorized staff and administration will have access to the files. If a charter school closes, the School shall, for each pupil enrolled in the charter school, forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides. Similarly, if a pupil withdraws from the School, the School shall forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of pupil records of the school district in which the pupil resides. Additionally, if a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the Sponsor of the School or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):

School officials with legitimate educational interest; other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request

that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Attachment A.9.2 (retention policy)

The governing body of the School will ensure that a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record will contain:

(a) The record of attendance of the pupil

(b) The grades received by the pupil

(c) The certificate of immunization of the pupil, and

(d) Any other records related directly to the academic progress of the pupil.

In addition, the governing body of the School will ensure that the aforementioned records (and/or cumulative folders) are kept in a location that is safe and secure and affords reasonable protection from:

(a) Fire

(b) Misuse, and

(c) Access by unauthorized persons.

Information from a student's permanent record will not to be released unless positive proof is provided that the person seeking the information is authorized to have it. Permanent records of students will be maintained confidential and will only be made available for inspection by authorized persons.

A.10: Career Education

Not applicable.

GOVERNING BODY

ATTACHMENT REQUIRED ELEMENT B.1.1 LETTER FROM ATTORNEY

KILPATRICK, JOHNSTON & ADLER
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CARSON CITY, NEVADA 89703-4168

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June 22, 2012

Dr. Eugene T. Paslov
5067 Red's Grade
Carson City, NV 89703

Re: Bylaws of the Nevada Performance Academy

Dear Dr. Paslov:

You have asked me to review the proposed bylaws of the Nevada Performance Academy to see whether or not the bylaws conform to the Suggested Model Charter School Bylaws of the Nevada Department of Education.

I have reviewed Articles I through Article II of the proposed bylaws. I have also reviewed pages 36 and 37 of the Nevada Model Charter School application. I have read the stipulations 1 through 17 which must be clearly identified in the by laws.

After reading the proposed bylaws and the stipulations, I have found that the bylaws contain all stipulations 1 through 17, and therefore I have concluded that the proposed bylaws comply with the model bylaws and the "Applicant Instructions." I further have found that the bylaws are legally sufficient as to form and content.

Finally, the bylaws conform to the Nevada Open Meeting Law, Chapter 241. However, in concluding that the bylaws conform to Nevada's Open Meeting Law, I am assuming that the Board and management will consult the Nevada Attorney General's Open Meeting Manual concerning compliance with said law.

The legal opinion rendered is limited to the matters stated above and I offer an opinion as to no other matters.

Sincerely,

E+C. Adler

Ernest E. Adler

EEA/lkf

GOVERNING BODY BYLAWS OF GOVERNANCE WITH INDICATION OF WHERE IN THE BYLAWS STIPULATIONS 1-17 ARE ADDRESSED

ATTACHMENT B.1.2

Attachment B.1.2
B.1 Governing body by laws/rules of governance
Required element 2—Bylaws
Required Element 3—Stipulations—1-17

Attachment B.1.2

BYLAWS

OF

The Nevada Performance Academy

ARTICLE I
INTRODUCTION: LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is __The Nevada Performance Academy (hereinafter referred to as the "School"). The School is located in Carson City, NV. The address of the school is to be determined.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority. The Governing Board of the school is an independent body under the authorization of the State Public Charter School Authority. The Board plans and directs all aspects of the school's operations. (**Requirement 1**)

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and all other applicable Nevada laws and regulations.
Effectively,

ARTICLE II
PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from grade___7_ to grade _12___ and shall be operated exclusively for educational objectives and purposes. The Mission of the school is to offer a unique, arts-based and arts-infused academic program that provides a distinct option for students looking for challenging curriculum, leading to strong educational outcomes. The Nevada Performance Academy promotes academic excellence and student success by identifying and developing each student's individual interest and talents. Utilizing an emphasis on active engagement and product-based learning, students at the Nevada Performance Academy build essential skills and knowledge

related to thinking critically and creatively, communicating-effectively, and excelling academically and intellectually. **(Requirement 17)**

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III
GOVERNING BODY

The Governing Body will be made up of five members, three of whom will be licensed teachers. The remaining two will be appointed from among the parents and teachers of the school. (Requirement 2)

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

(a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;

(b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.

(c) To develop an annual School schedule of events and activities;

(d) Establish and approve all major educational and operational policies;

(e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;

(f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;

(g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;

(h) To submit a final budget to the state pursuant to statute and regulation;

(i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;

(j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

(k) To ensure ongoing evaluation of the School and provide public accountability;

(l) To uphold and enforce all laws related to charter school operations;

(m) To improve and further develop the School;

(n) To strive for a diverse student population, reflective of the community;

(o) To ensure adequate funding for operation;

(p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;

(q) Carry out such other duties as required or described in the School's Charter.

There will be no ex-officio members of the Board. **(Requirement 3)**

An Auditor has been identified and will be available under contract to fulfill the above conditions. Michael Coulson & Associates, CPA, 6170 Ridgeview Drive, Suite D, Reno NV 89519 775-324-6800 (Requirement 11)

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527 or NRS 386. 527 shall consist of members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Governing Board pursuant to NRS 386.527(4) or NRS 386.527(6) shall consist of the members of the Committee to Form the School. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place,

shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes. (**Requirement 7 and 14)**

Section 3. Qualifications; Election; Tenure. The Board shall be composed of five (5) Directors. There are currently five members on the Committee to Form. There are three licensed teachers serving on the Committee to form and they will transfer over to the governing board. *Additionally,* the committee to form members include parents whose children may become involved in the school and there are also business people involved with the CTF. **(Requirement 2)**

The Board shall adhere to the statutory requirements of NRS 386.549 which one (1) active or retired teachers licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State , one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

(1) Accounting;
(2) Financial services;
(3) Law; or
(4) Human Resources. **(Requirement 5)**

(b) A majority of Board Members shall be residents of the county in which the school is located. A majority of the board members will be from Carson City.

(c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(d) The Board Members shall serve five (5) year terms. Board members may serve no more than (2) five year terms. Terms shall be staggered so that no more than ½ of the Board shall be up for election in any one year, unless a vacancy (ies) needs to be filled. The Board shall establish the term for a newly elected Director before the election. In order to stagger the terms of the founding board, two Directors will serve three year terms, two directors will serve four year terms, and the remaining Director will serve a five year term. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. Of the first two Board members selected, at the end of year two, two members will be replaced. The remaining three original members will each agree to leave the board, one at a time, in year three, four, and five respectively. Within five years the original board will be replaced and the new members will have staggered terms consistent with the by-law requirements. (**Requirement 8**)

(e) When the term of a Board member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below three (3) members, the only action that may be taken by the Governing Board is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for

more than ninety days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. (**Requirement 13**)

(f) It is the responsibility of the existing Directors to identify New persons to serve on the Board of Directors. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549. To assist in identifying the best qualified candidates, the Board shall advertise on the School's website and through direct (email, letter, text or phone, etc.) communications to the parents of enrolled students. The Board of Directors may not rely upon the School Administrator or any related parties (by birth or marriage) EMO contracted by the school to identify candidates for the Board of Directors. Insofar as is practical, the Board of Directors shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic, or racial group or related parties by birth or marriage. (**Requirement 10 and 15**)

(g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

(h) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(i) The Board shall develop an orientation and training program for new directors and an annual continuing program for continuing Directors. Board members will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, development of an comprehensive understanding of Charter school philosophy and Nevada Revised Statutes as they related to Charter schools, among others. (**Requirement 4**)

Section 4. Annual Meeting. The meeting of the Board shall be held at the School in **[month as determined by Board]** of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled **[monthly]** meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. **[Note: At a minimum, meetings are required at least quarterly pursuant to NRS, but may be more frequent]. (*meetings will be scheduled monthly until the school is established.)***Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting

must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School and will made available to the public, upon request. (**The meetings will be audio recorded, will be in compliance with Nevada's Open meeting law, and will resolve procedural disagreements by adhering to Roberts Rules of Order Requirement 16**)

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2). ***Agendas will be posted in three prominent locations.***

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda. [**this section is optional]**

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be

unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

Section 17. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

ARTICLE IV
OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V
STAFF

The Board may appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice. ***[specific policies should be adopted by the Board to set limits of authority for the Administrator]. Once the Administrator is hired and the Board is in place, the Governing Board will adopt specific policies to set the limits of authority for the Administrator.)***

ARTICLE VI

There shall be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

ARTICLE VII
CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of ***$1,000.00***. **The chair and the administrator both must sign checks for $1,000 or more. As the school grows tis policy may become less practical and the governing board may want to revise the amounts.**

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VIII
PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX
INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE X
AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

ARTICLE XI
DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

ARTICLE XII
PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 20__.

_____, Secretary

David Papke, Member, Committee to form and liaison for the application process to the Nevada Department of Education (Acting Secretary of the Governing Board

Addendum:

B.1 item 13—No action items of the board will be considered unless there are three licensed teacher board members in attendance. The only action that can be considered is the addition of a licensed teacher.

B.1 item 14—Consistent with NAC386.345, the Governing Board assures complaisance with its provisions.

B.1 item 15—The Governing Board shall represent the diversity of the community and will be free of the domination of any religious, ethnic, or racial group while at the same time shall be inclusive of all diverse groups in the community.

B.1 item 16—the Governing Board shall assure compliance with all open meeting act provisions.

As explained elsewhere in this application, the Governing body will actively recruit parents, professional educators and the community itself in the Nevada Performance Academy. There will be extensive use of social media, traditional marketing techniques, and town hall meeting to inform the public as well as to seek their input to improve the school's operation. This kind of fundamental input undergirds the philosophy of the school.

REQUIRED ELEMENT 4: DESCRIPTION OF GOVERNING BODY RECRUITING PROCEDURES-NARRATIVE B.1.4

NARRATIVE B.1.4 (Description of Governing Body recruiting procedures)

The governing body will solicit from parents, professional educators, and the community to fill vacancies as they may arise on the Board. The Board of Directors must seek candidates which adhere to the statutory requirements to the parents of NRS 386.549. To assist in identifying the best qualified candidates, the Board shall advertise all vacancies on the School's website and through direct (email, letter, text, or phone, etc.) communications to the parents of all enrolled students. These notifications of a Board vacancy must contain a description of the qualifications a candidate must possess to maintain compliance with NRS 386.549 and instructions on how information regarding qualified candidates can be submitted to the Board of Directors for consideration. The Board of Directors may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board of Directors.

NARRATIVE: B.2.1 COMPOSITION OF THE COMMITTEE TO FORM THE SCHOOL

Committee member	Address	Affiliation with Charter
Natalie Berger, Professional Dancer, teacher, parent	4 Circle Drive, Carson City 89703	NO
Denise Gilliott, Business woman, parent organizer of community dance programs	2845 Tangerine Drive Carson City, NV 89701	NO
David Papke, licensed classroom teacher, administrator credential	10573 French Meadows Way, Reno, NV 89521	Former teacher at Silver State Charter High School
Dr. Eugene T. Paslov, retired State Superintendent of Public Instruction, lifetime CA classroom teacher license and NY State administrative credential	5067 Red's Grade, Carson City, NV 89703	Former Board of Director and Committee to Form member of the Silver State Charter High School
Molly Walt, licensed classroom teacher, special ed. Certified, administrative credential, elected Board of Supervisor	900 Crain Street, Carson City, NV 89703	NO

Statement of members associated with other charter schools:

David Papke was a member of the faculty of the Silver State Charter Schools in Carson City from 2004 to 2010. Mr. Papke was also the curriculum and instruction coordinator. He left to accept a teaching position in the Washoe County public schools in the summer of 2010.

Dr. Paslov was part of the Committee to Form the Silver State Charter Schools in 2003 and served on the Board of Directors until 2010.

ATTACHMENT B.2.2 Resumes

DAVID C. PAPKE

OBJECTIVE

Not Applicable

EXPERIENCE

2010-present Turning Point Reno, NV

Teacher

- Curriculum: Implementated school-wide technology integration
- Instruction: Trained faculty on use of Infinte Campus program
- School Improvement: Co-directed MAP benchmark assessments

2005-2010 Silver State High School Carson City, NV

Teacher - Curriculum Coordinator

- Curriculum: Supervised course development and implementation
- Instruction: Coordinated best practices activities
- School Improvement: Produced school-based strategic plan

2004-2005 Plato Learning, Inc. Reno, NV

Consultant / Trainer / Implementation Specialist

2002-2004 South Tahoe High School South Lake Tahoe, CA

Teacher, Mt. Tallac Continuation High School

1998-2002 South Tahoe High School South Lake Tahoe, CA

Teacher, Contract Independent Study

1997-1998 Tahoe Valley Elementary School South Lake Tahoe, CA

Teacher, Fifth Grade

EDUCATION - DEGREES

1993-1996 University of California at Berkeley Berkeley, CA

M.A. Ed., Social and Cultural Studies in Education

1991-1993 University of California at Berkeley Berkeley, CA

B.S., Conservation and Resource Studies

CREDENTIALS

■	School Administrator	K-12	NV	Expires 08/08/2014
■	Special Education	K-12	NV	Expires 08/08/2014
■	Social Studies	7-12	NV	Expires 08/08/2014
■	Teaching	K-8	NV	Expires 08/08/2014
■	Alternative Education	7-A	NV	Expires 08/08/2014

EDUCATION – CONTINUING

2009-2010 University of Nevada Las Vegas, NV

Educational Leadership

2007-2008 Boise State University Boise, ID

Educational Technology

2005-2006 University of Nevada Reno, NV

Special Education

1996-1997 Sierra Nevada College Incline Village, NV

Elementary Education

FAX (775) 853-1808 • E-MAIL DAVIDPAPKE@NETSCAPE.NET
10573 FRENCH MEADOWS WAY • RENO, NV 89521 • PHONE (775) 853-1808

Denise Gillott
2845 Tangerine Drive E-MAIL: jdgillott@charter,net
Carson City, NV 89701 TELEPHONE: (775) 230-1915

EDUCATION 1992-1995 Virginia City High School, Virginia City, Nevada
1995-1995 Truckee Meadows Community College, Reno, Nevada
1998-1999 Western Nevada College, Carson City, Nevada

Appraisal/Real Estate Education
Lincoln Graduate School, Chicopee Group, Appraisal Institute, Mc Kissock Real Estate and Appraisal School, Pioneer School of Real Estate

LICENSE STATE OF NEVADA
Appraiser License
Real Estate License

PROFESSIONAL EXPERIENCE

2010-Current	Real Estate Agent, Coldwell Banker Select
2006-Current	Appraiser, Denise Gillott Appraisals, LLC
2002-2006	Appraiser, Tom Secrest & Associates
2001-2002	Banker, Amicus FSB
1998-2001	Banker, Wells Fargo Bank

COMMUNITY SERVICE

2009 – Present	Carson City Arts and Cultural Coalition – Interim Chair
2009 – 2010	Carson City Board of Equalization- Commissioner
2001 – Present	Pinkerton Ballet Theater- Vice President
2008 –Present	Bethlehem Lutheran Church-Youth Leader

REFERENCES for Denise Gillott

Darsi Casey, CPA
503 N Division Street
Carson City, Nevada 89703
775-283-5555

Kathy Zuber, Teacher
Bordewich Bray Elementary
110 Thompson Street, Carson City, NV 89703
775-721-5934

Michele Cacioppo, Teacher
Bordewich Bray Elementary
110 Thompson Street, Carson City, NV 89703
775-721-5013

Eugene T. Paslov, Ed.D

education

Ed. D., Education Administration
Concentration in Public Administration and Political Science
Teachers College, Columbia University (1973)

M. Ed., Education Administration
Concentration in Public Administration and Political Science
Teachers College, Columbia University (1971)

M.A., Education Administration
California State University at Long Beach (1967)

B.A., English and American Literature
California State University at Long Beach (1959)

PROFESSIONAL HIGHLIGHTS

Dr. Paslov began his educational career as a high school English teacher in Long Beach, California in 1959. His teaching assignments included honors English in grades 11 and 12. He was a master teacher with specific responsibilities for teaching and evaluating beginning teachers.

In 1963, Dr. Paslov joined the Peace Corps as a volunteer. He spent two years in Turkey teaching English as a foreign language and as an administrator in an English language preparatory school in Ankara. After returning to Long Beach in 1965, he became a guidance counselor and later an assistant principal in a Long Beach high school. In 1968 Dr. Paslov left the Long Beach Unified School District to attend graduate school at Columbia University, New York, New York.

In 1971, Dr. Paslov joined the State Department of Education in Lansing, Michigan, and spent the next 14 years in a variety of administrative positions, including Director of Curriculum, Director of Federal Programs, Deputy State Superintendent, and Interim State Superintendent (1979-81). Governor James Blanchard appointed Dr. Paslov as the first director of the Governor's Office of Job Training in Michigan (1983-84).

Dr. Paslov left Michigan in 1985 to assume responsibility for the public school system in Nevada as State Superintendent of Public Instruction. During his nine-year tenure, he was instrumental in creating innovative programs for at-risk children and improving curriculum and student achievement levels. He was a strong advocate for teachers, students, and parents in an effort to improve the quality of the Nevada School system and the academic performance of all Nevada children.

In 1994, Dr. Paslov joined New Standards, a national research and development organization of the National Center for Education and the Economy, Washington, D.C., and the Learning Research Development Center, University of Pittsburgh. As executive director of New Standards he facilitated the development of national performance standards, reference examinations (referenced to the performance standards), and portfolio assessment systems for the National Center.

From 1997 to February, 1999, Dr. Paslov was the President of Education Management Consultants, Inc. (EMC). EMC, Inc., is a private education management-consulting firm committed to helping public policy leaders, businesses, parents, teachers, and students make high academic performance the standard across the country.

Dr. Paslov's comprehensive and progressive experience in education led to his appointment as senior advisor to the president of the Psychological Corporation in February 1999. In the fall of 1999, he was named president of Harcourt Educational Measurement and, in that position, led the nation's preeminent provider of assessment instruments for K-12 schools into the next century. In

2002, Dr. Paslov stepped down as president and became senior advisor to The Psychological Corporation's Chairman and CEO.

In 2003-04 Gene Paslov founded, with several other former State Superintendents, a national leadership consulting practice and was actively involved in education policy matters throughout the country.

As of November 7, 2005, Dr. Paslov assumed the position of Executive Director, Governmental Relations and Strategic Partnerships, for Wireless Generation, Inc. a New York based education software company.

Starting in April of 2008, Dr. Paslov has been doing consulting work with Wested's Southwest Comprehensive Center on their technology imitative.

PROFESSIONAL EXPERIENCE

August 2007—2010 Working on two publications—one personal memoir and the second, an History and Political Analysis of Nevada Public School Governance—1861 to the present. Have completed the Memoir, *Paslovian Tales*, and had it self published. Have completed a journal article ("A Culture of Exploitation, an interpretative analysis of Nevada school governance," The Nevada Review, Volume 2, Fall 2010, Number 2) The book on The Political Analysis is still under way.

2007-2009 Part-time consultant for WestEd (Regional Educational Laboratory)

2005- 2007 Executive Director, Governmental Relations and Strategic Partnerships for Wireless Generation, Inc., a New York based software Company—half time

2002—2005-- Education Political and Policy Consulting—retired August 31, 2007

Senior Associate and founding Partner in the Education Leadership Group, LLC; The NAEP Ambassadors' Program; Consultant for Wirelessgeneration, Inc. Consultant for Plato Learning, Inc. Research Advisory Committee.

The Psychological Corporation (TPC), Harcourt Educational Measurement (HEM)
San Antonio, Texas

2002 – July, 2002 Senior Advisor to the CEO and Chairman of TPC

1999 – 2002 Appointed as President of Harcourt Educational Measurement (served for three years)

1999(January)—(August) 1999 Senior Advisor to the President of HEM

1997 – 1999

Education Management Consultants, Inc.

President, private management consulting firm (Major consulting contract with The Psychological Corporation, TPC)

1994 – 1997

New Standards
Washington, DC

Executive Director

1985 – 1994

State of Nevada

State Superintendent of Public Instruction

1987 – Present

University of Nevada
Reno, Nevada

Adjunct Professor, College of Education

Taught graduate courses in Educational Administration, Political Science, and School Finance.

1971 – 1985

State of Michigan

1984 – 1985	***Deputy Superintendent of Public Instruction***
1983 – 1984	***Director of Governor's Office for Job Training***
1981 – 1983	***Deputy Superintendent of Public Instruction***
1979 – 1981	***Interim State Superintendent of Public Instruction***
1978 – 1979	***Director of School Program Services, Michigan Department of Education***
1972 – 1978	***Director of Compensatory Education Services, Michigan Department of Education***
1971-1972	***Director of ESEA Title 111 (PACE Programs to Advance Creativity in Education)***

1960 – 1971

Educational Administrative Positions in School, Universities, and Departments of Education

Columbia University
New York City

Administrative Assistant and Situational Analysis Coordinator, Program for Educational Leadership, Teachers College (Full time graduate student)

New Jersey State Department for Education
New Jersey

Planning and Evaluation (Full time graduate student)

1960 – 1971 (continued)

Columbia University
New York City

Program Associate, Program for Educational Leadership, Teachers College (Full time graduate student)

Lindberg Jr. High School
Long Beach, California

Guidance Counselor

Lakewood Senior High School
Long Beach, California

Teacher/Master Teacher (English Literature, Honors Section)

English Language Preparatory School, Middle East Technical University
Ankara, Turkey

Peace Corps Volunteer, Associate Director/Special Assistant to the University President of the Middle East Technical University

Odemis Lise
Odemis, Turkey

Peace Corps Volunteer, (Teacher of English as a foreign language)

Lakewood Senior High School
Long Beach, California

Teacher (English and American Literature)

Student Teacher (English and American Literature and Social Studies)

BOARDS OF DIRECTORS/COMMISSIONS

Education Testing Service
Princeton, New Jersey

Appointed to the Visiting Committee for ETS in 1991 and served for three years. Was designated as the Chair of the Visiting Committee for two years.

Far West Laboratory
San Francisco, California

Appointed as a member of the Board of Directors in 1985--1994 (29 person Board representing California, Nevada, Utah, and Arizona.). Elected Chairman of the Board of Directors 1989-1990. Member of Policy Review Standing Committee.

Agency for Instructional Technology
Bloomington, Indiana

Appointed as a member of the Board of Directors in 1985 (11 person board representing Canada and the United States.) Appointed to the Executive Council of the Board during 1989-1990 to assist with the selection and hiring of a new Executive Director. Elected to the Executive Council in 1990. President, Board of Directors, 1991-92.

Council of Chief State School Officers (CCSSO)
Washington, D.C.

A member since 1985 to 1994. The Council includes the 50 State Superintendents and Directors of Education for the U.S. Territories. Elected to the Board of Directors in 1989. Have been active in establishing policy directions and legislative initiatives.

Interim Finance Study Commission
Carson City, Nevada

Appointed to an Interim Finance Study Commission to develop recommendations for Children's Services. Appointed by Governor Richard Bryan in 1987.

Governor's Commission on Holocaust Education
Carson City, Nevada

Appointed by Governor Bob Miller as one of nine members.

Governor's Commission on Substance Abuse
Carson City, Nevada

Designated by legislature as ad hoc member and appointed by Governor Bob Miller.

Governor's Commission on Mental Health
Carson City, Nevada

Appointed by Governor Bob Miller to an eleven-person commission to review mental health policies.

Governor's State Advisory Group
Carson City, Nevada

Appointed by the Governor in 1988 to work on policies concerning juvenile offenders.)

Governor's Advisory Council on Holocaust Education

Appointed by the Governor to the seven person Council in 1989. Worked to establish an Holocaust education curriculum in Nevada's schools. Served on the Council until I retired in 1995.

Silver State Charter High School Board Member

Silver State High School is a public Charter school sponsored by the Nevada State Board of Education. In 2004 Dr. Paslov was requested to serve on the "committee to form" and later requested to serve as a Board member. Dr. Paslov remains an active member of the Board and was recently appointed Vice-President of the Board. Left the Board in the Spring of 2010.

Davidson Academy Charter School for the Profoundly Gifted

Appointed to the Governing Board of the Davidson Academy, a public secondary school for gifted and talented students located on the campus of the University of Nevada. NV Speaker of the Assembly Buckley made the appointment in the Fall of 2007.

Sierra Nevada Journeys

SNJ is a non-profit out-door education and STEM (Science/Technology/Engineering/Mathematics) organization designed to help public school children in northern Nevada and California improve their understanding and performance in these areas.

Carson City Cultural Commission

Appointed to this Commission in 2011. Elected as Chair in 2012.

FOREIGN TRAVEL AND CONSULTANCIES

Participated as a member of a seven-person international team of educational experts in assisting the Minister of Education of the Netherlands and his staff to redesign the nation's education policy, 1980.

Headed a 20-person delegation of elementary and secondary teachers, administrators, and university presidents on a working tour of the educational system of the People's Republic of China, 1982.

Participated in a review of the Ministry of Education in the United Arab Emirates in December of 2004.

awards

English Department Award: "Outstanding Student Teacher," California State University, Long Beach, California, 1961

Experienced Teacher Fellowship, Teachers College, Columbia University, 1968-69, 1969-70

Ford Foundation Fellowship, Teachers College, Columbia University, 1970-71

Numerous awards for leadership activities in Michigan and Nevada from 1971 to 1994

Personal

Eugene T. Paslov
Married to Susan G. Paslov (Garlick) Date of Marriage: 1965

Children: E. Joseph Paslov (dob1966)
Jonathan David Paslov (dob1968)
Marjorie Kim Paslov-Thomas (dob1973)

Five grandchildren: Dylan Paslov (dob 1995)
Benjamin Paslov (dob 2004)
Aiden Thomas (dob 2001)
Trey Thomas (dob 2003)
Benjamin Paslov (dob 2004)
First granddaughter expected August of 2009

Natalie Berger
4 Circle Drive
Carson City, NV 89703
dandnberger@sbcglobal.net

EDUCATION

M.S.W. **University of Utah, Salt Lake City.** Graduate School of Social Work. May 2000

M.F.A. **University of Utah, Salt Lake City.** Graduate School of Modern Dance. June 1997

B.A. **University of Nevada, Las Vegas.** Department of Dance. Degree: B.A. Aug. 1992

TEACHING EXPERIENCE

- Modern Dance –. **Ayako's Dance Studio**. Carson City, NV
- Ballet - **Ayako's Dance Studio**. Carson City, NV
- Modern Dance- **Truckee Meadows Community College**. Reno, NV. Guest Instructor.
- Creative Movement – **Ririe Woodbury Dance Company**. Salt Lake City, UT
- Modern Dance - **Ririe Woodbury Dance Co**. Salt Lake City, UT
- Improvisation – **Ririe Woodbury Dance Co**. Salt Lake City, UT
- Modern Dance – **Janet Gray Dance Studio**. Salt Lake City, UT
- Ballet – **Ballet West Summer Workshop**. Salt Lake City, UT
- Native American Studies – **University of Salt Lake City**, UT. Dept. of Ethnic Studies. Teaching Assistant.

PERFORMING EXPERIENCE

- Nutcracker Ballet – **Pinkerton Dance Theatre**. Carson City, NV. (2004-2008)
- **Area 51 Dance Company** Reno, NV. (2001-2003)
- **Ririe Woodbury Modern Dance Company** - Salt Lake City UT. (June '98 – June '99)
- **Winter Olympics** – Nagano, Japan. (1998) Performer.
- **Stephen Brown Dance Company** – Salt Lake City, UT (1999- 2000).
- **Repertory Dance Theatre** – Salt lake City, UT Guest Performer
- **University of Utah Dance Company** – Salt Lake City, UT (1993 – 1997)

- **Siegfried & Roy Production** – Mirage Hotel and Casino, Las Vegas, NV
- **Legends in Concert** - Imperial Palace Hotel and Casino, Las Vegas, NV
- **Abracadabra** Production – Aladdin Hotel and Casino, Las Vegas, NV
- **UNLV Dance Company** – University of Nevada, Las Vegas
- **Opus Dance Ensemble** – Las Vegas, NV

CHOREOGRAPHY

- **Ayako's Dance Studio, Nutcracker Ballet - Pinkerton Dance Studio.** Carson City, NV
- **Truckee Meadows Community College** – Guest Choreographer 2001
- **Art Town** – Area 51
- **Ballet West** – Salt Lake City, UT (Summer Workshop Performance)
-

OTHER EXPERIENCE

- Social Worker - **Dialysis Clinic Inc. (DCI)** – Gardnerville, NV. Duties:
- Contract Social Worker II – **State of Nevada Division for Aging Services.** Carson City, NV Duties: Investigating abuse, neglect, self-neglect, isolation and exploitation, interview, documenting, making referrals, telephone contacts, and guardianship referrals, attending hearings and filing police reports. (May `09 – to present)
- Social Worker – **Community Care Associates.** Reno, NV. Duties: Interview, conduct safety inspection, evaluate and write home studies for Washoe County Social Services. (Aug. `07 – present)
- Social Worker II- **State of Nevada Division for Aging Services, Elder Protective Unit.** Reno and Carson City, NV Duties: Investigating abuse, neglect, self-neglect, isolation and exploitation, interview, documenting, making referrals, telephone contacts, and guardianship referrals, attending hearings and filing police reports. (Feb. `05 – June `07) and (June `01 –Sept. `04)
- Social Worker II - **State of Nevada Division of Child & Family Services.** Carson City, NV Duties: Investigating child abuse, making referrals, working with families, school officials and other community agencies, telephone contacts, team meetings and documentation. (Sept. `04 – Feb. `05).

Denise Gillott
2845 Tangerine Drive E-MAIL: jdgillott@charter,net
Carson City, NV 89701 TELEPHONE: (775) 230-1915

EDUCATION 1992-1995 Virginia City High School, Virginia City, Nevada
1995-1995 Truckee Meadows Community College, Reno, Nevada
1998-1999 Western Nevada College, Carson City, Nevada

Appraisal/Real Estate Education
Lincoln Graduate School, Chicopee Group, Appraisal Institute, Mc Kissock Real Estate and Appraisal School, Pioneer School of Real Estate

LICENSE STATE OF NEVADA
Appraiser License
Real Estate License

PROFESSIONAL EXPERIENCE

2010-Current	Real Estate Agent, Coldwell Banker Select
2006-Current	Appraiser, Denise Gillott Appraisals, LLC
2002-2006	Appraiser, Tom Secrest & Associates
2001-2002	Banker, Amicus FSB
1998-2001	Banker, Wells Fargo Bank

COMMUNITY SERVICE

2009 – Present	Carson City Arts and Cultural Coalition – Interim Chair
2009 – 2010	Carson City Board of Equalization- Commissioner
2001 – Present	Pinkerton Ballet Theater- Vice President
2008 –Present	Bethlehem Lutheran Church-Youth Leader

REFERENCES for Denise Gillott

Darsi Casey, CPA
503 N Division Street
Carson City, Nevada 89703
775-283-5555

Kathy Zuber, Teacher
Bordewich Bray Elementary
110 Thompson Street, Carson City, NV 89703
775-721-5934

Michele Cacioppo, Teacher
Bordewich Bray Elementary
110 Thompson Street, Carson City, NV 89703
775-721-5013

Molly Walt
900 Crain St.
Carson City, NV 89703

E-MAIL: kmkcwalt@charter.net
TELEPHONE: (775) 883-0342

EDUCATION

UNIVERSITY OF PHOENIX, Reno, Nevada
Master of Arts in Education/Administration and Supervision.
January 2001

UNIVERSITY OF MONTANA WESTERN, Dillon, Montana
Bachelor of Elementary Education, August 1994
Bachelor of History and Social Science 5-12, August 1994

LICENSE

STATE OF NEVADA
School Administrator K-12, Alternative Education 7-A, Elementary K-8, Secondary 7-12 Social Studies, and Physical Education and Health K-12 Endorsement

AWARDS

Rotary Teacher of the Month, March 1999
Eagle Valley Middle School PTSA Teacher of the Year, 1998-99
Eagle Valley Middle School Staff Appreciation Award, 1997-98

PROFESSIONAL EXPERIENCE

1/2009 – Present — CARSON CITY SUPERVISOR, Carson City, NV
4 YEAR ELECTED POSITION, policy maker in which the City Manager and his staff implement

9/2002 – Present — PERSONAL TUTORING and EDUCATIONAL CONSULTANT Carson City, NV
MATH, ENGLISH, TEST PREPARATION (Math Proficiency, SAT, and ACT) 5th – 12th grade

3/2010 – 11/2010 — STATE OF NEVADA GAMING CONTROL BOARD, Carson City, NV
SPECIAL AGENT, Training Officer

9/2002 – 8/2010 — CARSON CITY ADULT EDUCATION, Carson City, NV
PSYCHOLOGY, AMERICAN GOVERNMENT, U.S. HISTORY, MATH, AND GED TEACHER

8/99 – 8/2002 — CARSON MIDDLE SCHOOL, Carson City, NV
MATH TEACHER, 7th grade

8/96 – 6/99 — EAGLE VALLEY MIDDLE SCHOOL, Carson City, NV
PHYSICAL EDUCATION TEACHER, 6th, 7th, and 8th grade
STUDENT LEADERSHIP TEACHER, 7th and 8th grade

8/94 – 6/96 — EAGLE VALLEY MIDDLE SCHOOL, Carson City, NV
ENGLISH AND SOCIAL STUDIES TEACHER, 6th grade

CARSON CITY SUPERVISOR REPRESENTATION

1/2009 – Present — CARSON CITY BOARD OF SUPERVISORS, BOARD MEMBER OF REDEVELOPMENT AUTHORITY, BOARD MEMBER CARSON CITY HEALTH BOARD, BOARD MEMBER OF CARSON CITY LIQUOR AND ENTERTAINMENT BOARD, BOARD OF DIRECTORS OF PARTNERSHIP CARSON CITY, VICE-CHAIRMAN OF CARSON CITY CONVENTION AND VISITORS BUREAU, COMMISSIONER OF THE CARSON CITY PARKS AND RECREATION COMMISSION, BOARD MEMBER OF THE CARSON CITY ARTS AND CULTURAL COMMISSION, and OFFICER OF NACO (NEVADA ASSOCIATION OF COUNTIES)

EDUCATIONAL EXTRACURRICULAR RESPONSIBILITIES

9/2008 – 6/2009 — BORDEWICH – BRAY ELEMENTARY SCHOOL - PTA **President,** (1 Year)
8/99 – 10/2000 — CARSON HIGH SCHOOL – **Freshman Volleyball Coach**
8/99 – 10/2000 — CARSON MIDDLE SCHOOL – **8th grade Volleyball Coach**
8/94 – 6/99 — EAGLE VALLEY MIDDLE SCHOOL – **8th grade Volleyball Coach,** (5 years) – **Intramurals Coach,** (5 years) – **Track Coach,** (4 years) – **Cross Country Coach,** (1 year) – **7th grade Basketball Coach,** (1 year)

COMMUNITY SERVICE

2009 – Present	SMILES FOR MILES NON-PROFIT ORGANIZATION – Founder and President
2010 – Present	FOOD FOR THOUGHT NON-PROFIT ORGANIZATION - Board of Directors
2008 – Present	PINKERTON BALLET THEATRE – President
2002 – 2010	WIDE SMILES CLASSIC YOUTH BASKETBALL TOURNAMENT DIRECTOR

REFERENCES for MOLLY WALT

Mr. Florindo "Ferd" Mariani, Supervisor of Alternative Education
Carson City Adult Education
P.O. Box 603
Carson City, NV 89702
(775) 283-1350

Mayor Bob Crowell
City Hall
201 N. Carson Street, Suite 2
Carson City, NV 89701
(775) 887-2000 x30550
bcrowell@ci.carson-city.nv.us

Lisa Hagen, Teacher
Mark Twain Elementary School
2111 Carriage Crest Dr.
Carson City, NV 89706
(775) 283-1000

Attachment required element 2--B.2.2

Notarized Assurance

Statement of Assurances
Revised March 25, 2009

1. The charter school herein named, THE NEVADA PERFORMANCE ACADEMY
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, and the State Board of Education require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

NOTARIZED STATEMENT

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Eugene T. Paslov

Signature of Member of the Committee to Form the School

EUGENE T. PASLOV

Name Printed

Member of Committee To Form

Title

06/09/2011

Date

STATE OF NEVADA
COUNTY OF CARSON CITY
Subscribed and sworn to before me

Ramona L Reno

This 9 day of JUNE 2011
date month year

RAMONA L RENO
Notary Public-State of Nevada
APPT. NO. 10-3252-12
My App. Expires October 15, 2014

(Notary Public Seal)

MAIL/DELIVER TO:

Nevada Department of Education
ATTN: Charter School Consultant
1749 Stewart Street, Suite 40
Carson City, NV 89706-2543
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED

Attachment B.2.3 Request for Information

Request for Information

From Natalie Berger, committee to form member

1. Natalie Berger's resume is attached to the original application.

2. I affirm that I am at least 18 years of age.

3. I am a dance instructor in the community and was informed about the proposed charter school through another board member and then formally asked to serve on the board by Dr. Eugene Paslov.

4. I have not served on a board of a school district or a not-for-profit corporation. I wish to serve on this board, as I have a strong interest in the performing arts and the impact it has on children.

5. (Question 5 is missing)

6. As a board member it is my duty to provide support to administration, teachers, students and parents. It is necessary to implement policy and procedures specific to the school.

7. I have been dancing since a young child and have performed and taught dance professionally. In addition, I work in situations that require team effort and collaboration. (See resume).

8. Toward the end of the school's first year, the students will have accomplished their academic and performing requirements. They will also have a broader knowledge of the performing art of their choice.

9. The Performing Arts Charter High School will provide a distant learning academic program with licensed teachers available on-site. The performance aspect of the school will include professional instructors. The performance classes will be offered at various designated sites in Carson City.

10. The proposed educational program entails a strong academic base that encompasses expectations of the students, parents and teachers. The expectations are of success for all students.

11. Communication, commitment and involvement. It will be important for the board to be available to listen, brainstorm and address any concerns or issues that may arise, and in turn affect the school's ability to succeed.

12. I know two of the other CFS members, but do not have any other relationship with them, other than a friendship through the association of our children.

13. No

14. My spouse is a registered Architect and would be interested in providing design services for the school.

15. No

16. (See Above)

17. No

18. (See Above)

19. I would like to teach dance for the Performing arts charter school.

20. No

21. I would report my concerns to the appropriate source (designated legal representative).

I, Natalie Berger, CFS Member, affirm all the statements noted above are true and factual to the best of my knowledge:

Natalie Berger

Natalie Berger

Dr. Eugene T. Paslov, Committee to Form member

Required Element 4 Attachment B.2.4

1. **Resume attached**
2. **I affirm I am at least 18 years of age**
3. **I have been instrumental, along with several parents and teachers, in developing the concept of the Nevada Performance Academy**
4. **I have served on several Boards, including the Governing Board of the Silver State High School/Middle school in 2002-2009 (resigned in 2009). I also serve on the Board of the Davidson Academy for the profoundly gifted at UNR and on the Board of Sierra Nevada Journeys, a non-profit, environmental education program .**
5. **Question 5 is missing**
6. **As a Board member to implement policy, assure adherence for the school to successfully complete the goals and objectives, and to support the administration, teachers, parents and students be successful.**
7. **I have fifty years of public school—local and state levels—as well as extensive non-profit and for-profit business and management experience (see resume).**
8. **Enrollment will reach or exceed the 300 pupil mark and that all students will be successful in completing academic and performance related activities.**
9. **The Mission, Vision and philosophy are outlined in A.1**
10. **The Nevada Performance Academy will provide a rigorous, arts embedded academic curriculum enhanced by a blend of state approved distance learning programs and a strong performance program for those students who have a particular interest and talent for performance and its technical underpinnings.**
11. **One that respects students, parents and teachers and also one that requires students, parents, and teachers to meet high expectations along with their students.**
12. **I know all of the CTF members, but neither my wife nor I have had any relationship other than friendship with the CSF members.**
13. **No**
14. **No**
15. **We do not plan to use an EMO. We do intend to use a variety of approved distance learning providers, depending upon the quality and appropriateness of their content to our curriculum design. We will also be looking for high quality professional development providers to help our staff achieve their goals. All contract arrangements will be transparent and consistent with Governing Board policies.**
16. **N/A**
17. **N/A**
18. **N/A**
19. **N/A**
20. **There are no known potential conflicts.**

21. **I would personally refer such an incident to the Board's attorney. If he/she refused to take appropriate action, I would formally complain to the sponsor.**

I, Eugene T. Paslov, CTF member, affirm all the statements noted above are true and factual to the best of my knowledge. (signed) 7/29/2012

From: Molly Walt
Date: September 7, 2011

Re: Request for Information from Prospective Charter

To Whom It May Concern:
Question 1)
Please see resume

Question 2)
Please see resume

Question 3)
I was asked by Eugene Paslov to sit on the committee to form for the Charter School.

Question 4)
I would like to serve on the board, because I believe in the philosophy of the school. The performing arts allow students to express themselves. The school will teach students the core curriculum, but emphasize the appreciation for art in many different forms.

Question 5)
No, I have not previously served on a board of a school district. I wish to serve on this board because I believe our community will benefit greatly from the Performing Arts Charter School.

Question 6)
The appropriate role of a public charter school board member is to be actively involved in the governance of the school.

Question 7)
The relevant knowledge I will bring to the board is my college education. I have been an educator for 16 years. I will also bring my political experience. I am currently an elected official. I am vice-chair of two different Carson City governing boards. I attend yearly workshops on open meeting law.

Question 8)
After a successful first year, I see returning, enthusiastic, successful students, and increasing enrollment. After a successful four years, I would like to see the school expanded to middle school.

Question 9)
My understanding of the school mission and/or philosophy is to provide a liberal arts education and performing arts program, to provide opportunities for community involvement and leadership, and to provide high school students with an educational program that is intellectually stimulating.

Question10)

I have some knowledge on the proposed educational program.

Question11)

The following is a list of what I believe is characteristics of a successful school:

1. Students and teachers are engaged in active and purposeful learning.
2. The school's curriculum is challenging, integrative, and relevant.
3. Educators use multiple learning and teaching approaches.
4. Appropriate assessment measures are varied and ongoing.
5. The school environment is inviting, safe, inclusive, and supportive of all.
6. The school actively involves families in the education of their children.
7. The school includes community and business partners.

I believe the board has to have a shared vision that will guide every decision for a successful school. The board needs to be committed to and have the knowledge about the age group attending the school.

Question 12)

Yes, Natalie Berger and Denise Gilliot; they are friends of mine.

Question 13)

No

Question 14)

No

Question 15)

No

Question 16)

N/A

Question 17)

No

Question 18)

No

Question 19)

No

Question 20)

No

Question 21)

If I was aware of school board members engaging in self-dealings that benefit the board member, or friends, I would inform the Nevada State Education department for investigation to be made of the school.

David C Papke, Committee to Form member

Required Element 4 Attachment B.2.4

1. **I affirm I am at least 18 years of age**
2. **I have been instrumental, along with several parents and teachers, in developing the concept of the Nevada Performance Academy**
3. **I have extensive knowledge related to the school's mission, structure, and philosophy.**
4. **I am on the Board of Galileo Courseware Solutions, a registered Nevada not-for-profit corporation.**
5. **As a Board member to implement policy, assure adherence for the school to successfully complete the goals and objectives, and to support the administration, teachers, parents and students be successful.**
6. **I have extensive knowledge of and experience with various forms of virtual learning, as well as several years as an instructor in a Nevada charter school.**
7. **First year: Enrollment will reach or exceed the 180 pupil mark and that all students will be successful in completing academic and performance related activities. Fourth year: the school will be well on its way to completing all of its stated goals.**
8. **My understanding is that arts-based and arts-infused instruction improves student outcomes.**
9. **The Nevada Performance Academy will provide a rigorous, arts-embedded academic curriculum enhanced by a blend of state approved distance learning programs and a strong performance program for those students who have a particular interest and talent for performance and its technical underpinnings.**
10. **One that respects students, parents and teachers and also one that requires students, parents, and teachers to meet high expectations along with their students.**
11. **I know some of the members, but none very well. I know Dr. Paslov from our connection to Silver State Charter Schools and Galileo Courseware Solutions.**
12. **No**
13. **No**
14. **N/A**
15. **N/A**
16. **N/A**
17. **There are no potential conflicts**
18. **I would personally refer such an incident to the Board's attorney. If he/she refused to take appropriate action, I would formally complain to the sponsor.**

I, David C Papke, CSF member, affirm all the statements noted above are true and factual to the best of my knowledge. (signed)

State of Nevada

License for Educational Personnel

License No. 0000063532

This License Certifies That

DAVID C PAPKE

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License		Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	ELEMENTARY	K-8	11/19/2007	TEACHING(11/24/2004)	8/8/2014	
PROFESSIONAL	SECONDARY	7-12	11/19/2007	SOCIAL STUDIES(11/19/2007)	8/8/2014	
PROFESSIONAL	SPECIAL	K-12	11/19/2007	SCHOOL ADMINISTRATOR(5/19/2010) GENERALIST(11/19/2007)	8/8/2014	
PROFESSIONAL	SPECIAL	7-A	11/19/2007	ALTERNATIVE EDUC(3/8/2005)	8/8/2014	
PROFESSIONAL	SPECIAL	K-12 SUB	11/19/2007	SUBSTITUTE(11/24/2004)	8/8/2014	

Guidelines and Requirements for License Renewal

Nevada's licensure regulations require that you complete six (6) semester hours of approved credit in order to renew this license. Renewal may not be requested earlier than nine (9) months before the expiration date (NAC 391.070). In order to renew a license, the holder MUST submit:

- The completed application and fee
- Official transcript(s) or certificate(s) of credit
- Completed Child Support Form

Credits may be earned through a regionally accredited college/university, a Nevada Department of Education approved inservice course, or continuing education class (CEU) offered by a provider sanctioned by the Department and who has been pre-approved to offer such a class. Unless otherwise stated, the license holder may take any combination of college/university or State approved inservice (PDE) or pre-approved CEU credits (15 contact hours equivalent to one (1) semester of credit) to fulfill the requirement.

Credits taken to renew a license must:

- Be directly related to the current license/endorsement;
- Enhance the effectiveness of teaching;
- Be in a subject area for which shortages of personnel, as determined by the Board exist; *and/or*
- Be part of an approved program leading to an advanced degree.

Non-traditional renewal credit for travel, teaching at the college/university level or conducting a seminar/workshop, and for full-time employment in an occupational field in which a license has been granted are also available under certain circumstances. Contact the Office of Teacher Licensure for more information regarding these options, if interested.

Credits needed to renew the license must be earned after the issue date of the license and prior to the expiration date of the license.

Information regarding Dr. Paslov's certificates

Dr. Eugene T. Paslov has included two certificates in addition to his resume. The first is a Life Diploma for a general secondary teaching license from the State Board of Education in California issued in 1968. Dr. Paslov had a general secondary teaching credential originally issued in 1959 and renewed in 1964. The California State Board issued the life credentials (Diploma) in 1968 to all those who had general secondary teaching licenses, "grandfathered in" all future requirements and indicated the certificate would remain valid for the lifetime of the holder. The California State Board of Education discontinued issuance the Life Certificates a few years later. One suspects that the attached life certificates in one of the few left in existence.

Dr. Paslov has also included a permanent school district administrative license issued by the State of New York and Teachers College, Columbia University, New York City.

Dr. Keith Rheault, Nevada State Superintendent of Public Instruction, has reviewed these licenses and has determined that they meet the general teaching/administrative license requirements for the State of Nevada/Charter Schools.

THE CALIFORNIA STATE BOARD OF EDUCATION

Renewal

Nº B226424

grants to 550 Eugene Thomas Paslov

(All correspondence regarding credentials for the above named individual should carry File No. 2807-25)

SUSPENSE VOUCHER

No. 867213 $8.00

No. kmc

this

REGISTERED

C23

C. C. TRIESTINO, L. A. COUNTY SUPERINTENDENT OF SCHOOLS

General Secondary Credential

VALID TO JUNE 30, 1969

(An expired credential cannot be renewed)

This credential authorizes service as a teacher in any secondary school and in grades seven and eight of any elementary school

NOTE.—A school district is qualified to receive reimbursement from Vocational Education Funds for vocational education classes only if, among other requirements, the teacher of these classes holds either (1) a State special secondary credential which authorizes the teaching of these classes or (2) this general secondary school credential and in addition a permit for such teaching issued under authority of the California Plan for Vocational Education.

Requirement in United States Constitution . . . . . completed x to be completed

Requirement in audio-visual-radio education (2 semester hours) . completed x to be completed

Dated this 30th *day*

of June 1964

Thomas W. Braden
President, State Board of Education

Max Rafferty
Superintendent of Public Instruction; and Secretary, State Board of Education

FOR CONDITIONS OF RENEWAL SEE REVERSE SIDE OF THIS CREDENTIAL

COUNTY REGISTRATION

Education Code of California, Section 13157: Each county or city and county board of education may provide for the registration of any credential or life diploma issued by the State Board of Education. Such registration shall be deemed to be the issuance of a certificate to the holder of such credential or life diploma. Such registration shall authorize the service of the holder in the [illegible] in which a[illegible] the period of time for which the credential or life diploma is valid.

THE CALIFORNIA STATE BOARD OF EDUCATION

ISSUES THIS

LIFE DIPLOMA

TO *EUGENE THOMAS PASLOV*

It authorizes the holder to teach in all grades of any public secondary school and in the seventh and eighth grades of any public elementary school in the state. It shall remain valid during the life of the holder unless suspended or revoked in accordance with law.

Issued at Sacramento, California, on *May 27, 1968.*

D. R. Commons
President, State Board of Education

Max Rafferty
Superintendent of Pub[illegible]truction and Secretary, State [illegible]ication

3 LD 53282

The University of the State of New York
The State Education Department

PERMANENT CERTIFICATE

This certificate, valid for services in the public schools, is granted to the person named below who has completed an approved program of preparation and has been recommended by the named institution.

Name: EUGENE THOMAS PASLOV

Recommending Institution: TEACHERS COLLEGE COLUMBIA UNIVERSITY

Certification Area: SCHOOL DISTRICT ADMINISTRATOR

Effective Date: FEBRUARY 1, 1971

Certificate Number: 560405927

In witness whereof, the Education Department under its seal at Albany, New York, grants this certificate.

Director, Division of Teacher Education and Certification

Commissioner of Education

NEW YORK STATE EDUCATION DEPARTMENT Request for Fee

DIVISION OF TEACHER EDUCATION AND CERTIFICATION

Your preparation meets the requirements for certification in the field listed below. Your certificate will be prepared and mailed following receipt of the $5 fee required by law. Make your check or money order payable to the **NEW YORK STATE EDUCATION DEPARTMENT.** Please do not send cash. Mail the proper attached copy of this request with your fee in the enclosed envelope to: Division of Finance, State Education Department, Albany, New York 12224, in order that your payment may be credited to you.

Important: Fee due within 30 days.

TYPE OF CERTIFICATE: Perm.

FIELD: Sch. Dist. Admin.

EFFECTIVE DATE: 2/1/71

TO:

Eugene T. Paslov
509 W. 121st St.
N. Y., N.Y. 10027

4/1/71 dE

INSTITUTION: T.C. Col. Univ.

19276

Form TC-9 4-L APPLICANT'S COPY

State of Nevada

License for Educational Personnel

License No. 0000026469

This License Certifies That

MOLLY R WALT

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License		Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	ELEMENTARY	K-8	02/24/2011	TEACHING (09/19/1994)	02/26/2017	
PROFESSIONAL	SECONDARY	7-12	02/24/2011	SOCIAL STUDIES (06/04/2002)	02/26/2017	
PROFESSIONAL	SPECIAL	K-12	02/24/2011	SCHOOL ADMINISTRATOR (07/06/2004)	02/26/2017	
PROFESSIONAL	SPECIAL	7-A	02/24/2011	ALTERNATIVE EDUC (07/06/2004)	02/26/2017	
PROFESSIONAL	SPECIAL	K-12 SUB	02/24/2011	SUBSTITUTE (09/19/1994)	02/26/2017	

Keith W. Rheault

State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

(NSPO Rev. 10-05)

brewery arts center

June 29, 2011

Christopher Wallace, President
Nevada State Board of Education
700 E. Fifth Street
Carson City, NV 89701

Dear Mr. Wallace:

The Brewery Arts Center would like to extend its support for the development of a charter high school for the arts in Carson City. As a performing arts center and local arts council working directly with youth in the community, the BAC is acutely aware of the increasing need to provide young minds the opportunity to engage in a creative arts and culture curriculum necessary to balance out a complete education.

The BAC sees the value in providing an opportunity for young talent to focus on the performing arts in high school as a means to better prepare themselves for a more integrated life and work environment. Their education today will require a more entrepreneurial and systemic approach to subject matter than providing just a core base of analytical knowledge to compete more effectively in a changing society. The ability to think creatively, make mental associations, work and socialize as part of a team and to communicate through effective presentation are essential skills necessary to put Nevada students ahead of the national average.

The BAC fully supports Dr. Eugene Paslov's application for the development of a charter high school for the arts in Nevada.

Sincerely,

John M Shelton
Executive Director

449 W. King Street
Carson City NV 89703

(775) 883-1976 office
(775) 883-1922 fax
www.breweryarts.org

Office of Business Development
Business Resource Innovation Center
108 East Proctor Street
Carson City, Nevada 89701

June 1, 2011

To: Nevada State Board of Education

From: Joe McCarthy, Director
Carson City Office of Business Development

Subject Performing Arts Charter High School – Carson City

American industry in the twenty-first century must meet the ever challenging needs for product development, entrepreneurial creativity, civic involvement and cultural awareness. As a seasoned economic development professional, I have come to recognize that the applied skills of innovation and creativity, coupled with teamwork, critical thinking and problem-solving are the bedrock of future workforce training. This training requires the development of mature, imaginative minds that are prepared to address the challenges inherent in our technology, science, engineering and service economics. Thus, business and government leaders now more than ever emphasize finding and hiring those unique creative-type individuals, those "knowledge workers," whose skills have been honed in an educational K-12 experience that honors such originality.

Carson City is ready to launch the a Performing Arts Charter High School (PACHS), a public educational institution that will provide a much needed innovative curriculum that will include vigorous studies in arts and the human sciences, math and the physical sciences. This marvelous new school will afford a wonderful educational choice for Carson City's parents and will serve as a catalyst in transforming the lives of its students. Indeed, students who complete their studies at PACHS with possess improved employability and the heightened potential for workplace productivity, stability and dependability.

The impact of arts-in-schools is now recognized globally. Research conducted by the United States, Australia, South Korea, China, Germany and the UK consistently link higher educational performance in math and verbal fluency to those students with increased exposure and active involvement in varied music programs, visual art instruction and the performing arts, both dance and drama. Moreover, arts-in-schools has proven instrumental in engaging marginalized cultural groups to integrate socially by meeting literacy standards and gaining access to job opportunities.

PACHS students will find a unique experience to develop their "4 C's" – creativity, critical thinking, collaboration and communication – essential skills for success in the new economy. Carson City will realize an increase in our students' college enrollment and their career readiness for the challenges of today's world, improved educational outcomes and retention rates, lower drop-out rates and better overall student performance.

The success of the new PACHS will demonstrate that Carson City is at the forefront of legitimate school reform: the type of reform supported by innovative educational leaders, the United States Chamber of Commerce, the Business Roundtable, the Department of Labor and the Department of Defense. The time is now to recognize the role of arts-in-schools programs as an essential catalyst for future career readiness and workforce development.

Without hesitation, I highly endorse and strongly recommend the adoption of the Performing Arts Charter High School in Carson City. If you have any questions, please contact me anytime at 775-720-0331.

Western Nevada Musical Theatre Company

Western Nevada College Performing Arts
Stephanie Arrigotti: Professor/Producer/Director

May 17, 2011

State Board of Education
State Department of Education
Carson City, Nevada

I am writing in support of the application by Dr. Eugene Paslov to create a Charter High School for the Performing Arts in Carson City. This school would be a mecca for the many gifted students in our area who could immerse themselves in music, theater and dance while pursuing an academic education. Dr. Paslov has followed a model for this school that has been successfully implemented in other cities across the country. Having this available to students in our area would make Carson City even more of a magnet for businesses seeking communities with a vibrant cultural community.

The success of multiple children's theater companies in this area is testimony to the keen interest of our youth in pursuing an arts education. I am impressed with the vast talent that flocks to our auditions, eager to be part of a dynamic and vital arts community. This charter school would be a training ground for these aspiring performers.

We thank you for your consideration.

Sincerely,

Stephanie Arrigotti
Professor of Music: Western Nevada College
Artistic Director: Western Nevada Musical Theatre Company

Where you find the best of Broadway, right here at home...

Western Nevada Musical Theatre Company • Western Nevada College
2201 West College Parkway • Carson City, Nevada 89703 • (775) 445-4249 • FAX (775) 445-3154

Carson City Library
Your Knowledge & Discovery Place

Nevada State Board of Education
Carson City, NV 89701

Dear Board Members,

I am writing this letter in support of the application for the Performing Arts Charter High School located in Carson City, Nevada. Carson City is a unique and diverse capital city with great potential. However, currently there are not as many educational choices as are needed for our school aged population. Carson High School is very large with nearly 2500 students and the Silver State Charter School enrolls about 500 students through its distance education model. There is a real need for another high school opportunity that provides students another choice to complete their high school education. Performing arts would fill a needed niche.

Carson City was named #3 in *Business Week's* Top 10 emerging arts communities in 2007. Specifically, in a list of top U.S. cities as "best bets" for real estate investment, BusinessWeek.com named Carson City number three (between Santa Fe, N.M. and New York City) in the list of ten best places for artists in America. The February 26, 2007 online story, *Bohemian Today, High-Rent Tomorrow* reports on the healthy real estate returns in cities influenced by artists and the creative class, and notes Carson City's high per capita arts organizations for a community its size.

The Carson City Library works cooperatively with all schools in our service area and sees a very unique opportunity for collaboration with the Performing Arts Charter High School related to our mission, "to be part of the cultural center of the community" and the Performing Arts Charter High School would be a wonderful addition to the City and a natural partner for the Library.

The Carson City Library fully supports this application and hopes you will grant a charter for this school that gives students in Carson City, and the region, another opportunity to learn, grow and become valuable additions to our community and our world.

Sincerely,

Sara Jones
Library Director

Chair:
Peter Barton

Vice Chair:
Karen Abowd

Commission Members:
Jed Block
Delsye Mills
Jeffrey Scott
Eugene Paslov
Jim Shirk

Staff:
Lee Plemel
Joe McCarthy

May 19, 2011

Dr. Eugene Paslov
5067 Reds Grade
Carson City, NV 89703

Dear Dr. Paslov:

The Carson City Cultural Commission endorses the establishment of a Charter High School for the Performing Arts to serve Carson City and surrounding counties. Such a school would facilitate a trained and skilled creative workforce and further invigorate the regions' already vibrant and growing arts industry. Recent studies have placed Carson City and environs as a leading venue for the arts while noting the creative industry as a significant economic factor.

The draft Strategic Plan for the Carson City Cultural Commission notes the changes in our community wherein the arts are taking a more important role in the economy and enhanced quality of life. The opening of the Executive Summary of the Strategic Plan begins as follows:

"A profound structural change in the nation's economy has caused traditional cultural development models to adjust and new models to emerge. In Carson City, our art and cultural organizations are adjusting and adapting to a new economic landscape and building capacity to better serve the community, act as an integral part of the community and appeal directly to all our citizens. To achieve full potential and continue to be a force in the creation of economic opportunity for its citizens, our cultural community is implementing a unique set of inventive approaches to achieve success, open up new marketplaces, stimulate job creation, achieve visibility and engage our community directly."

To be sustainable, the creative industry needs a trained workforce – not only in the performing arts themselves but in the business-side of the arts. The Charter High School for the Performing Arts would provide the training and discipline to encourage careers in the performing arts – successful and profitable careers and businesses. In so doing the school would awaken a sense of wonder and creativity bounded only by the educators and students.

Opening a Charter High School dedicated to training a workforce for the Performing Arts is consistent with the plan and goals of the Carson City Cultural Commission and is heartily endorsed.

Sincerely,

Peter Barton, Chair
Carson City Cultural Commission

Carson City Cultural Commission
c/o City of Carson City Office of Business Development
108 E. Proctor Street
Carson City, NV 89701

www.carsoncityculturalcommission.org

Pinkerton Ballet Theatre
Post Office Box 2792
Carson City, Nevada 89702

As a creative board of directors particularly working with local theatrical productions, Pinkerton Ballet Theatre is extremely supportive of the Charter High School for the Performing Arts in Carson City. It would continue interest in the performing arts at a time when public schools can no longer afford to continue their programs, and thereby provide the opportunity for parental, community and business involvement with schools to continue as well.

Fine arts education strengthens student problem-solving and critical thinking skills, adding to the overall academic achievement and school success, and performing arts studies challenge students to become stronger and have a measurable impact on at-risk youth in deterring delinquent behavior and truancy.

The U.S. Department of Education finds that arts education is fundamental to the development of a child's mind and spirit, and that students who are not exposed to the arts rank lower on tests and may not develop the skills needed for understanding human experiences and respect for others. Children with training in the performing arts can increase the quality of their own lives, the lives of their families and friends and the respective communities in which they live, thus supporting the development of a community that would attract new businesses and families.

Denise Gillott
Pinkerton Ballet Theatre

MANAGEMENT AND OPERATION

B.3 Management and Operation

Narrative B.3.1 (organizational structure): The NEVADA PERFORMANCE ACADMEY Management plan will be developed and organized with two grade level tiers: Tier 1 will include grades 7, 8, and 9; tier 2 includes grade 10, 11, and 12. The two tiers will be under the direct management of a licensed, secondary school principal. Licensed subject matter teachers will be "the teachers of record" for all required courses.

The Governing Board is responsible for ensuring the school is structured in compliance with the Charter, creating and approving the school's budget, and selecting the school's principal. The school principal will be responsible for all aspects of the school operations within the scope of the operating policy and budgetary approval by the Governing Board. The principal will maintain the day-to-day operations of the school and serve as the instructional leader of the school.

Each student will be required to enroll in six (6) classes a year. The "teacher of record" will be expected to deliver the course work through a system of distance learning. The teachers will also utilize various additional instructional approaches to enhance student learning outcomes. These include: direct instruction, supervised tutorials, coaching, and various other virtual synchronous and asynchronous enhancement methods. The management plan will be developed by staff. Students will be issued tablet computing/communication devices. The principal/director will make all school based decisions, establishing and implementing procedures for the day to day operations of the school. The principal will be an employee of the school, not an EMO or outside contractor. The principal/director will also serve as the curriculum coordinator of the school. The responsibilities of this role include, but are not necessarily limited to, guiding the creation and implementation of the development of key curricular initiatives (i.e. new e-course development and approval), oversight of both aspects of the blended learning environment (virtual and face-to-face), and review and monitoring of all curricular and extracurricular learning activities.

Narrative B.3.2 (primary responsibilities): The Board will recruit talented individuals who have knowledge of and experience with the instructional, educational, and school site matters.

The school's governing board will implement a plan to identify qualified candidates for the principal position at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week, the school's governing body will develop a data base of districts highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the individual best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has:

- extensive administrative experience (preferably in a school setting) and with on line teaching experience; assigning student interests and academic achievement as the top priority of the school;
- experience and understanding of the performing arts, understanding of concepts involved in an arts imbedded curriculum and a vision of the economic possibilities of careers in the arts;
- a current Nevada professional administrator endorsement/license; knows the laws and the rules and regulations concerning Charter schools;
- experience working with school or advisory educational boards; will avoid conflicts of interest; and will cooperate with the school's sponsor and the Nevada Department of Education;
- strong managerial capabilities; will ask for assistance when in doubt;
- knowledge of the needs of a diverse student populations;
- positive evaluations from previous administrative position(s);

- letters of recommendations; and
- excellent communication skills.

The principal/director (certified 1 FTE) will be assisted by a counselor/testing Director (1.0 FTE certified) who will help the Principal enroll and place students in appropriate academic and elective programs.

There will be five licensed teachers hired initially plus a ½ time school nurse: 1 FTE certified English/humanities teacher; 1 FTE certified Social Studies teacher; 1 FTE certified science teacher; 1 FTE certified math teacher; 1FTE certified special education teacher. The governing board will be looking for teachers (s well as the principal) with multiple certifications to include special education, foreign languages and economics. Licensed teachers will develop their curriculum from the Nevada core curriculum standards and will supplement this instruction from a variety of approved distance learning programs, a blended learning format.

A full time (1.0 FTE) attendance clerk will be required to maintain attendance records and to assure that students are meeting attendance requirements. Student records will be maintained in a secure location, locked in a fire secured location.

Three (3) part time instructional assistants will be hired to work with those students who are particularly interested in performance disciplines to work on performance exercises and to engage in live performances. The instructional assistants will be paid at an hourly rate.

In addition to the instructional assistants, two full time tutor/coaches will be in the instructional lab areas of the school to assist teachers and students with the on-going instructional issues involved blended learning systems. The tutors will be paid an hourly rate.

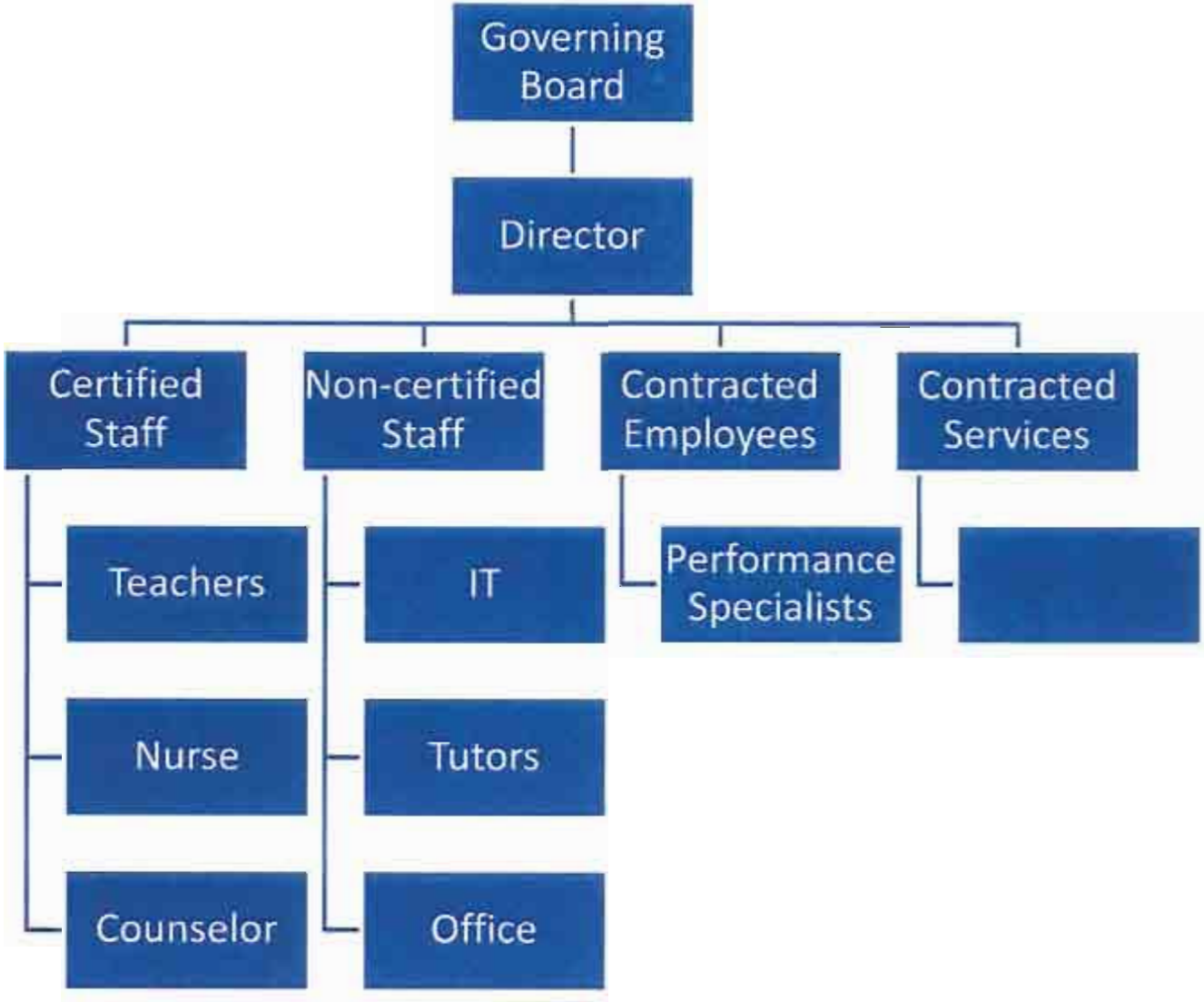
One (1.0 FTE) technology assistant will work to help the principal and instructional staff maintain the IT systems. This 1 FTE will also be an hourly employee. The technology assistant will work with the principal to make certain that the school and its facilities are adequately equipped, required

equipment is on line and working, and that the school experiences minimum downtime for its technology requirements.

Year 2 will include 2 full-time licensed teachers (one .5 special education and 1.5 in general education. We will also anticipate 2 additional instructional assistants (to assistant with performance) and one full time instructional aide to support teachers and students.

Attachment B.3.3 (organizational chart)

Organizational Chart



B.3.4 Narrative (charter school laws): The Nevada Performance Academy Board of Directors will carry out the provisions of NRS 386.500 to 386.610. It shall be the responsibility of the Board of Directors to know the law and regulations governing the school, attend conferences and technical assistances meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's sponsor. The Chair of the Board of Directors will assure that the training and orientation set forth in the Bylaws of the Nevada Performance Academy will focus on preparing the Board of Directors to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt.

The governing board will be responsible for hiring an administrator who has the skill sets to fulfill the responsibilities listed above. If additional training is needed, the Governing Board will make certain it is provided.

Narrative B.3.5 (dispute resolution): The method by which disputes will be resolved between the governing body of the Charter school and the sponsor of the charter school is as follows: In the event a dispute arises between The Nevada Performance Academy sponsored by the State Public Charter School Authority or its staff, the Nevada Performance Academy shall submit, in writing, a statement outlining the complaint and the proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and the proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative request to the complaint. If the Nevada Performance Academy is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the proposed resolution, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and the proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

B.3.6 Narrative (school type): The Nevada Performance Academy is a secondary school which includes junior high school grades 7, 8 and high school grades 9, 10, 11, and 12. The school is a secondary school for the purpose of teacher of licensure.

B.3.7 Narrative (lottery system): As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled. As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from May 1 to August 15 during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.

3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.

11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school, knowing that the luck of the lottery may preclude the child's enrollment; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If the lottery determines that the person's child can't get into the school, the board will add the parent of a child who did make it into the school. The first "parent" need not necessarily leave the board, all other requirements and restrictions considered, but our board will include the parent of an enrolled child once the board knows who is enrolled in the school.
13. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

B.3.8 Narrative (application preparation): The Committee to Form members all had a role to play in the preparation of the application, with particular emphasis by David Papke, Dr. Eugene T. Paslov, and Nanita Bellos (a member of a larger planning team, who worked primarily on the budget). There was no involvement of contractors or an EMO in the preparation of the application. It is intended that the CTF will become the first Governing Board for The NEVADA PERFORMANCE ACADEMY.

B.3.9 Narrative (enrollment limitations): There are no plans to limit enrollment for The NEVADA PERFORMANCE ACADEMY.

EDUCATIONAL MANAGEMENT ORGANIZATIONS ~~(EMO)~~ Distance Education

B.3.2: Distance Education

Narrative B.3.2.1 (monitoring enrollment, participation, load, accrual, and completion): The process used to enroll a student in the Distance Education Program at The NEVADA PERFORMANCE ACADEMY (TNPA) is:

1. The applicant (with parent/guardian, if the student is under 18) completes the standard enrollment application.
2. The applicant provides a current immunization record.
3. The applicant provides a current transcript.
4. Special Education services will be provided in accordance with NRS 386.582.3 which states, "If the governing body of a charter school is unable to provide appropriate special education program-related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the student resides transfer that pupil to an appropriate school."
5. The applicant is given or must have on file both math and reading assessments to determine appropriate aptitude placement.
6. The applicant and parent/guardian meet with the TNPA counselor to create an educational plan. The student is provided with a schedule that outlines a practical and timely pathway to graduation.
7. If necessary, the student's records are requested from his/her previously attended school(s).
8. All student data is entered into the student management system and verified by the registrar.

In accordance with NRS 388.866, the teacher of record monitors the student's attendance. Contact is made between the student and the teacher a minimum of once per week. This contact may be made by either one or a combination of the following methods:

- Two-way email(s)

- Person-to-person phone call(s)
- In-person meeting(s)

All student-teacher-parent/guardian contact is recorded in a detailed logbook maintained by the instructor. The site director frequently reviews the logbook entries to monitor students' regular contact with the instructor, and to ensure the students' compliance with the accepted practices of the TNPA Distance Education Program. Once a week, the instructor(s) enters the student's attendance into the Master Register of Attendance and Enrollment (student management system). Any student who fails to maintain minimum required contact with the instructor will be marked absent for the entire week. After 10 successive days of non-attendance student will be withdrawn from the TNPA Distance Education Program. Student participation will be monitored through benchmarks and objectives as prescribed by the on-line curriculum. As part of the contract with the student, the teacher is required to:

- Discuss the student's understanding of the course content
- Log the student's progress
- Answer the student's questions
- Review the student's work and on-line participation
- Proctor student's assessments and final exams.
- Maintain communication with the School director regarding the student's progress

The instructors utilize the online, program-generated evaluation components to assist in the documentation of the completion of the student's courses. In order to ensure the accurate recording of successful course completion and the awarding of course credit, the instructor will:

- Completely review the online and offline course work
- Assure that the student earned a passing mark of 60% or better
- Guarantee that course objectives are completed in compliance with the Nevada State Standards

- Conference with the student to verify student's participation
- Confirms the student's attendance by reviewing the teacher's contact log

The program keeps a record of the student's assignments and the student's final grade. The teacher of record issues the letter grade and credit earned. This information is turned into the registrar, who enters the course, grade and credit on to the student's transcript. A report card is mailed to the parents of the individual students.

Grading Policies:

1. Students will be issued a grade of A, B, C, D, F, or NM. The teacher of record for the course will issue the grade based on student performance.
2. All courses are semester (.5) courses. No partial semester credit will be issued for courses not completed.
3. The student must earn a 60% or higher on the final exam. If a student does not pass the final exam with a 60% or higher, he/she can have up to two additional attempts to pass the test with a 60% or higher. If the student does not pass the test with a 60% or higher after three attempts, the student will receive an "F" for the course.
4. A student who fails to meet the basic attendance requirement for the School will receive an "F" in the course.
5. There is an expectation of two way communication at a minimum of once a week between the student and the teacher. This can be in the form of emails, telephone conversations, or face-to-face meetings. The teacher will maintain records of two way communication with the student and records showing progress in the course.
6. Grades will be posted at the end of each quarter.
7. The teacher awarding the credit and grade must have HQ status in the subject area of the credit issued.

Narrative B.3.2.2 (monitoring progress and performance):

Teachers closely monitor the progress of all students enrolled in The NEVADA PERFORMANCE ACADEMY. The teacher assesses student progress as part of their weekly contact. The teacher has the ability to electronically monitor the quality and amount of the work the student has completed. Students are expected to maintain adequate progress in their courses in order to successfully complete the courses within the prescribed time frame. Students identified by the instructor as having difficulty in the course(s) and/or are not able to successfully complete assignments or tests are flagged in the system. The student and the student's parent/guardian is contacted and is asked to help identify the problem (i.e. student's lack of effort, the course is too difficult, etc.). If necessary, the PEP initiative will be undertaken as a means to mediate the situation (see Section A.8.6 for more information on PEP).

All students that meet the criteria to take a State or school mandated test must participate in the appropriate test. Upon enrollment, students are provided an assessment calendar, highlighting the appropriate test dates. All students who are eligible to test are notified thirty (30) days in advance by mail, email and/or by telephone. Students are required to report to the Main Campus for the administration of the mandated tests, with the exception of any satellite location where students cannot leave the facility; in this case a certified teacher/proctor will go to the satellite site and administer the test. Every effort will be made to provide transportation to students who do not have the means to travel to the school test site. In cases of extreme hardship, the Administration may approve that a trained test proctor administer the test to student(s) at a mutually agreed upon off-campus site. All students must complete course final exams in the presence of a certified teacher. The lead administrator is fully aware of the mandated testing policies and procedures, and will ensure that there is no breech in testing security.

Narrative B.3.2.3 (providing services): The NEVADA PERFORMANCE ACADEMY has a main physical campus. All certified instructional staff, including special services, ELL, and gifted and talented instructors, are at the main campus fulltime and are able to provide regular face-to-face services in the much the same manner as would be provided in a regular classroom environment (i.e. resource labs, individual tutoring, co-teaching, etc.). In addition, resource staff are able to utilize the same virtual contact and instructional methods as the teacher of record to enhance, modify, assist, expand, or deliver any necessary accommodations or modifications identified in student IEPs or Contracts for Success.

Narrative B.3.2.4 (parent-teacher conferences): The NEVADA PERFORMANCE ACADEMY has a main physical campus. All certified instructional staff, including counselors and administrators, are at the main campus fulltime and are able to provide regular face-to-face services in the much the same manner as would be provided in a regular school environment. As such parent-teacher conferences can be held in a brick-and-mortar environment in much the same way they are held at schools everywhere. In addition, the virtual tools utilized for instructional purposes to enhance online learning can also be utilized, when appropriate or specifically requested by parents, to provide suitable alternatives when face-to-face meetings are not possible.

Narrative B.3.2.5(proctored assessments) All students that meet the criteria to take a State or school mandated test must participate in the appropriate test. Upon enrollment, students are provided an assessment calendar, highlighting the appropriate test dates. All students who are eligible to test are notified thirty (30) days in advance by mail, email and/or by telephone. Students are required to report to the Main Campus for the administration of the mandated tests, with the exception of any satellite location where students cannot leave the facility; in this case a certified teacher/proctor will go to the satellite site and administer the test. Every effort will be made to provide transportation to students who do not have the means to travel to the school test site. In cases of extreme hardship, the Administration may approve that a trained test proctor administer the test to student(s) at a mutually agreed upon off-campus site. All students must complete course final exams in the presence of a certified teacher. The lead administrator is fully aware of the mandated testing policies and procedures, and will ensure that there is no breech in testing security.

STAFFING AND HUMAN RESOURCES

B.4 Staffing and Human Resources

Narrative B.4.1 (staffing plan): In the first year of operation, the Nevada Performance Academy anticipates an initial enrollment of 180 students. The school will hire a principal, a counselor/ testing specialist, two tutor—coaches, three performance specialists, and an attendance clerk. The instructional staffing levels will require five licensed teachers of record—English, social studies, science, mathematics, and a full time special education teacher plus a .5 FTE nurse. Teachers of record, using distance education instructional protocols, will be responsible for delivering academic content on-line. Additionally, tutors and performance assistants, and will assist in enhancing instruction and extracurricular activities. There will also be support staffing in the areas of registrar and technology support. Students will be issued an electronic instructional device in an effort to ensure comprehensive communication between teacher and student. We believe this staffing structure is sufficient for accomplishing the educational programs planned for the school. Tutor/coaches and performance assistants will be available to provide various support programs that directly benefit student achievement.

In the second year, the school anticipates an increase in enrollment to a total of 240 students. The increased enrollment will require four additional licensed teachers (content areas to be determined), an additional 1 FTE special education teacher and additional instructional and performance assistants as required. These additions should be sufficient to keep the blended teaching/learning model viable for fulfilling the goals and mission of the Nevada Performance Academy.

As the school facility has not yet been located, additional increases in enrollment are difficult to predict. However, staffing increases will be kept consistent with best practices involved with the blended learning program.

In order to recruit highly qualified and successful teachers, the school will:

- Recruit teachers through the Nevada Department of Education and possibly local school districts web sites,

- Place adds in local publications,
- Coordinate efforts with postsecondary educational institutions to serve as a host school for interns, whenever possible (as a means to train and recruit potential future staff). Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs and via word of mouth.

Teacher retention will be a focus and responsibility of both the Board and the School Administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to the teachers and staff to assure their retention and employment satisfaction. Teacher input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Narrative B.4.2 (contract negotiations): The Nevada Performance Academy will comply with NRS 386. 595 in the negotiation of all contracts for employment with the school.

Narrative B.4.3 (qualifications of instructors): The school will ensure that all persons who provide instruction at the school comply with all Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be "highly qualified." To become "highly qualified," a teacher must hold a clear Nevada teaching license, in the appropriate area. A clear teaching is defined as e of the following provisions:

- Coursework provisions that are attached to the core subject,
- The Pre-Professional Skills Test (PPST),
- The Principles of learning and teaching test, and
- The Specialty Area Test.

Additionally, to become "highly qualified" teachers must demonstrate competency in one of the following ways:

- Provide proof of passing the appropriate subject area test(s) or
- Provide a college/university transcript declaring or containing coursework equivalent to an academic major, or
- Meet the High Objective Uniform State Standards of Evaluation (HOUSSE) requirements.

The HOUSSE option requires teachers to submit evidence of:

- A Master's degree and (3) years of verified teaching experience* and 150 hours of professional development, or 10 semester college credits or a combination of both.

*Teaching experience must include, or be prior to, 2002-2003 academic year for regular education teachers and can include any three years of teaching experience for special education teachers. Teaching must be grade level and subject area specific.

Special education teachers must hold a clear Nevada teaching license in the appropriate special education area, and

- Elementary special education teachers must provide proof of passing the elementary specialty area tests
- Middle school special education must provide proof of secondary specialty area tests in the appropriate core area(s) or
- Meet HOUSSE requirements.

The school will not employee an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other State.

All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate, at a minimum, the following qualifications:

- Educational background: Bachelor's degree or higher in the field
- State certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and or evaluations from previous employer
- Personal characteristics, knowledge and belief in the school's missions
- An ability and motivation to work as part of a team in a small school setting with parental involvement
- References/letters of recommendation

Narrative B.4.4 (teacher evaluation procedure): Teachers at the school will be regularly evaluated both as formative and summative measures. The teacher evaluation practices and procedures will comply with NRS 391. 3125. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in a progressive discipline process, especially when it leads to dismissal.

A conference and a written evaluation for a probationary employee must be concluded not later than ninety days after employment.

An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60 minute evaluation period consisting of at least 45 consecutive minutes. The evaluation of the probationary teacher or post probationary teacher must include, without limitation:

- An evaluation of the classroom management skills of the teacher;
- A review of the lesson plan and the work log or grade book of pupils prepared by the teacher;
- An evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grad level taught by the teacher;
- An evaluation of whether the teacher is appropriately addressing the needs of the pupils in the classroom, including with limitation, special education needs, cultural and ethnic diversity, the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient;
- If necessary, recommendations for improvements in the performance of the teacher;
- A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and

- A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom. The teacher must receive a copy of each evaluation and the teacher's response must be permanently attached to the teacher's personnel file.

  Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance.

  The School's governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin, marital status, disability or other reason prohibited by the law in hiring or other employment practices.

Narrative B.4.5 (administrator): An Administrator has not yet been selected for the Nevada Performance Academy.

Narrative B.4.6 (administrator position description): The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the school. As such, the board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters. Of particular interest would be an individual with experience in the arts in education. Strong leadership in this area will be critical to the long term success of the Nevada Performance Academy. The School's principal and/or administrative support staff is responsible for the curriculum development, working with teaching staff, addressing student-related information, and overseeing the parental involvement agreements. The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies)are in accordance with the mission and vision of the School. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school.

Narrative B.4.7 (process for employing administrators): The principal will be an employee of the school, not an employee of an Educational Management Organization.

At the time the school would need to consider a candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school (i.e. using job placement as in national industry publications and local advertising/marketing such as Education Week). The Board may also want to consider local school district's human resource division website. It will be important for the governing body to develop a data base of high qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by a team of professionals, including the governing board, trained to identify the best individuals suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

All administrators at the charter school will hold current Nevada licensure and have gone through the screening process. The board interviews and hires the school principal and will ensure that all administrators are highly qualified and match the needs of the school and its students.

Narrative B.4.8 (process for employing instructors): The school will ensure that faculty members are highly-qualified, licensed and or certified as applicable and appropriate within Nevada State laws and match the learning needs of its students. The school administrator will be primarily responsible for interviewing teacher candidates. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ ethnic background of the community and counties that the School will serve.

Narrative B.4.9 (information about licensed and non-licensed staff): Currently the board has not assigned any positions. The school will seek to employ individuals who are well qualified, and also appropriately licensed, whenever applicable, with any or all State of Nevada laws and /or licensure requirements as applicable to the positions to which they are being hired.

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.370:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then **SUBMITTED** by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Council Bureau and the Charter School sponsor, if other than the Department of Education.

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.
The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

1 Enter the name of the charter school in "Charter School - fill in the name of your school".
2 Enter the number of governmental fund types.
3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

1 Enter data in the yellow cells only.
2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
   a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
   b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
   c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
   d. New Charter Schools are not eligible for Hold Harmless.
5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
7 #13 will calculate based on the numbers you have provided for #1-12.
8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

BUDGET

FORM 3 REVENUES

1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

1 Form 7 is only filled out if you currently have or anticipate loans.
2 Enter the fund which includes the indebtedness in column (1).
3 List each loan in column (1) under the appropriate fund.
4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
6 Enter the original amount of the loan (issue) in column (4).
7 Enter date of issue in column (5).
8 Enter date of final payment in column (6).
9 Enter the interest rate of the loan in column (7).
10 Enter the outstanding balance at the beginning of the current year in column (8).
11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
10 Totals will calculate.

FORM 9 FUND TRANSFERS

1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

1 Form 10 is only filled out if you anticipate lobby expenses.
2 Item #1, enter the lobbying activity.
3 Item #2, enter the source of the funding.
4 Item #3, enter the anticipated costs for transportation.
5 Item #4, enter the anticipated costs for lodging and meals.
6 Item #5, enter the anticipated costs for salaries and wages.
7 Item #6, enter the anticipated costs for compensation to lobbyists.
8 Item #7, enter the anticipated costs for entertainment.
9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
10 The total anticipated expenditures will calculate.
11 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

1 Enter basic revenue sources in the left column under "REVENUES, Type:".
2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
4 Enter the basic operating (object) categories in the left column
5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B). The remaining balances will calculate as additional data is entered.

Form 3 Nevada Performance Academy REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED
1000	**LOCAL SOURCES**				
1100	Taxes				
1110	Ad Valorem Taxes				
1111	Net Proceed of Mines				
1120	Sales & Use/School Support Taxes				
1140	Penalties & Interest on Tax				
1150	Residential Construction Tax				
1190	Other				
1200	Revenue from Local Govmt Units other than School Districts				
1300	Tuition				
1310	Tuition from Individuals				
1320	Tuition-other Govt sources within State				
1330	Tuition-other Govt sources out of State				
1400	Transportation Fees				
1410	Trans Fees from Individuals				
1420	Trans Fees - other Govt within State				
1430	Trans Fees - other Govt out of State				
1440	Trans Fees - Other Private Sources				
1500	Investment Income				
1600	Food Services				
1610	Daily Sales - Reimbursable Program				
1620	Daily Sales - Non-Reimbursable Progrm				
1630	Special Functions				
1650	Daily Sales - Summer Food Program				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
1910	Rent				
1920	Donations				
1930	Gains/Loss on Sales of Capital Assets				
1940	Textbook Sales & Rentals				
1950	Misc Revenues from Other Districts				
1960	Misc Revenues from Other Local Govt				
1970	Operating Revenues				
1980	Refund of Prior Year's Expenditures				
1990	Miscellaneous - local sources				
TOTAL LOCAL SOURCES		0	0	0	0
3000	**REVENUE FROM STATE SOURCES**				
3100	Unrestricted Grants-in-Aid				
3110	Distributive School Account (DSA)			1,298,700	
3115	Special Ed portion of DSA				
3200	State Govt Restricted Funding				
3210	Special Transportation				
3220	Adult High School Diploma Program Fnd				
3230	Class Size Reduction				
3800	Revenue in Lieu of Taxes				
3900	Revenue for/on Behalf of School Dist				
TOTAL STATE SOURCES		0	0	1,298,700	0

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 FINAL APPROVED
4000	**FEDERAL SOURCES**				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4103	E-Rate Funds				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800	Revenue in Lieu of Taxes				
4900	Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES		0	0	0	0

	OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 FINAL APPROVED
5000	**OTHER FINANCING SOURCES**				
5100	Issuance of Bonds				
5110	Bond Principal				
5120	Premium of Discount on the Issuance of Bonds				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	**Other Items**				
6100	Capital Contributions				
6200	Amortization of Premium on Issuance of Bonds				
6300	Special Items				
6400	Extraordinary Items				
TOTAL OTHER SOURCES		0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE		0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES		0	0	1,298,700	0

Nevada Performance Academy Form 4 PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED
100 REGULAR PROGRAMS				
1000 Instruction				
100 Salaries			224,560	
200 Benefits			94,315	
300/400/500 Purchased Services			17,200	
600 Supplies			147,060	
700 Property			0	
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries			223,750	
200 Benefits			93,975	
300/400/500 Purchased Services			277,100	
600 Supplies			122,450	
700 Property			0	
800 Other			19,481	
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
100 TOTAL REGULAR PROGRAMS	0	0	1,219,891	0
140 Summer School for Reg Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
140 TOTAL Summer School - Reg Prog	0	0	0	0

Nevada Performance Academy PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED
200 SPECIAL PROGRAMS				
1000 Instruction				
100 Salaries			40,000	
200 Benefits			16,800	
300/400/500 Purchased Services			6,750	
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
200 SPECIAL PROGRAMS	0	0	63,550	0
240 Summer School for Special Programs				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100-2600, 2900 Other Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
240 TOTAL Summer School - Spec Prog	0	0	0	0

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

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

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

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

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES				
2100 Support Services-Students				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2100 SUBTOTAL	0	0	0	0
2200 Support Services-Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2200 SUBTOTAL	0	0	0	0
2300 Support Services-Gen Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2300 SUBTOTAL	0	0	0	0
2400 Support Serv-School Admin				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2400 SUBTOTAL	0	0	0	0
2500 Central Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 FINAL APPROVED
2600 Operating/Maintenance Plant Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2600 SUBTOTAL	0	0	0	0
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2700 SUBTOTAL	0	0	0	0
2900 Other Support (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
2900 SUBTOTAL	0	0	0	0
2000s TOTAL SUPPORT SERVICES	**0**	**0**	**0**	**0**
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
3100 TOTAL FOOD SERVICES	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 FINAL APPROVED
4100 Land Acquisition				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4100 SUBTOTAL	0	0	0	0
4200 Land Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4200 SUBTOTAL	0	0	0	0
4300 Architecture/Engineering				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4300 SUBTOTAL	0	0	0	0
4400 Educational Specifications Dev				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4400 SUBTOTAL	0	0	0	0
4500 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4500 SUBTOTAL	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 06/30/14 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/14 FINAL APPROVED
4600 Site Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4600 SUBTOTAL	0	0	0	0
4700 Building Improvement				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4700 SUBTOTAL	0	0	0	0
4900 Other (All Objects)				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
4900 SUBTOTAL	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	**0**	**0**	**0**	**0**
5000 Debt Service				
000 EXPENDITURES	0	0	0	0
TOTAL ALL EXPENDITURES	**0**	**0**	**1,283,441**	**0**
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX XXXXXXXXXXXX		15,259	
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	15,259	0
TOTAL APPLICATIONS	**0**	**0**	**1,298,700**	**0**

CHECKS: Contingency cannot exceed:	XXXXXXXX	**0**	**38,503**	**0**
Calculated Total Ending Fund Balance:	**0**	**0**	**15,259**	**0**

CASH FLOW STATEMENT

TED st	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
		$ 324,675.00			$ 324,675.00			$ 324,675.00			$ 1,298,700.00	$ 1,298,700.00	$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
-	$ -	$ 324,675.00	$ -	$ -	$ 324,675.00	$ -	$ -	$ 324,675.00	$ -	$ -	$ 1,298,700.00	$ 1,298,700.00	$ -
75.00	$ 324,675.00	$ 649,350.00	$ 649,350.00	$ 649,350.00	$ 974,025.00	$ 974,025.00	$ 974,025.00	$ 1,298,700.00	$ 1,298,700.00	$ 1,298,700.00			
33.33	$ 46,164.33	$ 46,164.33	$ 46,164.33	$ 46,164.33	$ 46,164.33	$ 46,164.33	$ 46,164.33	$ 46,164.33	$ 46,164.33	$ 46,164.37	$ 488,310.00	$ 488,310.00	$ -
31.25	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 18,942.77	$ 205,090.20	$ 205,090.20	$ -
54.58	$ 65,107.10	$ 65,107.10	$ 65,107.10	$ 65,107.10	$ 65,107.10	$ 65,107.10	$ 65,107.10	$ 65,107.10	$ 65,107.10	$ 65,107.14	$ 693,400.20	$ 693,400.20	$ -
00.00	$ 2,500.00	$ 1,500.00	$ 3,000.00	$ 3,000.00	$ 4,000.00	$ 3,000.00	$ 2,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 25,000.00	$ 25,000.00	$ -
00.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 16,200.00	$ 175,200.00	$ 175,200.00	$ -
00.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 2,200.00	$ 26,400.00	$ 26,400.00	$ -
50.00	$ 5,450.00	$ 1,950.00	$ 5,450.00	$ 5,450.00	$ 9,825.00	$ 5,450.00	$ 5,450.00	$ 9,825.00	$ 5,450.00	$ 9,750.00	$ 71,450.00	$ 71,450.00	$ -
				$ 2,500.00							$ 5,000.00	$ 5,000.00	$ -
		$ 2,500.00			$ 2,500.00			$ 2,500.00			$ 10,000.00	$ 10,000.00	$ -
50.00	$ 67,500.00										$ 86,250.00	$ 86,250.00	$ -
										$ 19,481.00	$ 19,481.00	$ 19,481.00	$ -
		$ 5,000.00									$ 10,000.00	$ 10,000.00	$ -
00.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 1,200.00	$ 1,200.00	$ -
00.00		$ 500.00			$ 500.00			$ 500.00			$ 4,000.00	$ 4,000.00	$ -
		$ 25,000.00			$ 29,000.00			$ 29,000.00			$ 108,000.00	$ 108,000.00	$ -
		$ 6,000.00			$ 6,000.00						$ 18,000.00	$ 18,000.00	$ -
		$ 7,515.00			$ 7,515.00			$ 7,515.00			$ 30,060.00	$ 30,060.00	$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
										W			
54.58	$ 159,057.10	$ 133,572.10	$ 92,057.10	$ 94,557.10	$ 142,947.10	$ 92,057.10	$ 91,057.10	$ 133,947.10	$ 90,057.10	$ 113,838.14	$ 1,283,441.20	$ 1,283,441.20	$ -
94.16	$ 299,351.26	$ 432,923.36	$ 524,980.46	$ 619,537.56	$ 762,484.66	$ 854,541.76	$ 945,598.86	$ 1,079,545.96	$ 1,169,603.06	$ 1,283,441.20	$ 1,283,441.20	$ 1,283,441.20	$ -
0.93%	23.32%	33.73%	40.90%	48.27%	59.41%	66.58%	73.68%	84.11%	91.13%	100.00%			

Projected Cash Balance Statement

54.58)	$ (159,057.10)	$ 191,102.90	$ (92,057.10)	$ (94,557.10)	$ 181,727.90	$ (92,057.10)	$ (91,057.10)	$ 190,727.90	$ (90,057.10)	$ (113,838.14)	$ 15,258.80	$ 15,258.80	$ -
45.42	$ 184,380.84	$ 25,323.74	$ 216,426.64	$ 124,369.54	$ 29,812.44	$ 211,540.34	$ 119,483.24	$ 28,426.14	$ 219,154.04	$ 129,096.94			$ -
30.84	$ 25,323.74	$ 216,426.64	$ 124,369.54	$ 29,812.44	$ 211,540.34	$ 119,483.24	$ 28,426.14	$ 219,154.04	$ 129,096.94	$ 15,258.80	$ 15,258.80	$ 15,258.80	$ -

NEVADA DEPARTMENT of EDUCATION
Administrative and Fiscal Services
700 East Fifth Street, Suite 104
Carson City, Nevada 89701-5096
Phone: 775.687.9102 / FAX: 775.687.9101

FY2012 Fourth Quarter, Third Month DSA Payment, July 1, 2012

Payment has been requested from the State Controller to the below listed School District or Charter School for deposit pursuant to Chapter 387 of Nevada Revised Statutes from the State Distributive School Account (DSA) for the program amounts as shown below.

School District/Charter School: **Silver State High School (Charter School)**		Vendor Number: **T32000027**
PART 1. FY2012 DSA K-12, Basic Support and Special Education Funding:		
[1] FY2010 AUDITED Weighted Apportionment Enrollment		486.0
[2] FY2011 AUDITED Weighted Apportionment Enrollment		469.0
[3] FY2012 COUNT DAY Weighted Apportionment Enrollment		431.0
[4] FY2012 NRS 387.1233(2) and (3) "Hold Harmless" Enrollment (5% Threshold)		**486.0**
[5] "Nevada Plan" Basic Support per Pupil (Revised for FY2012 DSA Reduction)	**$**	**5,790**
[6] Total Guaranteed Basic Support ([4]x[5])*	**$**	**2,813,940**
[7] Special Education Units-Total ([7a]+[7b])		3.00
[7a] Regular Special Education Units		-
[7b] Discretionary Special Education Units		3.00
[8] Special Education Cost per Unit	$	39,768
[9] Total Special Education Unit Payment ([7]x[8])	**$**	**119,304**
[10] FY2012 NRS 387.122 Basic Support Guarantees Funding ([6]+[9])*	**$**	**2,933,422**
PART 1A. Charter School "Outside" Revenues and Payment Schedule:		
[11] PLUS/(MINUS): Charter School "Outside" Revenues ([11a]x[11b])	**$**	**614,288**
[11a] Based on (Weighted) Outside Revenues per Pupil of	$	1,425
[11b] and FY2012 Charter School(s) Weighted Apportionment Enrollment of		431.0
[12] MINUS: FY2011 NRS 387.206(4) Textbook Expenditure Shortfall of	$	-
[13] MINUS: FY2012 Local School Support Tax (LSST) Revenues of	$	-
[14] MINUS: FY2012 1/3 Public Schools Operating Property Taxes (PSOPT) of	$	-
[15a] MINUS: Payments Withheld from DSA Funds Owed	$	(318)
[15b] PLUS/MINUS: FY2011 Final PSOPT True-Up, if Any	$	-
[15c] PLUS/MINUS: Charter School Sponsorship Fees (NRS 386.570(3))	$	(53,216)
[16] EQUALS: FY2012 State Obligation ([10]+[11]+[12]+[13]+[14]+[15a,b,c])	**$**	**3,494,176**
NOTE: Line [11] is a deduction for school districts and an addition for charter schools. Reference NRS 387.124(2). Line [15c] represents total accrued fees; previous payments are accounted for in line [17]. Reference NRS 386.570(3).		
[17] MINUS: Previous Quarters/Months DSA Payments (see note above)	$	2,601,612
[18] EQUALS: State Obligated Funds Remaining to Be Paid ([16]-[17])	$	892,564
[19] Current Quarterly Payment ([16] / 4, approximately, or sum of [20a, b, and c])	**$**	**892,564**
If Payments Are to Be Made More Frequently Than Quarterly [NRS 387.124(8)]:		
[20a] First Payment: Full or One-Third Apportionment ..... May 1, 2012	$	297,521
[20b] Second Payment: One-Third/Remaining Apportionment. June 1, 2012	$	297,521
[20c] Third Payment: Residual Quarterly Apportionment ..... July 1, 2012	$	297,522
Note: Annual apportionment equals total basic support minus local funds avaiable, except no apportionment may be made if the amount of local funds exceeds the amount of basic support [reference NRS 387.124(1)]. * Due to a weighting adjustment for "multi-district" charter schools (only), line [6] may not be the same as line [10], which is the true figure.		
If the DSA payments are to be made on a monthly basis as determined by the State Controller pursuant to NRS 387.124(8) and the full quarterly payment is $500,000 or less, then the full payment will be made. If the quarterly payment due is greater than $500,000, then the second and third payments will be made on approximately a monthly basis as indicated above.		
NDE Information Contacts: Julia Teska, Administrative and Fiscal Services: 775.687.9234; email: jteska@doe.nv.gov FAX: 775.687.9101		

NEVADA DEPARTMENT of EDUCATION **July 1, 2012**

Class-Size Reduction (CSR) Program Apportionments and
Adult High School Diploma (AHSD) Program Payments

Payment has been requested from the State Controller to the below listed school district for deposit pursuant to Chapter 387 of Nevada Revised Statutes from the State Distributive School Account (DSA) for the Class-Size Reduction (CSR) and the Adult High School Diploma (AHSD) programs, as applicable.

School District: **Silver State High School (Charter School)**	Vendor Number: **T32000027**
PART 2. FY2012 CSR Program Student Enrollment and Funding:	
[1] FY2012 COUNT DAY Kindergarten Full Enrollment	#N/A
[2] FY2012 COUNT DAY First Grade Full Enrollment	#N/A
[3] FY2012 COUNT DAY Second Grade Full Enrollment	#N/A
[4] FY2012 COUNT DAY Third Grade Full Enrollment	#N/A
[5] FY2012 K-3 Total COUNT DAY Full Enrollment ([1]+[2]+[3]+[4])	#N/A
FY2012 CSR Teacher Information:	
[6] FY2012 (Current Year) CSR Teachers Required	#N/A
[7] FY2011 (Prior Year) CSR Teachers Required	#N/A
[8] FY2012/FY2011 Increase/(Decrease) in CSR Teachers Required ([6]-[7])	#N/A
FY2012 CSR Teacher Salary and Benefit Information:	
[9] Continuing Teacher Average Salary and Benefit Level	#N/A
[10] Starting (New-Hire) Teacher Average Salary and Benefit Level	#N/A
FY2012 CSR Program Funding Information:	
[11] Program Total Funding Requirement ([7]x[9])+([8]x[10]) for [8]>0	#N/A
[12] State Portion of Program Funding ([11] Pro-Rata to State Funding Available)	**#N/A**
[13] Overage/(Shortfall) in State CSR Program Funding Available ([12]-[11])	#N/A

Note: An overage (positive number in row [13]) represents the CSR amount that will not be paid to the school district; a shortfall (negative number) represents the CSR program funds that may be required to be made up by the school district from local funds.

PART 2A. FY2012 CSR Program Payment Schedule:		
[14a] FY2012 School District Total CSR Kindergarten Apportionment		**#N/A**
[14b] FY2012 School District Total CSR Grades 1-3 Apportionment ([12]-[14a])		**#N/A**
[15] MINUS: Previously Paid Quarterly/Monthly Payments		#N/A
[16] MINUS: Previously Paid/Withheld / (Payments Withheld from Funds Owed)		#N/A
[17] EQUALS: Funds Remaining to Be Paid ([14a+14b]-[15]-[16])		#N/A
[18] Current Quarterly Payment ([14a+14b] / 4, approximately)		**#N/A**
If Payments Are to Be Made More Frequently Than Quarterly [NRS 387.124(8)]:		
[18a] First Payment: One-Third of Full Apportionment	May 1, 2012	#N/A
[18b] Second Payment: One-Third Apportionment	June 1, 2012	#N/A
[18c] Third Payment: Remaining Quarter's Apportionment	July 1, 2012	#N/A
PART 3. FY2012 AHSD Program Enrollment Information and Payments:		
[1] FY2012 "Regular" AHSD Program Estimated Enrollment		#N/A
[2] FY2012 "Corrections" AHSD Program Estimated Enrollment		#N/A
[3] Regular Program per Pupil Allocation		#N/A
[4] Corrections Program per Pupil Allocation		#N/A
[5] Regular Program Total Funding Apportionment ([1]x[3]) with Adjustments*		**#N/A**
[6] Corrections Program Total Funding Apportionment ([2]x[4])		**#N/A**
[7] FY2012 AHSD Program Total Apportionment ([5]+[6])		**#N/A**
[8] MINUS: Previously Paid Quarterly Payment(s)		#N/A
[9] MINUS: Previously Paid or Withheld / (Payments Withheld from Funds Owed)		#N/A
[10] EQUALS: Funds Remaining to be Paid ([7]-[8]-[9])		#N/A
[11] Current Quarterly Payment	May 1, 2012	**#N/A**

*Note: AHSD Program funding adjustments may reflect certain revisions to enrollments or budget reductions.

If Payments Are to Be Made More Frequently Than Quarterly [NRS 387.124(8)]:		
[11a] First Payment: One-Third or Full Apportionment	May 1, 2012	**#N/A**
[11b] Second Payment: One-Third Apportionment	June 1, 2012	$ -
[11c] Third Payment: Remaining Quarter's Apportionment	July 1, 2012	$ -

OBJECTS

OBJECT CODES:

This classification is used to describe the service or commodity obtained as the result of a specific expenditure. There are nine major object categories which are further subdivided in the object code detail section (last section below).

NCES Brief code descriptions (see bottom section for subcategories and detail descriptions):

100	Personnel Services - Salaries
200	Personnel Services - Employee Benefits
300	Purchased Professional and Technical Services
400	Purchased Property Services
500	Other Purchased Services
600	Supplies
700	Property
800	Debt Service and Miscellaneous
900	Other Items

Optional Coding: If coding is expanded to utilize the third digit for Object Codes 100-299 (Salaries and Benefits), the following personnel categories apply:

- XX1 Teachers
- XX2 Instructional Aides or Assistants
- XX3 Substitute Teachers
- XX4 Licensed Administration
- XX5 Non-licensed Administration (example: transportation and food service managers)
- XX6 Other Licensed Staff (including counselors etc)
- XX7 Other Classified / Support Staff
- XX8 Retirement / Retiree

NCES Code Details:

XXX	**Items marked with a yellow box are required for federal reporting purposes.**

Code	Object Code Description
100	**Personnel Services-Salaries (General categories)**. Amounts paid to both permanent and temporary school district employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district. The third position in this group of objects has been left unused (i.e., 0) so that a job classification code can be inserted by the school district if desired. (Used with all functions except 5000, Debt Service). **Only use Object Codes 100-108 if NOT using more detailed coding found in object codes 110-157.**
101	Salaries Paid to Teachers
102	Salaries Paid to Instructional Aides or Assistants
103	Salaries Paid to Substitute Teachers (Vacant Positions)
104	Salaries Paid to Licensed Administration
105	Salaries Paid to Non-licensed Administration
106	Salaries Paid to Other Licensed Staff (including counselors etc)
107	Salaries Paid to Other Classified / Support Staff
108	Salaries Paid to Retirees

OBJECTS

110 **Salaries of Regular Employees**. Full-time, part-time, and prorated portions of the costs for work performed by permanent employees of the school district.

111 Salaries of Regular Employees Paid to Teachers

112 Salaries of Regular Employees Paid to Instructional Aides or Assistants

113 Salaries of Regular Employees Paid to Substitute Teachers (Vacant Positions)

114 Salaries of Regular Employees Paid to Licensed Administration

115 Salaries of Regular Employees Paid to Non-licensed Administration

116 Salaries of Regular Employees Paid to Other Licensed Staff (including counselors etc)

117 Salaries of Regular Employees Paid to Other Classified / Support Staff

120 **Salaries of Temporary Employees**. Full-time, part-time, and prorated portions of the costs for work performed by employees of the school district who are hired on a temporary or substitute basis.

121 Salaries of Temporary Employees Paid to Teachers

122 Salaries of Temporary Employees Paid to Instructional Aides or Assistants

123 Salaries of Temporary Employees Paid to Substitute Teachers

124 Salaries of Temporary Employees Paid to Licensed Administration

125 Salaries of Temporary Employees Paid to Non-licensed Administration

126 Salaries of Temporary Employees Paid to Other Licensed Staff (including counselors etc)

127 Salaries of Temporary Employees Paid to Other Classified / Support Staff

128 Salaries of Temporary Employees Paid to Retirees

130 **Salaries for Overtime.** Amounts paid to employees of the school district in either temporary or permanent positions for work performed in addition to the normal work period for which the employee is compensated under regular salaries and temporary salaries above. The terms of such payment for overtime is a matter of state and local regulation and interpretation.

131 Salaries for Overtime Employees Paid to Teachers

132 Salaries for Overtime Employees Paid to Instructional Aides or Assistants

133 Salaries for Overtime Employees Paid to Substitute Teachers

134 Salaries for Overtime Employees Paid to Licensed Administration

135 Salaries for Overtime Employees Paid to Non-licensed Administration

136 Salaries for Overtime Employees Paid to Other Licensed Staff (including counselors etc)

137 Salaries for Overtime Employees Paid to Other Classified / Support Staff

140 **Salaries for Sabbatical Leave**. Amounts paid by the school district to employees on sabbatical leave.

141 Salaries for Sabbatical Leave Paid to Teachers

142 Salaries for Sabbatical Leave Paid to Instructional Aides or Assistants

143 Salaries for Sabbatical Leave Paid to Substitute Teachers

144 Salaries for Sabbatical Leave Paid to Licensed Administration

145 Salaries for Sabbatical Leave Paid to Non-licensed Administration

146 Salaries for Sabbatical Leave Paid to Other Licensed Staff (including counselors etc)

147 Salaries for Sabbatical Leave Paid to Other Classified / Support Staff

150 **Additional Compensation Such as Bonuses, or Incentives.**

151 Additional Compensation Paid to Teachers

152 Additional Compensation Paid to Instructional Aides or Assistants

153 Additional Compensation Paid to Substitute Teachers

154 Additional Compensation Paid to Licensed Administration

155 Additional Compensation Paid to Non-licensed Administration

156 Additional Compensation Paid to Other Licensed Staff (including counselors etc)

157 Additional Compensation Paid to Other Classified / Support Staff

160 **Extra Duties**

161 Extra Duties Paid to Teachers

162 Extra Duties Paid to Instructional Aides or Assistants

163 Extra Duties Paid to Substitute Teachers

164 Extra Duties Paid to Licensed Administration

165 Extra Duties Paid to Non-licensed Administration

166 Extra Duties Paid to Other Licensed Staff (including counselors etc)

167 Extra Duties Paid to Other Classified / Support Staff

200 **Personnel Services-Employee Benefits**. Amounts paid by the school district on behalf of employees (amounts not included in gross salary but in addition to that amount). Such payments are fringe benefit payments and, although not paid directly to employees, nevertheless are part of the cost of personal services. The third position in this group of objects has been left unused (i.e., 0) so that a job classification code can be inserted by the school district if desired. (Used with all functions except 5000, Debt Service) Only use Object Codes 200-208 if NOT using more detailed coding found in object codes 210-299.

201 Employee Benefits for Teachers

202 Employee Benefits for Instructional Aides or Assistants

203 Employee Benefits for Substitute Teachers (Vacant Positions)

204 Employee Benefits for Licensed Administration

205 Employee Benefits for Non-licensed Administration

206 Employee Benefits for Other Licensed Staff (including counselors etc)

207 Employee Benefits for Other Classified / Support Staff

208 Employee Benefits for Retirement / Retiree

210 **Group Insurance.** Employer's share of any insurance plan.

211 Group Insurance for Teachers

212 Group Insurance for Instructional Aides or Assistants

213 Group Insurance for Substitute Teachers (Vacant Positions)

214 Group Insurance for Licensed Administration

215 Group Insurance for Non-licensed Administration

216 Group Insurance for Other Licensed Staff (including counselors etc)

217 Group Insurance for Other Classified / Support Staff

218 Group Insurance for Retirement / Retiree

220 **Social Security Contributions.** Employer's share of social security paid by the school district.

221 Social Security Contributions for Teachers

222 Social Security Contributions for Instructional Aides or Assistants

223 Social Security Contributions for Substitute Teachers (Vacant Positions)

224 Social Security Contributions for Licensed Administration

225 Social Security Contributions for Non-licensed Administration

226 Social Security Contributions for Other Licensed Staff (including counselors etc)

227 Social Security Contributions for Other Classified / Support Staff

228 Social Security Contributions for Retirement / Retiree

230 **Retirement Contributions.** Employer's share of any state or local employee retirement system paid by the school district, including the amount paid for employees assigned to federal programs.

231 Retirement Contributions for Teachers

232 Retirement Contributions for Instructional Aides or Assistants

233 Retirement Contributions for Substitute Teachers (Vacant Positions)

234 Retirement Contributions for Licensed Administration

235 Retirement Contributions for Non-licensed Administration

236 Retirement Contributions for Other Licensed Staff (including counselors etc)

237 Retirement Contributions for Other Classified / Support Staff

238 Retirement Contributions for Retirement / Retiree

240 **Medicare Payments.** Employer's share of any Medicare payments paid by the school district.

NOTE: NCES CODE 240 - "On-Behalf Payments" has been reassigned code 299 because On-Behalf Payments are not made by the Nevada School Districts.

241 Medicare Payments for Teachers

242 Medicare Payments for Instructional Aides or Assistants

243 Medicare Payments for Substitute Teachers (Vacant Positions)

244 Medicare Payments for Licensed Administration

245 Medicare Payments for Non-licensed Administration

246 Medicare Payments for Other Licensed Staff (including counselors etc)

247 Medicare Payments for Other Classified / Support Staff

248 Medicare Payments for Retirement / Retiree

250 **Tuition Reimbursement.** Amounts reimbursed by the school district to any employee qualifying for tuition reimbursement on the basis of school district policy.

251 Tuition Reimbursement for Teachers

252 Tuition Reimbursement for Instructional Aides or Assistants

253 Tuition Reimbursement for Substitute Teachers (Vacant Positions)

254 Tuition Reimbursement for Licensed Administration

255 Tuition Reimbursement for Non-licensed Administration

256 Tuition Reimbursement for Other Licensed Staff (including counselors etc)

257 Tuition Reimbursement for Other Classified / Support Staff

258 Tuition Reimbursement for Retirement / Retiree

260 **Unemployment Compensation.** Amounts paid by the school district to provide unemployment compensation for its employees. These charges should be distributed to the appropriate functions in accordance with the salary expenditures.

261 Unemployment Compensation for Teachers

262 Unemployment Compensation for Instructional Aides or Assistants

263 Unemployment Compensation for Substitute Teachers (Vacant Positions)

264 Unemployment Compensation for Licensed Administration

265 Unemployment Compensation for Non-licensed Administration

266 Unemployment Compensation for Other Licensed Staff (including counselors etc)

267 Unemployment Compensation for Other Classified / Support Staff

268 Unemployment Compensation for Retirement / Retiree

270 **Workers' Compensation.** Amounts paid by the school district to provide workers' compensation insurance for its employees. These charges should be distributed to the appropriate functions in accordance with the salary budget or may be charged to function 2310.

271 Workers' Compensation for Teachers

272 Workers' Compensation for Instructional Aides or Assistants

273 Workers' Compensation for Substitute Teachers (Vacant Positions)

274 Workers' Compensation for Licensed Administration

275 Workers' Compensation for Non-licensed Administration

276 Workers' Compensation for Other Licensed Staff (including counselors etc)

277 Workers' Compensation for Other Classified / Support Staff

278 Workers' Compensation for Retirement / Retiree

280 **Health Benefits.** Amounts paid by the school district to provide health benefits for its current employees **or employees now retired for whom benefits are paid.** These charges should be distributed to the appropriate functions in accordance with the related salary expenditures.

281 Health Benefits for Teachers

282 Health Benefits for Instructional Aides or Assistants

283 Health Benefits for Substitute Teachers (Vacant Positions)

284 Health Benefits for Licensed Administration

285 Health Benefits for Non-licensed Administration

286 Health Benefits for Other Licensed Staff (including counselors etc)

287 Health Benefits for Other Classified / Support Staff

288 Health Benefits for Retirement / Retiree

290 **Other Employee Benefits.** Employee benefits other than those classified above, including fringe benefits such as automobile allowances, housing or related supplements, moving expenses, and paid parking. These charges should be distributed to the appropriate functions in accordance with the related salary expenditures.

291 Other Employee Benefits for Teachers

292 Other Employee Benefits for Instructional Aides or Assistants

293 Other Employee Benefits for Substitute Teachers (Vacant Positions)

294 Other Employee Benefits for Licensed Administration

295 Other Employee Benefits for Non-licensed Administration

296 Other Employee Benefits for Other Licensed Staff (including counselors etc)

297 Other Employee Benefits for Other Classified / Support Staff

298 Other Employee Benefits for Retirement / Retiree

299 **On-Behalf Payments.** Payments made by the state or other governments on behalf of the school district that benefit active employees of the school district. These payments typically include state matching of the retirement contributions of school district personnel. An equal revenue amount should be recorded in account 2900, 3900, or 4900 depending on the source of the payment. NCES coded this object as 240 but it has been recoded to 299 by NDE.

300 **Purchased Professional and Technical Services.** Services that by their nature can be performed only by persons or firms with specialized skills and knowledge. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, and accountants. It is recommended that a separate account be established for each type of service provided to the school district. Services purchased from another school district or from other government sources should be coded to one of the object codes from 590 through 597.

310 **Official/Administrative Services**. Services in support of the various policymaking and managerial activities of the school district. Included are management consulting activities oriented to general governance or business and financial management of the school district; school management support activities; and election services and tax assessing and collecting services. (Usually used with functions 2300, 2400, and 2500) This would include items such as bank service charges and payroll service charges.

320 **Professional Educational Services**. Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services. (Usually used with functions 1000, 2100, 2200, 2300, and 2400)

330 **Employee Training and Development Services**. Services supporting the professional development of school district personnel, including instructional and administrative and service employees. Included are course registration fees (that are NOT tuition reimbursement - see codes 250-258), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity. Training for instructional staff should be coded to function 2213. Training for other staff should be coded to the function of the employee - usually used with functions 2000 and 3100.

331 **Training and Development Services - Instructional Licensed Personnel.** Services supporting the professional development and training of licensed instructional personnel.

332 **Training and Development Services - Instructional Non-Licensed Personnel.** Services supporting the professional development and training of non-licensed instructional personnel.

333 **Training and Development Services - Administrative Licensed Personnel.** Services supporting the professional development and training of licensed administrative personnel.

334 **Training and Development Services - Administrative Non-Licensed Personnel.** Services supporting the professional development and training of non-licensed administrative personnel.

335 **Training and Development Services - Other Licensed Personnel.** Services supporting the professional development and training of other licensed personnel.

336 **Training and Development Services - Other Classified/support Personnel.** Services supporting the professional development and training of other classified/support personnel.

337 **Technology Related Training.**

340 **Other Professional Services**. Professional services other than educational services that support the operation of the school district. Included are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, systems analysts, planners, and the like. (Usually used with function 2000)

345 Marketing Services. Included services are professional advertising, public relations services and other marketing or promotional services. The majority of Charter School advertising expenditures would be included in this code. (Used primarily with function 2560)

350 **Technical Services**. Services to the school district that are not regarded as professional, but that require basic scientific knowledge, manual skills, or both. Included are data processing services, purchasing and warehousing services, graphic arts, and the like. This code includes technical support charges and fees. (Usually used with function 2000)

351 Data Processing and Coding Services. Data entry, formatting, and processing services other than programming, including fees paid for services. (Usually used with functions 2110, Attendance and Social Work; 2240, Academic Student Assessment; 2410, Office of the Principal; and 2500, Central Services) Fees paid to testing services, are coded here.

352 Other Technical Services. Technical services other than data processing and related services such as software maintenance and support functions. (Usually used with functions 1000-4000)

400 **Purchased Property Services**. Services purchased to operate, repair, maintain, and rent property owned or used by the school district. These services are performed by persons other than school district employees. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

OBJECTS

410 **Utility Services**. Expenditures for utility services other than energy services supplied by public or private organizations. Water and sewerage are included here. Telephone and telegraph are not included here but are classified under object 530. (Used with function 2600)

411 Water / Sewer

420 **Cleaning Services**. Services purchased to clean buildings (apart from services provided by school district employees), including, but not limited to, disposal services, snow plowing, custodial services, and lawn care services. (Used with function 2600)

421 Garbage / Disposal

422 Janitorial / Custodial Services

430 **Repairs and Maintenance Services**. Expenditures for repairs and maintenance services not provided directly by school district personnel.

431 Non-Technology-Related Repairs and Maintenance. Contracts and agreements covering the upkeep of buildings and non-technology equipment. Costs for renovating and remodeling are not included here but are classified under object 450.

432 Technology-Related Repairs and Maintenance (hardware / equipment). Expenditures for repairs and maintenance services for technology equipment that are not directly provided by school district personnel. This includes ongoing service agreements for technology hardware (e.g., personal computers and servers). (Used with functions 2230 and 2580)

440 **Rentals**. Costs for renting or leasing land, buildings, equipment, and vehicles.

441 Renting Land and Buildings. Expenditures for leasing or renting land and buildings for both temporary and long-range use by the school district. This includes bus and other vehicle rentals when operated by a local school district, lease purchase arrangements, and similar rental agreements. (Used with function 2610)

442 Rental of Equipment and Vehicles. Expenditures for leasing or renting equipment or vehicles for both temporary and long-range use by the school district. This includes bus and other vehicle rental when operated by a local school district, lease-purchase arrangements, and similar rental agreements. This code excludes costs associated with the rental of computers or other technology-related equipment. These costs should be coded to expenditure object 443 as described below.

443 Rentals of Computers and Related Equipment. Expenditures for leasing or renting computers and related equipment for both temporary and long-range use.

444 Rental of other items not listed in 441-443. This would also include renting supplies, books and other items from a charter school EMO.

450 **Construction Services.** Includes amounts for constructing, renovating, and remodeling buildings or infrastructure assets paid to contractors. This account should also be used to account for the costs of non-permanent site improvements such as fencing, walkways, and roads that are related to buildings and building sites. (Used only with functions 4000-4900)

490 **Other Purchased Property Services**. Purchased property services that are not classified above. (Communication services are not included here, but should be included in object 530) This would include security system services (alarm systems).

500 **Other Purchased Services**. Amounts paid for services rendered by organizations or personnel not on the payroll of the school district (separate from Professional and Technical Services or Property Services). Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

OBJECTS

510 **Student Transportation Services**. Expenditures for transporting children to and from school and other activities. (Used only with function 2700)

511 Student Transportation Purchased From Another School District **Within** the State. Amounts paid to other school districts within the state for transporting children to and from school and school-related events. These include payments to individuals who transport themselves or their own children or for reimbursement of transportation expenditure/expenses on public carriers. Expenditures for the rental of buses that are operated by personnel on the school district payroll are recorded not here but under object 442. (Used only with function 2700)

512 Student Transportation Purchased From Another School District **Outside** the State. Amounts paid to other school districts outside the state for transporting children to and from school and school-related events. These include payments to individuals who transport themselves or their own children or for reimbursement of transportation expenditure/expenses on public carriers. Expenditures for the rental of buses that are operated by personnel on the school district payroll are recorded not here but under object 442. (Used only with function 2700)

519 Student Transportation Purchased From Other Sources. Payments to persons or agencies other than school districts for transporting children to and from school and school-related events. Includes all travel related expenses for **students**. (Used primarily with function 2700) This object code includes charter buses, airline tickets, per diems, hotels, meals and other related expenditures such as registration and admission fees paid for the students.

520 **Insurance** (Other Than Employee Benefits). Expenditures for all types of insurance coverage, including property, liability, and fidelity. Insurance for group health is not charged here but is recorded under object 200. (Usually used with functions 2310 or 2610)

521 Property Insurance
522 Liability Insurance
523 Fidelity / Other Insurance

530 **Communications**. **Services** provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services (including "auto-dial" automated phone services), data communication services to establish or maintain computer-based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, or couriers. *Include licenses and fees for services such as subscriptions to research materials over the Internet. Expenditures for software, both 'downloaded' and 'off-the-shelf' should be coded to objects 651 or 735. (* Usually used with functions 2230, 2320, or 2410)

531 Postage
532 Voice/Voicemail
533 Telephone - Land Line phone services
534 Telephone - Cell phone services
535 Data Communications, Internet, Video, T-lines, web-based programs, etc
536 Delivery Services / Couriers

540 **Advertising**. Expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property. Costs for professional advertising or public relations services are not recorded here but are charged to object 345. (Usually used with functions 2300 or 2500)

OBJECTS

550 **Printing and Binding**. Expenditures for job printing and binding, usually according to specifications of the school district. This includes designing and printing forms and posters, as well as printing and binding school district publications. Preprinted standard forms are not charged here but are recorded under object 610. (Usually used with function 2530, but may be assigned to other functions)

560 **Tuition**. Expenditures to reimburse other educational agencies for instructional services to students residing within the legal boundaries described for the paying school district. (Used only with function 1000)

561	Tuition to Other School Districts Within the State. Tuition paid to other school districts within the state.
562	Tuition to Other School Districts Outside the State. Tuition paid to other school districts outside the state.
563	Tuition to Private Sources. Tuition paid to private schools.
564	Tuition to Educational Service Agencies Within the State. Tuition paid to agencies such as regional educational service centers for educational services to students.
565	Tuition to Educational Service Agencies Outside the State. Tuition paid to agencies such as regional educational service centers for educational services to students.
566	Tuition to Charter Schools. Tuition paid to charter schools for services provided in accordance with the established charter for that school.
567	Tuition to School Districts for Voucher Payments. Tuition paid to school districts for students using a state or local voucher program. School districts and state departments of education should use this code for all payments made to school districts for voucher programs.
569	Tuition-Other. Tuition paid to the state and other governmental organizations as reimbursement for providing specialized instructional services to students residing within the boundaries of the paying school district.

So-called reverse state aid payments, which arise out of education finance equalization efforts, are not coded here. Rather, these should be established on the balance sheet or statement of net assets at the time taxes are levied as Due To State Government. (These amounts are not shown as revenues to the school district.)

570 **Food Service Management**. Expenditures for the operation of a local food service facility by other than employees of the school district. Included are contracted services, such as food preparation, associated with the food service operation. Direct expenditures by the school district for food, supplies, labor, and equipment would be charged to the appropriate object codes. (Used only with function 3100)

580 **Travel**. Expenditures for transportation, meals, hotel, and other expenditure/expenses associated with **staff travel** for the school district. Payments for per diem in lieu of reimbursements for subsistence (room and board) also are charged here. (Used with all functions except 5000)

581 **Travel - Instructional Licensed Personnel.** Services supporting travel expenditures of licensed instructional personnel.

582 **Travel - Instructional Non-Licensed Personnel.** Services supporting travel expenditures of non-licensed instructional personnel.

583 **Travel - Administrative Licensed Personnel.** Services supporting travel expenditures of licensed administrative personnel.

584 **Travel - Administrative Non-Licensed Personnel.** Services supporting travel expenditures of non-licensed administrative personnel.

585 **Travel - Other Licensed Personnel.** Services supporting travel expenditures of other licensed personnel.

586 **Travel - Other Classified/support Personnel.** Services supporting travel expenditures of other classified/support personnel.

587 **Travel - Non-Staff Individuals.** Services supporting travel expenditures of other individuals who are not staff such as interviewees for key positions.

590 **Intereducational, Interagency Purchased Services**. Purchased services other than those described above. **Any interdistrict payments other than tuition or transportation should be classified here.** This code identifies other payments for services made between a school district and other governmental entities. This code should be used so that all interdistrict payments can be eliminated when consolidating reports from multiple school districts at state and federal levels (when a question arises about whether to code such payments to the 300 series of objects or to this code). (Used primarily with function code 2000)

591 Services Purchased From Another School District or Educational Services Agency **Within** the State. Payments to another school district within the state for services rendered, other than tuition and transportation fees. Examples of such services are data processing, purchasing, nursing, and guidance. This code should be used so that all interdistrict payments can be eliminated when consolidating reports from multiple school districts at state and federal levels (when a question arises about whether to code such payments to the 300 series of objects or to this code). Charter School sponsorship fees are included in this object code.

592 Services Purchased From Another School District or Educational Service Agency **Outside** the State. Payments to another school district outside the state for services rendered, other than tuition and transportation fees. Examples of such services are data processing, purchasing, nursing, and guidance. This code should be used so that all interdistrict payments can be eliminated when consolidating reports from multiple school districts at state and federal levels (when a question arises about whether to code such payments to the 300 series of objects or to this code).

600 **Supplies.** Amounts paid for items that are consumed, are worn out, or have deteriorated through use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Refer to Appendix E for the criteria for distinguishing between a supply item and an equipment item. Equipment that has a cost lower than the capitalization threshold should be coded in this series instead of to a 700 series code.

610 **General Supplies**. Expenditures for all supplies (other than those listed below) for the operation of a school district, including freight and cartage.

A more thorough classification of supply expenditures is achieved by identifying the object with the function-for example, audiovisual supplies or classroom teaching supplies. (Used with all functions except 5000)

612 Supplies/Equipment - **Non-information technology** supplies and equipment of higher value but below the capitalization threshold. Information Technology items of higher value should be coded as object code 652.

620 **Energy**. Expenditures for energy, including gas, oil, coal, and gasoline, and for services received from public or private utility companies.

621 Natural Gas. Expenditures for gas utility services from a private or public utility company. (Used with functions 1000, 2610, and 3100)

622 Electricity. Expenditures for electric utility services from a private or public utility company. (Used with functions 1000, 2610, and 3100)

623 Bottled Gas. Expenditures for bottled gas, such as propane gas received in tanks. (Used with functions 1000, 2610, and 3100)

624 Oil. Expenditures for bulk oil normally used for heating. (Used with function 2610)

625 Coal. Expenditures for raw coal normally used for heating. (Used with function 2610)

626 Gasoline. Expenditures for gasoline purchased in bulk or periodically from a gasoline service station. (Used with functions 2650 and 2710)

629 Other. Expenditures for energy that cannot be classified in one of the foregoing categories.

630 **Food**. Expenditures for food used in the school food service program (Used with function 3100). Use object code 610 for food items used as part of instructional or support functions/programs.

640 **Books and Periodicals**. Expenditures for books and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs, and textbooks that are purchased to be resold or rented. Also recorded here are the costs of binding or other repairs to school library books. (Used with all functions except 5000) **Use code 641 for textbooks.**

641 **Textbooks.** Books and periodicals used for instructional purposes. This code will be used to calculate textbook expenditures. Use with function code 1000.

650 **Supplies-Information Technology-related**. Information Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware. Some examples are diskettes, parallel cables, printer cartridges, and monitor stands. (Used with all functions but primarily used with 2230 and 2580)

651 Supplies - Technology - **Software.** This includes software upgrades and software licensing fees.

652 Supplies/Equipment - Information Technology Related - Items of higher value but below the capitalization threshold. Non-Information technology items of higher value should be coded as object code 612.

653 Web-based and similar programs. For Web-based instructional curriculum, use function 1000.

700 **Property.** Expenditures for acquiring capital assets, including land, existing buildings, existing infrastructure assets, and equipment. Equipment that has a cost higher than or equal to the school district's capitalization threshold should be coded in this series instead of to a 600 series code. If below the capitalization threshold, code to 612, 652 or other appropriate 600 series code.

710 **Land and Land Improvements**. Expenditures for the purchase of land and the improvements thereon. Purchases of air rights, mineral rights, and the like are included here. Also included are special assessments against the school district for capital improvements such as streets, curbs, and drains. Not included here, but generally charged to objects 450 or 340 as appropriate, are expenditures for improving sites and adjacent ways after acquisition by the school district. (Used with functions 4100, 4200, and 4600)

720 **Buildings**. Expenditures for acquiring existing buildings. Included are expenditures for installment or lease payments (except interest) that have a terminal date and result in the acquisition of buildings, except payments to public school housing authorities or similar agencies. Expenditures for the contracted construction of buildings, for major permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 450. Buildings built and alterations performed by the school district's own staff are charged to objects 100, 200, 610, and 730, as appropriate. This code is used with governmental funds only. (Used with function 4500 only)

OBJECTS

730 **Equipment**. Expenditures for the initial, additional, and replacement items of equipment, such as machinery, furniture and fixtures, and vehicles. If below the capitalization threshold, code to 612 or 652.

731 Machinery. Expenditures for equipment usually composed of a complex combination of parts (excluding vehicles). Examples are lathes, drill press, and printing presses. (Usually used with functions 1000 and 2600)

732 Vehicles. Expenditures for equipment used to transport persons or objects. Examples are automobiles, trucks, buses, station wagons, and vans. (Usually used with functions 2650 and 2700)

733 Furniture and Fixtures. Expenditures for equipment used for sitting; as a support for writing and work activities; and as storage space for material items. (Used with all functions, except 5000)

734 Technology-Related Hardware. Expenditures for technology-related equipment and technology infrastructure. These costs include those associated with the purchase of network equipment, servers, PCs, printers, other peripherals, and devices. Equipment that has a cost lower than the school district's capitalization threshold should be coded to object code 652, Supplies-Technology-Related. (Used with all functions but primarily used with 2230 and 2580)

735 Technology Software. Expenditures for purchased software used for educational or administrative purposes that exceed the capitalization threshold. Software costs that are below the school district's capitalization threshold should be coded to object code 651, Supplies-Technology-Related. (Used with all functions but primarily used with 1000, 2230 and 2580)

739 Other Equipment. Expenditures for all other equipment not classified elsewhere in the 730 object series.

740 **Infrastructure**. Expenditures for purchased infrastructure assets by the school district. These items include water/sewer systems, roads, bridges, and other assets that have significantly longer useful lives than other capital assets. (Used with functions 4000 only but primarily used with functions 4200 and 4600)

790 **Depreciation**. The portion of the cost of a capital asset that is charged as an expense during a particular period. In accounting for depreciation, the cost of a capital asset, less any salvage value, is apportioned over the estimated service life of such an asset, and each period is charged with a portion of such cost. Through this process, the cost of the asset is ultimately charged off as an expense. (Used with all functions, except 5000)

800 **Debt Service and Miscellaneous.** Amounts paid for goods and services not otherwise classified above.

810 **Dues and Fees**. Expenditures or assessments for membership in professional or other organizations (primarily staff), as well as selected student fees paid for items such as entry fees to contests. (Used with functions 1000 and 2000) Also include permits required for school operations such as health permits, safety permits and occupancy permits. Use object code 351 for fees paid to vendors for student testing. Tuition expenditures are reported in objects 560 through 569.

820 **Judgments Against the School District**. Expenditures from current funds for all judgments (except as indicated below) against the school district that are not covered by liability insurance, but are of a type that might have been covered by insurance. Only amounts paid as the result of court decisions are recorded here. Judgments against the school district resulting from failure to pay bills or debt service are recorded under the appropriate expenditure accounts as though the bills or debt service had been paid when due. (Used only with function 2310)

830 **Debt-Related** Expenditures/Expenses.

831 Redemption of Principal. Expenditures to retire bonds (including current and advance refundings) and long-term loans. (Used only with function 5000)

832 Interest. Expenditures for interest on bonds or notes - short term and long term

833 Amortization of Bond Issuance and Other Debt-Related Costs. Expenses in connection with the amortization of bond and other debt issuance costs, including lease-purchase debt issuance costs. Included are amortized deferred gain and loss amounts in connection with the defeasance of bonds. This code is used in Proprietary and Fiduciary funds only. (Used only with function 5000)

834 Amortization of Premium and Discount on Issuance of Bonds. Expenses amortized as debt premium and/or discount in connection with the issuance of debt. This account is used in Proprietary and Fiduciary funds only.

An additional account (revenue object code 6200) has been established for accounting for the amortization of debt premiums such that districts may report premium and discount amortization separately as required in certain states (or where only credits may be reported for revenue codes and only debits for expenditure codes). However, account 834 may be used to record all discount and premium amortization (reported as a contra revenue). (Used only with function 5000)

890 **Miscellaneous Expenditures**. Amounts paid for goods or services not properly classified in one of the objects included above.

891 Contingency Funds. These are funds set aside for events that may occur in the future, particularly an unforeseen emergency. Primarily used for budgets.

892 Penalties and Interest. Penalties and interest related to late filing of reports or other required material and NOT debt related activities or judgments. Include other miscellaneous penalties and interest that would not be included in any other category - see object code 832.

893 Indirect Costs. Costs that have been incurred for common or joint purposes. These costs benefit more than one cost objective and cannot be readily identified with a particular final cost objective without effort disproportionate to the results achieved. Indirect costs are normally charged to Federal awards by the use of an indirect cost rate. NOTE: Indirect cost rates must be approved in advance by the Nevada Department of Education.

900 **Other Items.** Used to classify transactions that are not properly recorded as expenditures/expenses but require control and reporting by the school district.

910 **Fund Transfers Out**. Includes all transactions conveying financial resources from one fund to another within the district.

920 **Payments to Escrow Agents** for Defeasance of Debt. (Used only with function 5000)

930 **Net Decreases in the Fair Value of Investments**. Losses recognized from the sale of investments or changes in the fair value of investments. Losses represent the excess of the cost or any other basis at the date of sale (or valuation) over sales value (or fair value). For financial reporting purposes, GASB Statement 31 requires that all investment income, including changes in the fair value of investments, be reported as revenue in the operating statement.

Account 930 has been established for investment losses so that districts may report gains or losses separately as required in certain states (or where only credits may be reported for revenue codes and only debits for expenditure codes). However, account 1530 may be used to record all investment gains or losses (reported as a contra revenue).

931 Realized Losses on Investments. Losses recognized from the sale of investments. Losses represent the excess of the cost or any other basis at the date of sale over sales value. For financial reporting purposes, the net of all realized and unrealized investment gains and losses should be reported as a single line in the financial statements; however, this account and the following account may be used for internal tracking purposes.

932 Unrealized Losses on Investments. Losses recognized from changes in the value of investments. Losses represent the excess of the cost or any other basis at the date of valuation over fair value. For financial reporting purposes, the net of all realized and unrealized investment gains and losses should be reported as a single line in the financial statements; however, this account and the previous account may be used for internal tracking purposes.

940 **Losses on the Sale of Capital Assets**. The excess of book value of the capital assets sold over the amount received. This account is used in Proprietary and Fiduciary funds only and the statement of activities. Revenue account 5300 is used for Governmental funds.

This account has been established for accounting for losses from capital asset sales such that districts may report gains or losses separately as required in certain states (or where only credits may be reported for revenue codes and only debits for expenditure codes). However, account 1930 may be used to record all gains or losses on these sales (reported as a contra revenue).

950 **Special Items**. Used to classify special items in accordance with GASB Statement 34. Included are transactions or events within the control of the school district administration that are either unusual in nature or infrequent in occurrence. For some districts, this may include termination benefits resulting from workforce reductions or costs in connection with an early retirement program offered to all employees represented in one or more classes of employees. Special items also include events that are not within the control of the district. In the governmental funds, these items should be separately captioned or disclosed.

960 **Extraordinary Items**. Used to classify items in accordance with APB Opinion No. 30 that are transactions or events that are **both** unusual in nature and infrequent in occurrence. For some districts, this includes significant costs related to a natural disaster caused by fire, flood, tornado, hurricane, or hail storm or costs related to an environmental disaster. *A contingency fund may be set up for this type of event or emergency.*

990 **Ending Fund Balance.** Three primary types are for designated funds, reserved funds and unreserved funds. Use one of the codes below as applicable.

997 Ending Fund Balance - Designated Fund Balance. Internal fund designated by the governing body. An example would be a Rainy Day fund.

998 Ending Fund Balance - Reserved Fund Balance. Reserved funds which are externally mandated or encumbered.

999 Ending fund balance - Unreserved Fund Balance

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

			WEIGHTED ACTUAL YEAR ENDING 06/30/13		WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ESTIMATED YEAR ENDING 06/30/14
1.	Pre-kindergarten (NRS 388.490)	x .6 =	0.0	x .6 =	0.0	x .6 =	0.0
2.	Kindergarten	x .6 =	0.0	x .6 =	0.0	x .6 =	0.0
3.	Elementary						
4.	Secondary				0		180
5.	Ungraded						
6.	Subtotal		0.0		0.0		180.0
7.	Students transported into Nevada from out-of-state						
8.	Students transported to another state						
9.	Total WEIGHTED enrollment		0.0		0.0		180.0
10.	Hold Harmless						

11. Basic support per pupil amount, Year Ending 06/30/14 — 5,790

Use rates below:

Fill in information for each district:

School District	2013-2014 Rate revised 3/31/10	WEIGHTED 2013-2014 Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	$ 5,957	0.0	$0	$ 1,166
Churchill	$ 5,821	0.0	$0	$ 1,194
Clark	$ 5,036	0.0	$0	$ 1,167
Douglas	$ 5,151	0.0	$0	$ 2,543
Elko	$ 6,485	0.0	$0	$ 1,041
Esmeralda	$ 18,063	0.0	$0	$ 6,093
Eureka	$ 2,226	0.0	$0	$ 28,680
Humboldt	$ 6,089	0.0	$0	$ 1,600
Lander	$ 3,638	0.0	$0	$ 6,077
Lincoln	$ 9,441	0.0	$0	$ 1,181
Lyon	$ 6,537	0.0	$0	$ 948
Mineral	$ 8,149	0.0	$0	$ 1,172
Nye	$ 6,415	0.0	$0	$ 1,578
Pershing	$ 8,178	0.0	$0	$ 1,943
Storey	$ 6,423	0.0	$0	$ 6,179
Washoe	$ 5,137	0.0	$0	$ 1,252
White Pine	$ 7,224	0.0	$0	$ 1,557
Multidistict	$ 5,790	180.0	$1,042,200	5,790

12. Estimated "Outside Revenue" (Supplemental Support) per pupil — $1,425
This is the per pupil share of local taxes, etc, from the district.

		Total Weighted-#9	Hold Harmless-#10
13.	Total basic support for enrollee including outside revenue	$ 1,298,700	$ -

14. Estimated number of special education program units — - (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit — $0

		Total Weighted	Hold Harmless
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)	$ 1,298,700	$ -

Fiscal Year 2013-2014 Charter School Nevada Performance Academy

CASH FLOW STATEMENT

D	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
		$ 432,900.00			$ 432,900.00			$ 432,900.00			$ 1,731,600.00	$ 1,731,600.00	$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
	$ -	$ 432,900.00	$ -	$ -	$ 432,900.00	$ -	$ -	$ 432,900.00	$ -	$ -	$ 1,731,600.00	$ 1,731,600.00	$ -
00	$ 432,900.00	$ 865,800.00	$ 865,800.00	$ 865,800.00	$ 1,298,700.00	$ 1,298,700.00	$ 1,298,700.00	$ 1,731,600.00	$ 1,731,600.00	$ 1,731,600.00			
00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,700.00	$ 637,870.00	$ 637,870.00	$ -
70	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 267,905.40	$ 267,905.40	$ -
70	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,195.00	$ 905,775.40	$ 905,775.40	$ -
00	$ 2,500.00	$ 4,500.00	$ 3,000.00	$ 3,000.00	$ 4,000.00	$ 3,000.00	$ 2,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 36,000.00	$ 36,000.00	$ -
00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 174,000.00	$ 174,000.00	$ -
00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 146,400.00	$ 146,400.00	$ -
00	$ 5,450.00	$ 4,200.00	$ 5,450.00	$ 5,450.00	$ 9,825.00	$ 5,450.00	$ 5,450.00	$ 9,825.00	$ 5,450.00	$ 9,750.00	$ 73,700.00	$ 73,700.00	$ -
				$ 2,500.00				$ 1,000.00			$ 6,000.00	$ 6,000.00	$ -
		$ 3,000.00			$ 3,000.00			$ 3,000.00			$ 12,000.00	$ 12,000.00	$ -
00	$ 26,250.00										$ 45,000.00	$ 45,000.00	$ -
					$ 6,493.00					$ 19,481.00	$ 25,974.00	$ 25,974.00	$ -
		$ 5,000.00			$ 2,000.00						$ 12,000.00	$ 12,000.00	$ -
00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 1,200.00	$ 1,200.00	$ -
00		$ 8,500.00			$ 8,500.00			$ 500.00			$ 20,000.00	$ 20,000.00	$ -
		$ 36,000.00			$ 36,000.00			$ 36,000.00			$ 144,000.00	$ 144,000.00	$ -
		$ 13,000.00			$ 13,000.00			$ 8,000.00			$ 40,000.00	$ 40,000.00	$ -
		$ 10,020.00			$ 10,020.00			$ 10,020.00			$ 40,080.00	$ 40,080.00	$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
										W			
70	$ 147,699.00	$ 197,719.00	$ 121,949.00	$ 124,449.00	$ 206,337.00	$ 121,949.00	$ 120,949.00	$ 182,844.00	$ 119,949.00	$ 143,726.00	$ 1,682,129.40	$ 1,682,129.40	$ -
40	$ 342,258.40	$ 539,977.40	$ 661,926.40	$ 786,375.40	$ 992,712.40	$ 1,114,661.40	$ 1,235,610.40	$ 1,418,454.40	$ 1,538,403.40	$ 1,682,129.40	$ 1,682,129.40	$ 1,682,129.40	$ -
7%	20.35%	32.10%	39.35%	46.75%	59.02%	66.26%	73.46%	84.32%	91.46%	100.00%			

Projected Cash Balance Statement

70)	$ (147,699.00)	$ 235,181.00	$ (121,949.00)	$ (124,449.00)	$ 226,563.00	$ (121,949.00)	$ (120,949.00)	$ 250,056.00	$ (119,949.00)	$ (143,726.00)	$ 49,470.60	$ 49,470.60	$ -
30	$ 238,340.60	$ 90,641.60	$ 325,822.60	$ 203,873.60	$ 79,424.60	$ 305,987.60	$ 184,038.60	$ 63,089.60	$ 313,145.60	$ 193,196.60			$ -
60	$ 90,641.60	$ 325,822.60	$ 203,873.60	$ 79,424.60	$ 305,987.60	$ 184,038.60	$ 63,089.60	$ 313,145.60	$ 193,196.60	$ 49,470.60	$ 49,470.60	$ 49,470.60	$ -

$ -

CASH FLOW STATEMENT

	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
		$ 432,900.00			$ 432,900.00			$ 432,900.00			$ 1,731,600.00	$ 1,731,600.00	$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
	$ -	$ 432,900.00	$ -	$ -	$ 432,900.00	$ -	$ -	$ 432,900.00	$ -	$ -	$ 1,731,600.00	$ 1,731,600.00	$ -
00	$ 432,900.00	$ 865,800.00	$ 865,800.00	$ 865,800.00	$ 1,298,700.00	$ 1,298,700.00	$ 1,298,700.00	$ 1,731,600.00	$ 1,731,600.00	$ 1,731,600.00			
00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,704.00	$ 60,700.00	$ 637,870.00	$ 637,870.00	$ -
70	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 25,495.00	$ 267,905.40	$ 267,905.40	$ -
70	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,199.00	$ 86,195.00	$ 905,775.40	$ 905,775.40	$ -
00	$ 2,500.00	$ 4,500.00	$ 3,000.00	$ 3,000.00	$ 4,000.00	$ 3,000.00	$ 2,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 36,000.00	$ 36,000.00	$ -
00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 174,000.00	$ 174,000.00	$ -
00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 12,200.00	$ 146,400.00	$ 146,400.00	$ -
00	$ 5,450.00	$ 4,200.00	$ 5,450.00	$ 5,450.00	$ 9,825.00	$ 5,450.00	$ 5,450.00	$ 9,825.00	$ 5,450.00	$ 9,750.00	$ 73,700.00	$ 73,700.00	$ -
				$ 2,500.00				$ 1,000.00			$ 6,000.00	$ 6,000.00	$ -
		$ 3,000.00			$ 3,000.00			$ 3,000.00			$ 12,000.00	$ 12,000.00	$ -
00	$ 26,250.00										$ 45,000.00	$ 45,000.00	$ -
					$ 6,493.00					$ 19,481.00	$ 25,974.00	$ 25,974.00	$ -
		$ 5,000.00			$ 2,000.00						$ 12,000.00	$ 12,000.00	$ -
00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 1,200.00	$ 1,200.00	$ -
00		$ 8,500.00			$ 8,500.00			$ 500.00			$ 20,000.00	$ 20,000.00	$ -
		$ 36,000.00			$ 36,000.00			$ 36,000.00			$ 144,000.00	$ 144,000.00	$ -
		$ 13,000.00			$ 13,000.00			$ 8,000.00			$ 40,000.00	$ 40,000.00	$ -
		$ 10,020.00			$ 10,020.00			$ 10,020.00			$ 40,080.00	$ 40,080.00	$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
											$ -		$ -
										W			
70	$ 147,699.00	$ 197,719.00	$ 121,949.00	$ 124,449.00	$ 206,337.00	$ 121,949.00	$ 120,949.00	$ 182,844.00	$ 119,949.00	$ 143,726.00	$ 1,682,129.40	$ 1,682,129.40	$ -
70	$ 342,258.40	$ 539,977.40	$ 661,926.40	$ 786,375.40	$ 992,712.40	$ 1,114,661.40	$ 1,235,610.40	$ 1,418,454.40	$ 1,538,403.40	$ 1,682,129.40	$ 1,682,129.40	$ 1,682,129.40	$ -
7%	20.35%	32.10%	39.35%	46.75%	59.02%	66.26%	73.46%	84.32%	91.46%	100.00%			

Projected Cash Balance Statement

70)	$ (147,699.00)	$ 235,181.00	$ (121,949.00)	$ (124,449.00)	$ 226,563.00	$ (121,949.00)	$ (120,949.00)	$ 250,055.00	$ (119,949.00)	$ (143,726.00)	$ 49,470.60	$ 49,470.60	$ -
60	$ 238,340.60	$ 90,641.60	$ 325,822.60	$ 203,873.60	$ 79,424.60	$ 305,987.60	$ 184,038.60	$ 63,089.60	$ 313,145.60	$ 193,196.60			$ -
60	$ 90,641.60	$ 325,822.60	$ 203,873.60	$ 79,424.60	$ 305,987.60	$ 184,038.60	$ 63,089.60	$ 313,145.60	$ 193,196.60	$ 49,470.60	$ 49,470.60	$ 49,470.60	$ -

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

			WEIGHTED ACTUAL YEAR ENDING 06/30/14		WEIGHTED ACTUAL YEAR ENDING 06/30/15		WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1.	Pre-kindergarten (NRS 388.490)	x .6 =	0.0	x .6 =	0.0	x .6 =	0.0
2.	Kindergarten	x .6 =	0.0	x .6 =	0.0	x .6 =	0.0
3.	Elementary						
4.	Secondary				0		240
5.	Ungraded						
6.	Subtotal		0.0		0.0		240.0
7.	Students transported into Nevada from out-of-state						
8.	Students transported to another state						
9.	Total WEIGHTED enrollment		0.0		0.0		240.0
10.	Hold Harmless						

11. Basic support per pupil amount, Year Ending 06/30/15 — 5,790

Fill in information for each district:

School District	2014-2015 Rate revised 3/31/10	WEIGHTED 2014-2015 Enrollment	Subtotal	Use rates below: Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	$ 5,957	0.0	$0	$ 1,166
Churchill	$ 5,821	0.0	$0	$ 1,194
Clark	$ 5,036	0.0	$0	$ 1,167
Douglas	$ 5,151	0.0	$0	$ 2,543
Elko	$ 6,485	0.0	$0	$ 1,041
Esmeralda	$ 18,063	0.0	$0	$ 6,093
Eureka	$ 2,226	0.0	$0	$ 28,680
Humboldt	$ 6,089	0.0	$0	$ 1,600
Lander	$ 3,638	0.0	$0	$ 6,077
Lincoln	$ 9,441	0.0	$0	$ 1,181
Lyon	$ 6,537	0.0	$0	$ 948
Mineral	$ 8,149	0.0	$0	$ 1,172
Nye	$ 6,415	0.0	$0	$ 1,578
Pershing	$ 8,178	0.0	$0	$ 1,943
Storey	$ 6,423	0.0	$0	$ 6,179
Washoe	$ 5,137	0.0	$0	$ 1,252
White Pine	$ 7,224	0.0	$0	$ 1,557
Multidistict	$ 5,790	240.0	$1,389,600	5,790

12. Estimated "Outside Revenue" (Supplemental Support) per pupil — $1,425
This is the per pupil share of local taxes, etc, from the district.

		Total Weighted-#9	Hold Harmless-#10
13.	Total basic support for enrollee including outside revenue	$ 1,731,600	$ -

14. Estimated number of special education program units — - (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit — $0

		Total Weighted	Hold Harmless
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)	$ 1,731,600	$ -

Fiscal Year 2014-2015 Charter School Nevada Performance Academy

Form 3 Nevada Performance Academy REVENUE		(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/15 TENTATIVE APPROVED	(4) FINAL APPROVED
1000	**LOCAL SOURCES**				
1100	Taxes				
1110	Ad Valorem Taxes				
1111	Net Proceed of Mines				
1120	Sales & Use/School Support Taxes				
1140	Penalties & Interest on Tax				
1150	Residential Construction Tax				
1190	Other				
1200	Revenue from Local Govmt Units other than School Districts				
1300	Tuition				
1310	Tuition from Individuals				
1320	Tuition-other Govt sources within State				
1330	Tuition-other Govt sources out of State				
1400	Transportation Fees				
1410	Trans Fees from Individuals				
1420	Trans Fees - other Govt within State				
1430	Trans Fees - other Govt out of State				
1440	Trans Fees - Other Private Sources				
1500	Investment Income				
1600	Food Services				
1610	Daily Sales - Reimbursable Program				
1620	Daily Sales - Non-Reimbursable Progrm				
1630	Special Functions				
1650	Daily Sales - Summer Food Program				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
1910	Rent				
1920	Donations				
1930	Gains/Loss on Sales of Capital Assets				
1940	Textbook Sales & Rentals				
1950	Misc Revenues from Other Districts				
1960	Misc Revenues from Other Local Govt				
1970	Operating Revenues				
1980	Refund of Prior Year's Expenditures				
1990	Miscellaneous - local sources				
TOTAL LOCAL SOURCES		0	0	0	0
3000	**REVENUE FROM STATE SOURCES**				
3100	Unrestricted Grants-in-Aid				
3110	Distributive School Account (DSA)			1,731,600	
3115	Special Ed portion of DSA				
3200	State Govt Restricted Funding				
3210	Special Transportation				
3220	Adult High School Diploma Program Fnd				
3230	Class Size Reduction				
3800	Revenue in Lieu of Taxes				
3900	Revenue for/on Behalf of School Dist				
TOTAL STATE SOURCES		0	0	1,731,600	0

	REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/15 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/15 FINAL APPROVED
4000	**FEDERAL SOURCES**				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4103	E-Rate Funds				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800	Revenue in Lieu of Taxes				
4900	Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES		0	0	0	0

	OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/15 TENTATIVE APPROVED	(4) BUDGET YEAR ENDING 06/30/15 FINAL APPROVED
5000	**OTHER FINANCING SOURCES**				
5100	Issuance of Bonds				
5110	Bond Principal				
5120	Premium of Discount on the Issuance of Bonds				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	**Other Items**				
6100	Capital Contributions				
6200	Amortization of Premium on Issuance of Bonds				
6300	Special Items				
6400	Extraordinary Items				
TOTAL OTHER SOURCES		0	0	0	0
8000 OPENING FUND BALANCE					
	Reserved Opening Balance				
	Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE		0	0	0	0
	Prior Period Adjustments				
	Residual Equity Transfers				
TOTAL ALL RESOURCES		0	0	1,731,600	0

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2013-2014

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				$0.00
	2400-104: Principal	1	1	$70,000.00	$70,000.00
	2100-106: Gen Adm - Counselor/Testing	1	1	$45,000.00	$45,000.00
	1000-101: Teachers	1	4	$40,000.00	$160,000.00
	1000-102: Instructional Aids	1	2	$17,280.00	$34,560.00
	1000-102: Instructional Assistants	0.27	3	$10,000.00	$30,000.00
	2100-107: Gen Adm - Registrar/Records	1	1	$25,000.00	$25,000.00
	2100-107: Gen Adm-Clerk/Attendance	1	1	$25,000.00	$25,000.00
	2100-107: Gen Adm - Nurse	0.5	1	$37,500.00	$18,750.00
	2230-107: IT Assistant	1	1	$40,000.00	$40,000.00
	NARRATIVE School Staffing Teachers: 1 English/Humanities, 1 Social Studies, 1 Science, 1 Math				
				TOTAL	$448,310.00
200	BENEFITS				$0.00
	1000: Instructional Staff Benefits		0.42	$224,560.00	$94,315.20
	2100: Gen Adm Staff Benefits		0.42	$90,000.00	$37,800.00
	2400: Licensed Adm Staff Benefits		0.42	$133,750.00	$56,175.00
					$0.00
					$0.00
	NARRATIVE Staff Benefits include: PERS, MC, Health Ins, SUI, WC and FICA.				
				TOTAL	$188,290.20
300	PURCHASED PROFESSIONAL				$0.00
	AND TECHNICAL SERVICES				$0.00
	1000-330: Staff Development Training				$5,000.00
	2580-340: Financial Services				$30,000.00
	1000-300: Field Trips/Awards				$5,000.00
	2300-340: Audit/Legal				$10,300.00
	2300-340: Payroll Service				$2,400.00
	2300-340: Bank Charges				$1,200.00
	NARRATIVE Staff Development, Financial Services, Audit, Legal, and Payroll Services				
				TOTAL	$53,900.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2013-2014

400	**PURCHASED PROPERTY**				**$0.00**
	SERVICES				**$0.00**
	2600-441:Building Lease	**11**	**$ 13,200**		**$145,200.00**
	2600-441:Building Lease	**10**	**$ 3,000**		**$30,000.00**
	2600-411: Garbage/Sewer	**12**	**$ 200**		**$2,400.00**
	2600-420: Cleaning Services	**12**	**$ 1,000**		**$12,000.00**
					$0.00
	NARRATIVE 10,000 sq ft @ $1.10 per sq ft Utilities to be negotiated to include in rent Additional leased space for performing arts theatre, dance classes, rehersals, and performances				
				TOTAL	**$189,600.00**
500	**OTHER PURCHASED SERVICES**				**$0.00**
	1000-535: Internet Service				**$7,200.00**
	2300-531: Postage				**$2,000.00**
	2600-521: Property Insurance				**$10,000.00**
	2300-591: SAIN (Power School)				**$10,000.00**
	2600-533: Telephone				**$3,600.00**
	2560-540: Advertising				**$18,000.00**
	NARRATIVE **Advertising through local media: newspapers, radio, billboards, and TV.**				
				TOTAL	**$50,800.00**
600	SUPPLIES				**$0.00**
	1000-610:Classroom Consumables				**$4,000.00**
	1000-641:Curriculum/Textbooks				**$5,000.00**
	1000-653: Web-based instructional curriculum		**180**	**$600.00**	**$108,000.00**
	1000-651: Learning Management System				**$30,060.00**
	2230-650: Computers-Students		**180**	**$375.00**	**$67,500.00**
	2230-650: Computers-Staff/Teachers		**25**	**$750.00**	**$18,750.00**
	2230-650: Technology Supplies				**$4,000.00**
	2300-610: Printing & Copying Supplies				**$3,000.00**
	2300-610: Gen Office Supplies				**$4,000.00**
	2300-612: Furniture & General Equipment				**$8,000.00**
	2600-610: Gen Maintenance Supplies				**$4,000.00**
	2600-621: Natural Gas				**$1,200.00**
	2600-622: Electricity				**$12,000.00**
	NARRATIVE: Computers-students 180 @$375 **Computers - Printers for Staff/Teachers 25@ $750.00 per station** **Desks, Chairs, tables for learning center, staff and office & Copier ($10,000)**				
				TOTAL	**$269,510.00**

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2013-2014

800	DEBT SERVICE AND				$0.00
	MISCELLANEOUS				$0.00
	2319-810: NDE 1.5%		180	$108.23	$19,481.00
					$0.00
					$0.00
					$0.00
	NARRATIVE (180 students x $7,215 DSA x 1.5% Sponsorship Fee)				
				TOTAL	$19,481.00
				Subtotal Objects 100-600 & 800	$1,219,891.20
Approved Indirect Cost Rate:			0.00%	X Subtotal	$0.00
700	EQUIPMENT				$0.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00
				GRAND TOTAL	$1,219,891.20

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				$0.00
	2400-104: Principal	1	1	$95,000.00	$95,000.00
	2100-106: Gen Adm - Counselor/Testing	1	1	$45,000.00	$45,000.00
	1000-101: Teachers	1	5.5	$40,000.00	$220,000.00
	1000-102: Instructional Aids	1	4	$17,280.00	$69,120.00
	1000-102: Instructional Assistants	0.27	4	$10,000.00	$40,000.00
	2100-107: Gen Adm - Registrar/Records	1	1	$25,000.00	$25,000.00
	2100-107: Gen Adm-Clerk/Attendance	1	1	$25,000.00	$25,000.00
	2100-107: Gen Adm - Nurse	0.5	1	$37,500.00	$18,750.00
	2230-107: IT Assistant	1	1	$40,000.00	$40,000.00
	NARRATIVE School Staffing				
				TOTAL	$577,870.00
200	BENEFITS				$0.00
	1000: Instructional Staff Benefits		0.42	$329,120.00	$138,230.40
	2100: Gen Adm Staff Benefits		0.42	$90,000.00	$37,800.00
	2400: Licensed Adm Staff Benefits		0.42	$158,750.00	$66,675.00
					$0.00
					$0.00
	NARRATIVE Staff Benefits include: PERS, MC, Health Ins, SUI, WC and FICA.				
				TOTAL	$242,705.40
300	PURCHASED PROFESSIONAL				$0.00
	AND TECHNICAL SERVICES				$0.00
	1000-330: Staff Development Training				$5,000.00
	2580-340: Financial Services				$30,000.00
	1000-300: Field Trips/Awards				$5,000.00
	2300-340: Audit/Legal				$10,300.00
	2300-340: Payroll Service				$2,400.00
	2300-340: Bank Charges				$1,200.00
	NARRATIVE Staff Development, Financial Services, Audit, Legal, and Payroll Services				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

		TOTAL	$53,900.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

400	**PURCHASED PROPERTY**				$0.00
	SERVICES				$0.00
	2600-441:Building Lease	12	$ 12,000		$144,000.00
	2600-441:Building Lease(off site)	10	$ 3,000		$30,000.00
	2600-411: Garbage/Sewer	12	$ 200		$2,400.00
	2600-420: Cleaning Services	12	$ 1,000		$12,000.00
					$0.00
	NARRATIVE 10,000 sq ft @ $1.20 per sq ft Utilities to be negotiated to include in rent Additional leased space for performing arts theatre, dance classes, rehersals, and performances				
				TOTAL	**$188,400.00**
500	**OTHER PURCHASED SERVICES**				$0.00
	1000-535: Internet Service				$7,200.00
	2100-535 Internet for students	10	240	$50.00	$120,000.00
	2300-531: Postage				$3,000.00
	2600-521: Property Insurance				$12,000.00
	2300-591: SAIN (Power School)				$12,000.00
	2600-533: Telephone				$3,600.00
	2560-540: Advertising				$40,000.00
	NARRATIVE Advertising through local media: newspapers, radio, billboards, and TV.				
				TOTAL	**$197,800.00**
600	**SUPPLIES**				$0.00
	1000-610:Classroom Consumables				$5,000.00
	1000-641:Curriculum/Textbooks				$6,000.00
	1000-653: Web-based instructional curriculum		240	$600.00	$144,000.00
	1000-651: Learning Management System		240	$167.00	$40,080.00
	2230-650: Computers-Students		70	$375.00	$26,250.00
	2230-650: Computers-Staff/Teachers		25	$750.00	$18,750.00
	2230-650: Technology Supplies				$20,000.00
	2300-610: Printing & Copying Supplies				$3,000.00
	2300-610: Gen Office Supplies				$6,000.00
	2300-612: Furniture & General Equipment				$15,000.00
	2600-610: Gen Maintenance Supplies				$4,000.00
	2600-621: Natural Gas				$1,200.00
	2600-622: Electricity				$12,000.00
	NARRATIVE Computers - students 70@ $375.00 Computers - Printers for Staff/Teachers 10@ $750.00 per station Desks, Chairs, tables for learning center, staff and office & Copier ($10,000)				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

		TOTAL	$301,280.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

800	DEBT SERVICE AND				$0.00
	MISCELLANEOUS				$0.00
	2319-810: NDE 1.5%		240		$25,974.00
					$0.00
					$0.00
					$0.00
	NARRATIVE (240 Sudents x $7,215 DSA x 1.5% Sponsorship Fee)				
				TOTAL	$25,974.00
				Subtotal Objects 100-600 & 800	$1,587,929.40
Approved Indirect Cost Rate:		0.00%		X Subtotal	$0.00
700	EQUIPMENT				$0.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00
				GRAND TOTAL	$1,587,929.40

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: Special Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				$0.00
	1000-101: Special Ed Teacher	1	1.5	$40,000.00	$60,000.00
	NARRATIVE School Staffing				
				TOTAL	$60,000.00
200	BENEFITS				$0.00
	1000: Instructional Staff Benefits				$25,200.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Staff Benefits include: PERS, MC, Health Ins, SUI, WC and FICA.				
				TOTAL	$25,200.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				$0.00
					$0.00
	1000-320: Special Ed Services				$9,000.00
	NARRATIVE Contracts for Outside Special Ed Services (Speech Therapy, Psychology, Occupational Therapy, IEP's, etc) (10% of 240 students @ 5 hrs ea. @ $75 per hour)				
				TOTAL	$9,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: Special Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

400	PURCHASED PROPERTY SERVICES				$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00
500	OTHER PURCHASED SERVICES				$0.00
	NARRATIVE				
				TOTAL	$0.00
600	SUPPLIES				$0.00
	NARRATIVE				
				TOTAL	$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Nevada Performance Academy

PROGRAM OR FUNCTION: Special Ed 1000,2100-2600, 2900 FISCAL YEAR: 2014-2015

800	DEBT SERVICE AND MISCELLANEOUS				$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00
				Subtotal Objects 100-600 & 800	$94,200.00
Approved Indirect Cost Rate:			0.00%	X Subtotal	$0.00
700	EQUIPMENT				$0.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00
				GRAND TOTAL	$94,200.00

Y2

Attachment C.1.5

Required Element 5:

Nevada Performance Academy

Pre-Opening Budget for 2013-2014 School Year

Revenues: $24,000

1. **PACHS anticipates meeting the minimum number of 100 students enrolled by June 1, 2013. PACHS will pursue an early July DSA payment to open the official site of the school.**
2. **PACHS will recruit volunteers to assist with enrollment prior to the official school opening.**
3. **PACHS will seek cash donations from sponsors to help with opening costs.**
4. **PACHS will seek donations of office furniture and equipment from local businesses.**
5. **PACHS will negotiate free rent for the first month and financial arrangements for the next two month of rent to be paid out over the term of the lease.**
6. **PACHS will negotiate with vendors for credit terms and financial arrangements.**
7. **PACHS will attempt to raise additional pre-opening revenue through grant opportunities and fund raising events.**
8. **PACHS will maintain detailed records of all cash and non-cash donations.**
9. **Cash donations will be kept in a FDIC secure bank account.**

Anticipated Expenses: $20,500

1. **Marketing/Advertising: will seek donated advertising from local business but will anticipate expenditures for pre-opening at $3,000.**
2. **Lease Payments: The landlord is willing to negotiate rent: the month of July to be free and rent for the months of August and September to be deferred. Those payments will be spread out over the remainder of the 1st years lease. A small office space will be required (January 1, through July 31, 2013) prior to opening for enrollment purposes. $3,500.**
3. **Furniture: PACHS will seek donations of furniture and equipment. Used furniture and equipment will also be purchased. Will seek out discarded furniture and supplies at local school districts surplus warehouses. Anticipated expenditure for pre-opening at $4,000.**
4. **Computer supplies and equipment: two computer stations, leased copier/printer/fax, telephone service/technology support/web design and hosting. $6,000.**
5. **Miscellaneous contract work: $4,000.**

FINANCIAL MANAGEMENT

C.2 Financial Management

Required Element 1 Narrative C.2.1

The Nevada Performance Academy (NPA) will hire a bookkeeping service who along with our accounting firm will be responsible for handling the School's financial records. The Principal will be primarily responsible for managing the finances of the NPA. We have made arrangements with Michael Coulson, CPA &Associates, at 6170 Ridgeview Court, suite D. Reno, Nevada to serve as the audit firm for the Nevada Performance Academy. We will establish a contractual relationship with Mr. Coulson and his firm as soon as practicable.

Required element 2 Narrative C.2.2

The guidance counselor/test director will be primarily responsible for securing and making certain student records will be sent to appropriate follow-up school locations in the case of a School closing. A School closing will include securing student and faculty records; inventory of all equipment, supplies and material; and notification of all required parties.

Required Element 3 Narrative C.2.3

As noted above we propose to use Michael Coulson, CPA and Associates, 6170 Ridgeview Court, Suite D, Reno, Nevada 89519. Michael Coulson has both auditing and acounting functions as separate divisions of the same company.

Required Element 4 Narrative C.2.4

We are proposing to use Laurie Hanley, City Bank of Carson City, 1811 College Parkway, Carson City, 89706—7940 to set up appropriate accounts. At this point we have determined no fees will be charged to students. However, as the School progresses it may become necessary to consider such charges—i.e. deposits for computers and other specialized equipment involved with the performing arts and distance learning.

Required Element 5 Narrative C.2.5

At this point no fees or charges are anticipated.

Required Element 6 Narrative C.2.6

The Governing Board will appoint a Principal and he/she will be responsible for drawing all orders for the payment of money belonging to the charter school pursuant to NRS 386.573

Required Element 7 Narrative C.2.7

We anticipate a minimum number 100 students to allow the school to operate.

FACILITIES

C.3 Facilities

Required Elements

Required Element C.3.1 Attachments. There is a letter attached from Robert C. Watkins of AISU L and lovering Insurance Services outlining Insurance requirements under NAC 386.215 for the Nevada Performance Academy. This is not a formal agreement but once the Nevada Performance Academy's application is approved, the Governing Board and ISU will negotiate a final contract.

We have also been in touch with R.H. Brown and Barbara Hall (775-783-1968) about leasing approximately 10,000 sq. feet of space in the location of the previous Siler State High School/ Middle School. Before Silver State moved, there was approximately 4850 sq. feet available. After Silver State departed in the Spring of 2012 another 5000 square feet became available, This space is currently available, and there is a partial floor plan attached. The proposed rate is $1.10 per sq. ft. (including utilities and some insurance costs). CAMs $300 per month.

A certificate of occupancy is not yet available.

NAC 386.140(2):We intend to rent space in Carson City as well as establish collaboration with the future Knowledge + Discovery Center in the City Center to utilize some of their learning modules as soon as that space becomes available.

NAC 386,140(3) At this point we are not planning to use current public school space but if such space opportunity presents itself, the Governing Board will review the property and determine feasibility.

NAC 386.140 (4) The Performance Academy will need office furniture, equipment, (for staff and students) computers, four smart boards, 2 large screen T.V.'s for 9 FTE's, 4 part-time FTE's, and 160 students (who will need personal wireless communication devices)

Required Element 3 Attachment (C.3.3)

The Performance Academy has not yet obtained a suitable facility, personnel, or equipment providers.

We are in discussions with a property manager about leasing facilities. We have discussed performance and classroom space with the Carson City Library, with WNC, and with the BAC. No formal agreements have been reached, but there is considerable interest in working with us.

We have not made arrangements with computer outlets, furniture providers. We will start the process as soon as we hear about the application.

ISU Lovering Insurance Services
Independently Owned and Operated

1121 Laurel Street
P.O. Box 699
San Carlos, CA 94070
(650) 593-7601
(650) 593-7410 Fax
Lic #0429797

9/2/2011

State of Nevada
Department of Education, Office of Charter Schools
1749 Stewart St., Ste. 40
Carson City, NV 89706

Re: The Performing Arts Charter High School

To Whom It May Concern, or Mr. Steve Canavero, Ph. D

The attached Insurance Proposal that we have provided meets the NAC 386.215 Insurance requirements. If there is anything else that we can assist you with, please give me call.

Sincerely,

Robert Watkins, CIC, CSRM PWCA

President

THE PERFORMING ARTS CHARTER HIGH SCHOOL

INSURANCE PROPOSAL

Presented by:

ROBERT WATKINS, CIC, CSRM, PWCA
PRESIDENT

JORGE TEOTICO
ACCOUNT MANAGER

Date:
SEPTEMBER 2, 2011

ISU LOVERING INSURANCE SERVICES
1121 Laurel Street, San Carlos, CA 94070
P. O. Box 699, San Carlos, CA 94070-0699
Telephone: (650) 593-7601
Fax: (650) 593-7410
License No. 0429797

DEPENDABLE SERVICE SINCE 1935

THIS PROPOSAL CONTAINS PROPRIETARY CONFIDENTIAL INFORMATION CONCERNING ISU LOVERING INSURANCE SERVICES AND OUR CUSTOMERS. IT MAY NOT BE DISTRIBUTED OR REPRODUCED WITHOUT THE EXPRESS PRIOR WRITTEN CONSENT OF ISU LOVERING INSURANCE SERVICES. NO DISCLOSURE CONCERNING THIS PROPOSAL SHALL BE MADE WITHOUT THE EXPRESS PRIOR WRITTEN CONSENT OF ISU LOVERING INSURANCE SERVICES.

THE INTENT OF THIS PROPOSAL IS TO BRIEFLY OUTLINE PERTINENT DETAILS OF YOUR INSURANCE POLICIES FOR YOUR READY REFERENCE, AND SHOULD NOT BE CONSIDERED A REPRESENTATION OF THE ACTUAL POLICY. FOR SPECIFICS, IT IS NECESSARY TO REFER TO THE ACTUAL POLICIES.

WHEN TO NOTIFY ISU LOVERING INSURANCE SERVICES

It is important that you advise ISU Lovering Insurance Services of any material changes in your operations which may have a bearing on your insurance program. Your insurers have evaluated and accepted the risks on the basis of information given. Any variation of these details could lead to complication in the event of a loss.

These changes may include, but are not limited to:

- Changes of personnel affecting responsibility for insurance decisions.
- Personnel traveling overseas/on temporary assignment overseas/working on military bases.
- Acquisition or creation of new companies or subsidiaries and/or mergers in which you are involved or any legal change in the corporate structure.
- Purchase, construction or occupancy of new premises; alteration, vacating the premises or temporary unoccupancy; extension or demolition of existing premises. This applies for both domestic and foreign locations.
- Increase in values of building or business personal property for both scheduled and unnamed locations.
- Removal of business personal property or stock to new or temporary locations.
- Addition of new locations, equipment or vehicles, whether hired, leased or borrowed.
- Changes in processes, occupancy, products or business operations.
- Addition, alteration or temporary disconnection of fire or burglary protection systems.
- Use of owned or non-owned aircraft or watercraft.
- Major changes in value or nature of goods being shipped.
- Employment of personnel in states in which you were previously not doing business.
- Election or appointment of a new C.E.O. or C.O.O., or change in control of either the Board of Directors or the stock ownership of the company.
- Changes in ERISA Plan assets.
- Addition of new drivers for the company.

NAMED INSURED

The Nevada Performance Academy

DOMESTIC PROPERTY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: **TBD** 2012-2013

COVERAGE: Special Form (Excluding Earthquake and Flood), Replacement Cost, Signature Property Endorsement
90% coinsurance

LIMITS:

$ 0	Building
$ 150,000	Business Personal Property
$ 250,000	Business Income/Extra Expense
$ 100,000	Computer Equipment
$ 25,000	Computer Equipment in Transit
$ 25,000	Extra Expense
$ 2,500	Media
$ 2,500	Extra Expense/Inland Marine

PROPERTY DEDUCTIBLE: $1,000

EXCLUSIONS: Coverage is subject to policy exclusions

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

ANNUAL PREMIUM: $ included in Package

Social Service Agency Property Broadening Endorsement Summary

Accounts Receivable $25,000
Arson Reward $5,000
Backup of Sewers/Drains $20,000
Debris Removal $15,000
Electronic Data Processing $10,000
Extra Expense $25,000
Fine Arts $10,000/occ.,$500/item
Fire Department Device Recharge $5,000
Loss Data Preparation $5,000
Money & Securities $10,000 insidc/$5,000 outside
Newly Acquired Locations $500,000 Building/$250,000 BPP
Ordinance or Law . Coverage A 15% of Building, Limit $250,000 max
Personal Effects $10,000/occ., $2,500/personal
Property in Transit $15,000
Property Off Premises $15,000
Signs: Attached/Unattached, Indoor/Outdoor $10,000
Outdoor Property (incl. Trees, shrubs, plants) $10,000/occ., $1,000/item
Utility Services $10,000
Valuable Papers $25,000

DOMESTIC GENERAL LIABILITY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: **TBD** 2012-2013

COVERAGE: Commercial General Liability Coverage, Employee Benefits Liability, Professional Liability

LIMITS:

General Liability Occurrence Form:

$1,000,000	Each Occurrence
$2,000,000	General Aggregate
$1,000,000	Personal Injury and Advertising Liability
$2,000,000	Products and Completed Operations Aggregate
$ 300,000*	Fire Legal Liability, Includes Hostile Fire
$ 10,000*	Medical Payments
$1,000,000	Abuse or Molestation Sublimit-Each Occurrence
$1,000,000	Abuse or Molestation Sublimit-General Aggregate (Defense inside limit)

*Increased limit as shown within broadening endorsement

Bail Bonds $500 Maximum

Insured's Expenses incurred in defense of a claim or "suit" $500 per day

Employee Benefits Liability

$1,000,000	Employee Benefits Liability Each Claim
$2,000,000	Employee Benefits Liability Aggregate Limit
$ 1,000	Employee Benefits Deductible

Professional Liability

$1,000,000	Each act, error or omission
$2,000,000	Aggregate Limit

COVERAGE EXTENSIONS:

Contractual Liability
Broadened Personal Injury & Advertising Liability
Broad Form Property Damage
Includes Hostile Fire
Extended Bodily Injury
Host Liquor Liability
Incidental Medical Malpractice
Limited Worldwide Liability for Suits Brought in the United States
Employees and Volunteers as Additional Insureds
Broadened Additional Insured includes Trustees, Board Members, Student Teachers
Blanket Waiver of Subrogation
Primary Wording
Additional Insureds included
Social Services Broadening Endorsement
Mental Injury, Mental Anguish, Humiliation or Shock included in Definition of Bodily Injury

EXCLUSIONS: Coverage subject to policy exclusions including but not limited to Absolute Pollution

TERRITORY: United States, its Territories and Possessions, Puerto Rico and Canada.

ANNUAL PREMIUM:

$3,945 based on 200 Students
$1,536 Sexual Abuse & Molestation

DIRECTORS & OFFICERS/ EMPLOYMENT PRACTICES LIABILITY

INSURER: Great American Insurance Company, A.M. Best's rating A XIV

POLICY TERM: August 25, 2011-2012

COVERAGE: Directors and Executive Officers Liability
Employment Practice Liability
Defense costs outside the limit
Full Prior Acts
Full Third Party Coverage

LIMITS:

(Claims-Made Form)

$1,000,000	Each Wrongful Act
$1,000,000	Aggregate
$ 2,500	Retention

DEFINITION AND EXTENSIONS:

Directors and Executive Officers Liability: Breach of duty, neglect, error, misstatement, misleading statement, or omission by a director, executor officer. Includes present and past directors and officers.

Employment Practice Liability: Wrongful refusal to employ or promote; wrongful demotion, evaluation reassignment or discipline; wrongful termination, harassment, coercion; unfair discrimination or defamation. Extends to all volunteer employees

PREMIUM BASIS: $2,400,000 revenues

ANNUAL PREMIUM: $6,450

BUSINESS AUTO

INSURER:	Great American Insurance Company, A.M. Best's rating A XIV
POLICY TERM:	**TBD** 2012-2013
COVERAGE:	$1,000,000 Liability, Non-Owned and Hired Liability
EXCLUSIONS:	Coverage is subject to policy exclusions.
TERRITORY:	United States, its Territories and Possessions, Puerto Rico and Canada.
ANNUAL PREMIUM:	$300

CRIME

INSURER:	Great American Insurance Company, A.M. Best's rating A XIV	
POLICY TERM:	**TBD** 2012-2013	
COVERAGES:	Employee Theft	$100,000
	Forgery or Alteration	$ 50,000
	Inside Premises-Theft Money & Securities	$ 25,000
	Outside of Premises	$25,000
DEDUCTIBLE:	$1,000 Per Occurrence	
ANNUAL PREMIUM:	$345	

UMBRELLA LIABILITY

INSURER:	Great American Insurance Company, A.M. Best's rating A XIV
POLICY TERM:	**TBD** 2012-2013
COVERAGE:	Excess Legal Liability, following form, subject to exclusions. Follows Primary Coverage. Includes First Dollar Defense Coverage.
LIMITS:	$3,000,000 Each Occurrence $3,000,000 Products/Completed Operations Aggregate $3,000,000 General Aggregate
UNDERLYING POLICIES:	General Liability Employee Benefits Liability Employers Liability Professional Automobile Liability—Hired and Non owned
EXCLUSIONS:	Coverage is subject to policy exclusions which include but are not limited to: Absolute Pollution except Hostile Fire Asbestos Aircraft Care, Custody and Control on Real and Personal Property Nuclear Hazards Director's & Officer's Liability Employment Practices Liability Liquor Liability Abuse or Molestation Athletic Participants Corporal Punishment
TERRITORY:	United States, its Territories and Possessions, Puerto Rico and Canada.
DEDUCTIBLE:	A $10,000- Deductible/Retention applies to events not covered under the primary liability and not excluded on the umbrella.
ANNUAL PREMIUM:	$2,700

EXCESS STUDENT ACCIDENT

INSURER:	Hartford Accident and Life, A XV
POLICY TERM:	**TBD** 2012-2013
LIMITS:	$15,000 Accidental Death and Dismemberment and $50,000 Accidental Medical Expense Benefit $ 250 Dental Limit
DEDUCTIBLE:	$ 0
ANNUAL PREMIUM:	$920 based on 200 students, not including Sports

CATASTROPHIC STUDENT ACCIDENT

INSURER:	Markel Insurance Company, A 13
POLICY TERM:	**TBD** 2012-2013
LIMITS:	$5,000,000 Excess Medical $ 25,000 Deductible 10 Year benefit Period
ANNUAL PREMIUM:	$650.00 Based on 200 Students

Or

	$1,000,000 Excess Medical $ 25,000 Deductible 10 Year Benefit Period
ANNUAL PREMIUM:	$500 Based on 200 Students

DOMESTIC WORKERS' COMPENSATION AND EMPLOYER'S LIABILITY

INSURER: Hartford Insurance Company of the Midwest
A.M. Best's rating A XV

POLICY TERM: **TBD** 2012-2013

COVERAGE: The insurance company will pay claims based on the applicable state laws for injury including death sustained by an employee while in he course of employment. The insurance company will provide defense in any proceedings.

In addition, the policy provides Employer's Liability coverage for suits brought by an employee or his estate.

LIMITS:

Statutory	Workers' Compensation
	Employer's Liability
$1,000,000	Bodily Injury By Accident Each Accident
$1,000,000	Bodily Injury by Disease Each Employee
$1,000,000	Bodily Injury by Disease Policy Limit

TERRITORY: **NV**

ESTIMATED ANNUAL PREMIUM: $2,804 Subject to annual audit

NOTE: Companies with employees hired in **North Dakota, Ohio, Washington, West Virginia and Wyoming** must purchase Workers' Compensation insurance directly from the monopolistic state fund.

Policies in these states do not include Employer's Liability coverage. A quote can be obtained to add Employer's Liability coverage (Stop-Gap endorsement) for these states to your current insurance program. Projected payrolls for the state are needed to rate this exposure.

SCHEDULE OF CLASSIFICATIONS

STATE	CLASSIFICATION	PAYROLL	RATE	PREMIUM
IN	Teachers-8868	$220,000	$ .49	$1,224
IN	Clerical-8810	$340,000	$ .36	$1,078
	Total Class Premium			$2,302
	Increased Limits Premium			$ 150
	Total Estimated Standard Premium			$2,452
	Expense Constant			240
	Terrorism			56
	Catastrophe			56
	Total Estimated Annual Premium			$ 2,804

PAYMENT TERMS: 25% Deposit and 9 monthly installments

PREMIUM SUMMARY

Business Package Policy **$7,126.00**

Directors & Officers/Employment Practices Liability **$6,450.00**

Umbrella Policy..... **$2,700.00**

Excess Student Accident ..... **$ .00**

Workers Compensation **$2,804.00**

Bill Plan Options:
Great American 25% Down & 9, 5 or 2 monthly installments –Direct Billed by the insurance company.
Hartford Insurance Company Monthly Billing (Pay as you Go) Payment-0% Down, or 25% Down and 9 installments –Direct Billed
Student Accident Policy -Agency Billed Full Pay

COVERAGE OPTIONS

In addition to the coverages described within this proposal, ISU Lovering Insurance Services can obtain additional coverages as desired by **THE PERFORMING ARTS CHARTER HIGH SCHOOL.** Some of these include, but are not limited to the following:

- Higher Policy Limits
- Cyber Liability/Data Breach
- Fiduciary Liability--$1,000,000 Estimate $900
- Disaster Recovery
- 401K/403B
- Group Employee Benefits
- Kidnap & Ransom
- Owned/Non-Owned Aircraft Liability
- Watercraft Liability
- Business Interruption and Extra Expense including Contingent Locations
- Earthquake
- Flood
- Employed Attorney E & O
- Crime
- Foreign
- Owned Autos
- Boiler & Machinery
- Cargo/Transit

ISU Lovering Insurance Services can obtain quotations for these and additional property/casualty insurance coverages as requested.

RECOMMENDATION

EARTHQUAKE

The Performing Arts Charter High School has elected not to purchase earthquake insurance coverage. As is aware, the availability of earthquake coverage in California is limited due to the catastrophic potential of this exposure, and it can be quite costly. We suggest that **The Performing Arts Charter High School**, evaluate its need to purchase earthquake insurance, and we can pursue obtaining coverage if desired.

In addition to buying insurance coverage, we generally recommend that our clients develop disaster plans that help reduce the severity of losses that can occur. **The Performing Arts Charter High School,** should develop such a plan if it does not currently have one in place. This plan should assume widespread destruction which affects property, employee safety, local vendors/suppliers, and shipping facilities.

FLOOD

The Performing Arts Charter High School does not purchase flood insurance coverage at this time. Like the earthquake coverage, flood insurance is an exposure generally excluded from most property programs due to its catastrophic potential for loss. The availability of this coverage is so limited that federal insurance programs have been developed to satisfy the need for this insurance. Buildings located in specified flood zones are required to purchase flood coverage. Other entities outside the designated flood zones also purchase such coverage.

We mention this exposure since the potential for loss from flood can be catastrophic. We suggest that evaluated its need to purchase flood insurance. As with the earthquake exposure, we also suggest that the disaster plan incorporate flood catastrophes since these can be as widespread as other disasters such as earthquake and fire.

KIDNAP & RANSOM

The Performing Arts Charter High Schooldoes not currently purchase kidnap & ransom coverage. A kidnap & ransom policy generally provides the following coverages:

1) Indemnification of ransom payments for actual or alleged kidnappings.

2) Payments for extortion threats of

- Bodily harm or detention;
- Property damage, destruction, or contamination;
- Divulging, disseminating, and utilizing proprietary information;
- Computer virus threats.

3) Loss of ransom or other consideration while being conveyed by an authorized person.

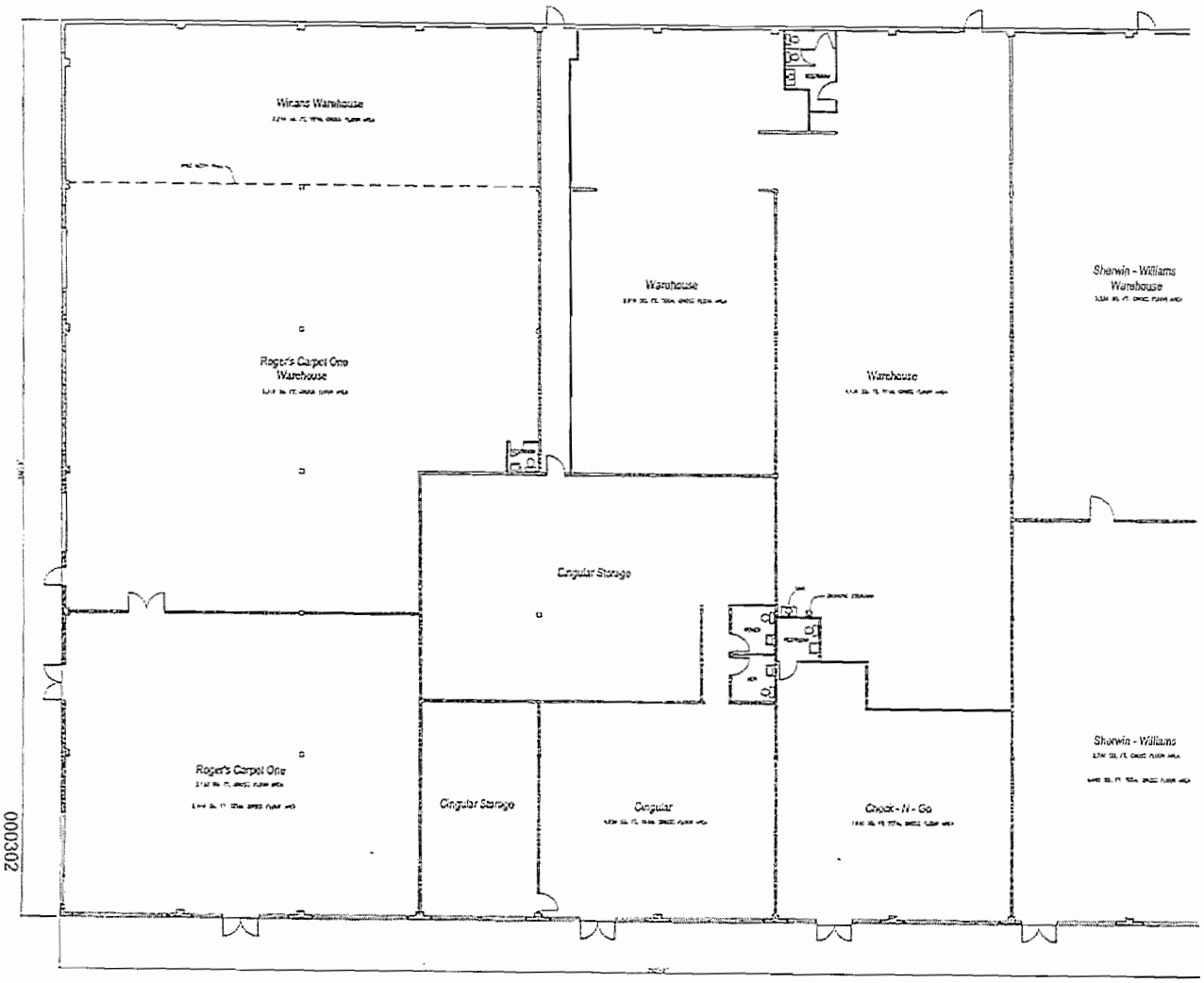
4) Miscellaneous expenses for:

- Independent negotiators or consultants;
- Independent public relations consultants;
- Interest costs for any loan taken by the insured to pay the ransom or extortion described above;
- Reasonable travel and accommodation expenses incurred by the insured.

5) Accidental death and dismemberment which applies to injury of a victim in an actual or attempted, kidnapping.

6) Some carriers can add coverage for business interruption losses due to extortion threats. For example, **Alpine Charter Academy High School** may experience a loss in revenue arising our of the kidnapped employee. Business interruption coverage is designed to address this type of loss.

Alpine Charter Academy High School should consider its exposure to loss in this area.



Building 'B' Floor Plan

TRANSPORTATION, HEALTH SERVICES AND EMERGENCY SERVICES

C.4 Transportation, Health Services and Emergency Services

Required Element 1 Narrative C.4.1

The Nevada Performance Academy (NPA) does not intend to transport students to and from school. The School administration will make arrangements with students' parents and guardians to fulfill those transportation requirements. Parents and guardians will also be responsible for making certain that students arrive and depart promptly in accordance with School schedules. The Charter School will work with the parents and guardians of pupils enrolled in the charter school to facilitate parents interested in creating carpooling groups to ensure that pupils have transportation to and from the charter school. If, at a later date, it becomes necessary to provide transportation services, the Nevada Performance Academy will develop a plan in consultation with parents and guardians consistent with NRS 386.520 (2) (1). The plan will be approved by the NPA Governing Board and the Public School Charter Authority.

Required Element 2 Narrative C.4.2 Health Services

The Nevada Performance Academy's governing Board intends to work with the Carson City School District to establish contract services for a school nurse. If that is not possible, the Governing Board will hire a .5 school nurse. The school Nurse will be responsible for fulfilling the responsibilities outlined in the attached "School Nurse Job Description." The school nurse shall assume responsibilities for making certain that all student immunizations are current and correct. The School nurse will monitor student school records and make certain all are correct and current. If there is any kind of deficiency in the student health records, the Nurse will take appropriate action to correct the problem. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in the (4th) and seventh grades. The school nurse and or his/her designee (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations.

Required Element 3 Narrative C.4.3 (Maintain records related to immunizations)

The school registrar will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of pupils who are not in compliance with state laws. The Principal will schedule parent conferences with students who are not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunization, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a locked, fireproof cabinet along with other student records. The records will be kept for five years after a student leaves the school. The Registrar will participate in the DHHS immunization survey. (Additional maintenance of student records is addressed in section A.9)

Required Element 3 Attachment C.4.3.1 School Nurse Job Description (description attached)

Required Element 4 Attachment C.4.4 (emergency drills for fire and safety)

Required ELEMENT 5 ATTACHMENT C.4.5

C.4.3.1 Attachment School Nurse Position Description

School Nurse Job Description

I. Job Title and Classification

- The school nurse
- The school nurse serves: Charter School and other schools as supported and directed by the administrator and mutually agreed upon.
- Position Requirements: A license to practice as a registered nurse in the State of Nevada; School nurse certification by the Nevada Department of Education.
- The position is part-time, regular hourly.

II. Principal Accountabilities

- The school nurse reports to the school administrator and in his/her absence, the assistant administrator.
- An annual performance evaluation is conducted during the month of the hiring anniversary by the administrator.

III. Primary Purpose Statement

- The school nurse serves in the roles of school health services program coordinator, direct care provider, collaborator/advocate, educator and counselor for the entire school. More specific responsibilities in each of these categories is noted in section A-E.

IV. Duties, Responsibilities and Essential Job Functions

This professional school nursing position within Charter High School is responsible for planning, implementing, coordinating and evaluating school health services that:

- Maximize student attendance by reducing the incidence of health related absenteeism,
- Eliminate or minimize health problems which impair learning, and
- Promote the highest degree of independent functioning possible.

More specifically, the school nurse:

- Identifies the health care needs of a specific student population and availability of health services/resources
- Plans and implements services to meet those needs
- Assesses and evaluates the effectiveness of services and health care plans
- Collaborates with a wide variety of school system and professional disciplines to enhance the educational process and promote an optimal level of wellness for students, families and staff.

The school nurse functions independently under state and agency guidelines and policies without on-site supervision. Work is self-directed and clinically autonomous.

Note: * denotes Essential Functions

A. School Health Services Coordinator

In this role, the school nurse addresses health service issues that affect the entire school population. The school nurse follows Charter High School health policy and procedures and:

- Assures Charter High School is in compliance with mandated health service activities.
- Coordinates and participates in the establishment, review and implementation of school health services, policies and procedures.
- Assures that such policies and related procedures adhere to legal and regulatory requirements and ethical standards of nursing practice.
- Develops and coordinates quality improvement activities for the school health service component of the school health program.
- Documents, complies and analyzes data for required reports on school health services
- * Assures that school health services are appropriately documented according to professional school nurse standards.
- Assesses plans and evaluates the health services component of the coordinated school health program.
- Implements communicable disease control in the school, including monitoring, surveillance and participating in disease prevention and outbreak management within the school.
- * Serves as the health care consultant for school personnel, students and their parents/families.
- * Provides professional health leadership to administrators and school personnel.
- * Develops and provides training, and monitors staff who provide health services, including delegated procedures, the administration of medication to students, and other health related mandated activities.
- Participates in development of the school's emergency health and crises plan.
- Implements a system for the identification of students with chronic/acute health care needs.
- Works in collaboration with the Director of Special Services and medical providers to coordinate health services for students with special needs.

B. Direct Care Provider for students with Special Health Care Needs and Those Needing Health Services

In this role, the school nurse addresses the health needs of individual students or small groups of students through:

- Identification of students with special health care needs.
- * Development of emergency action plans for students at risk of medical crises at school or during school function.

Note: * denotes Essential Functions

- * Development of and monitoring of individual health care plans (IHPs) for students who may require adaptation of the health-related learning environment or classroom schedule.
- * Provision of case management and optimal care during school hours.
- * Functioning as a health resource for chronically ill students and their families.
- * Provision of consultation to members of the Individualized Education Program (IEP) team, and other multidisciplinary team on health related concerns.
- Provision of consultation and recommendations in the planning and development of health accommodation plans for Section 504 eligible students.
- * Determination of tasks that may be appropriately delegated to licensed or unlicensed persons, on a student by student basis, and the provision of training for these people for these tasks.
- * Provision of periodic health appraisals of students with identified or suspected health problems.
- Coordination of screening programs and immunization review/follow up for the school.
- Administer vaccines with parental consent, unless the student is eighteen years old, according to the Center for Disease control (CDC) recommended immunization schedule, and emergency drugs if necessary with MD orders.
- Administer over the counter medications with parental consent, unless the student is eighteen years old, and with MD standing orders.
- Administer prescription medications with parental consent, unless the student is eighteen years old, and with MD order.

C. Collaborator/Advocator

In this role, the school nurse works with employees of the school, community providers/resources and student families.

The school nurse:

- Functions as the liaison between the school and local health service agencies/providers and community resources.
- * Serves as interpreter of health mandates, recommendations and trends to school personnel through written materials, meeting, etc.
- Collaborates with other student services personnel to address health problems with appropriate interventions in order to support optimal educational success.
- Provides guidance and support to families in finding and using treatment services.
- Collaborates with community agencies to provide resources for students and their families through serving on committees, task forces, etc.
- Seeks out local and other resources for use in the school setting.

Note: * denotes Essential Functions

D. Educator for School and Community Concerns

In this role, the school nurse serves as a health education partner within the school to provide individual and group services such as:

- * Participating with other school personnel in developing workshops for teachers, assistants and other staff on health-related topics.
- * Conducting in-service training for school personnel on health issues.
- Providing classroom health instruction and serving as a resource to increase the existing teaching staff's capacity to achieve the school's health education goals.
- Participating in the development and implementation of health promotion activities.

E. Counselor for Health Concerns of Students and their Families and School Personnel

As a health counselor in the school, the school nurse assures:

- * Provision of health counseling for students and their families to maximize classroom participation.
- Promotion of health through education and counseling.
- * Interpretation of student health needs to school personnel and facilitation of understanding, and adjustment to changes and limitations.

F. Other Duties as assigned within the scope of practice as a registered nurse and in accordance with the Nevada Nurse Practice Act

V. Knowledge, Skills and Abilities

The complex role of the school nurse demand, but is not limited to, an understanding and the knowledge of:

- Community, including community as a system and aggregates as clients
- Adolescent Nursing
- Public Health/ community Health Nursing
- Health counseling, mental health and crises intervention
- Communicable disease
- Applicable laws, regulations and standards pertaining to school nursing practice
- School Health law as contained in the Nevada Revised Statutes and their accompanying regulations
- Special education legislation and services
- Case management and health advocacy
- Program management
- Family assessment and intervention
- Leadership, networking and collaboration
- Ethnic and cultural sensitivity and competence

Note: * denotes Essential Functions

The required element involved in C.4.4 (emergency drills for fire, safety and other student/faculty safety concerns) is addressed in the attached model plan. The plan is comprehensive and as the Nevada Performance Academy develops, those responsible for implementing safety issues will use the comprehensive plan to model a template for the Nevada Performance Academy that meets all of the requirements.

SCHOOL EMERGENCY

And

CRISIS RESPONSE PLAN

The NEVADA PERFORMANCE ACADEMY

Promulgation Statement

The NEVADA PERFORMANCE ACADEMY is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of *The NEVADA PERFORMANCE ACADEMY* emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of (*Insert School Name*). It is a result of a comprehensive review and update of school policies in the context of its location in (*Location*) Illinois and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

_____ _____

SCHOOL BOARD DATE

_____ _____

LOCAL EMERGENCY MANAGEMENT DATE

Approval and Implementation

Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

PRINCIPAL	DATE
SUPERINTENDENT	DATE
SCHOOL BOARD	DATE
	DATE
	DATE

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A. INTRODUCTION

1. Authority

A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones

B. State: Public Act 94-600 School Safety Drill Act; 29 Illinois Administrative Code 1500 (School Emergency and Crisis Response Plans); 77 Illinois Administrative Code 527 (Physical Fitness Facility Medical Emergency Preparedness Code)

C. Local:

D. School Board:

2. Purpose

A. This Basic Plan outlines [illegible] approach to emergency management and operations. It has been developed to assist [illegible] protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

3. Mission and Goals

A. The mission of [illegible] in an emergency/disaster is to:

1. Protect lives and property
2. Respond to emergencies promptly and properly
3. Coordinate with local emergency operations plans and community resources
4. Aid in recovery from disasters

B. The goals of [illegible] are to:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
3. Restore normal services as quickly as possible
4. Coordinate the use of school personnel and facilities
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

4. Explanation of Terms

A. **Acronyms**

1.	AED	Automated External Defibrillator
2.	CERT	Community Emergency Response Team
3.	CFR	Code of Federal Regulations
4.	CPR	Cardio-Pulmonary Resuscitation

5.	EOC	Emergency Operations Center
6.	EOPT	Emergency Operations Planning Team
7.	EPI	Emergency Public information
8.	FEMA	Federal Emergency Management Agency
9.	Hazmat	Hazardous Material
10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

B. Definitions

1. **Emergency Public Information (EPI)**

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

2. **Emergency Situation**

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3. **Emergency**

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

A. Involves a limited or large area, limited or large population, or important facilities.

B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.

C. Warning and public instructions are provided in the immediate area, not communitywide.

D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.

E. May require external assistance from other local response agencies or contractors.

F. May require community-wide warning and public instructions.

G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4. **Disaster**

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

A. Involves a large area, a sizable population, and/or important facilities.

B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.

C. Requires community-wide warning and public instructions.

D. Requires a response by all local response agencies operating under one or more ICs.

E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.

F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

5. **Hazard Analysis**

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

6. **Hazardous Material (Hazmat)**

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hamates include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petrolcum products, and industrial solid waste substances.

7. **Inter-local agreement**

These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

8. **Standard Operating Procedures (SOP)**

SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. SITUATION AND ASSUMPTIONS

1. Situation

A. The NEVADA PERFORMANCE ACADEMY is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately _____ students. The school's current enrollment of students with special needs is approximately _____. Special needs students are located in the following building(s) / room(s): _____

_____

The school's staff is comprised of:

_____teachers
_____administrators
_____office/support staff
_____aides
_____cafeteria staff
_____custodial staff

C. The school employs approximately _____ people with special needs. Employees with special needs are located in the following building(s)/room(s):

_____

D. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in Appendix 16.

E. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 12.

2. Building Information

A. The NEVADA PERFORMANCE ACADEMY is made up of _____ building(s).

B. The school consists of a main campus located at

_____

C. The school also includes the following buildings:

_____

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 4.

3. Hazard Analysis

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for (Insert School Name). After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Flash Flooding, Flooding (River or Tidal), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Dam Failure, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
NATURAL					
EARTHQUAKE	**4 Highly likely 3 Likely 2 Possible 1 Unlikely**	**4 Catastrophic 3 Critical 2 Limited 1 Negligible**	**4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours**	**4 Catastrophic 3 Critical 2 Limited 1 Negligible**	**High Medium Low**
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	**4 Highly likely 3 Likely 2 Possible 1 Unlikely**	**4 Catastrophic 3 Critical 2 Limited 1 Negligible**	**4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours**	**4 Catastrophic 3 Critical 2 Limited 1 Negligible**	**High Medium Low**

TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMAN MADE					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A. The CYAL A PERFORMANCE ACADEMY will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.

B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5. Limtations

A. It is the policy of The NEVADA PERFORMANCE ACADEMY that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, The NEVADA PERFORMANCE ACADEMY can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

A. It is the responsibility of The NEVADA PERFORMANCE ACADEMY officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the

district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school . We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. The NEVADA PERFORMANCE ACADEMY recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. The NEVADA PERFORMANCE ACADEMY will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.

2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (http://training.fema.gov/EMIWEb/IS/is700). . All persons tasked in the Basic Plan or annexes will take the IS-700 course.

3. Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep

current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

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

3. Operational Guidance

A. Initial Response

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **<u>However, at no time will school officials transfer responsibility for student care.</u>**

2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.

b. **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.

c. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.

d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems

are shut off. Limited movement is allowed.. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

e. **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

B. Notification Procedures

1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.

2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

C. Training and Exercise

1. The NEVADA PERFORMANCE ACADEMY understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

2. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

4. The NEVADA PERFORMANCE ACADEMY will plan for 3 Evacuation, 1 Severe Weather/Shelter-in place and 1 Bus Evacuation drill. The NEVADA PERFORMANCE ACADEMY is encouraged to plan 1 Law Enforcement exercises during the

school year. The types of drills and exercises will be determined by the District Emergency Management Coordinator in compliance with the provisions of PA 94-600 (105 ILCS 128) also known as the School Safety Drill Act. .

5. The NEVADA PERFORMANCE ACADEMY will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relate to improving the school's ability to respond to and deal with emergencies.

D. Implementation of the Incident Command System (ICS)

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

E. Source and Use of Resources

1. The NEVADA PERFORMANCE ACADEMY will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

A. Request assistance from volunteer groups active in disasters.

B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

A. The NEVADA PERFORMANCE ACADEMY intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the

Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander with work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.
7. The EOC is generally responsible for:
   a. Providing resource support for the incident command operations.
   b. Issuing community-wide warning.

c. Issuing instructions and providing information to the general public.

d. Organizing and implementing large-scale evacuation.

8. Organizing and implementing shelter and massive arrangements for evacuees.

9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. Activities by Phases of Emergency Management

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

B. Mitigation/Prevention

1. The NEVADA PERFORMANCE ACADEMY will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

2. Hazard Analysis
3. Identifying hazards
4. Recording hazards
5. Analyzing hazards
6. Mitigating/preventing hazards
7. Monitoring hazards
8. Security Audit

C. Preparedness

1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

a. Providing emergency equipment and facilities.

b. Emergency planning, including maintaining this plan, its annexes, and appendices.

c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.

d. Conducting periodic drills and exercises to test emergency plans and training.

e. Completing an After Action Review after drills, exercises and actual emergencies.

f. Revise plan as necessary.

D. Response

1. The NEVADA PERFORMANCE ACADEMY will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E. Recovery

1. If a disaster occurs, _____ will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F. Emergencies Occurring During Summer or Other School Breaks

1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 6.

b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.

c. Notify staff or families of students identified in #2 and recommend community resources for support.
d. Notify general faculty/staff by letter or telephone with appropriate information.
e. Schedule faculty meeting for an update the week before students return to school.
f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

A. General

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

B. Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Emergency Management Coordinator, and School Principal.

C. Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates The NEVADA PERFORMANCE ACADEMY planning activities and recruits members of the school's emergency response teams. There will be an EOPT at the district level and planning team at each school. The Emergency Operations Planning Team at the school level includes District Emergency Management Coordinator, Principal, School Resource Officer, Counselor(s), and Nurse(s). The emergency operations planning team members are listed in Appendix 7.

D. Emergency Response Team

Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include _____

E. Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

A. General

1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 12.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the, Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

B. **Executive Group Responsibilities**

1. The School Board

a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.

b. Review school construction and renovation projects for safety.

c. Appoint a district Emergency Management Coordinator to assist in planning and review.

2. The District Superintendent

a. Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.

b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.

c. Authorize implementation of emergency preparedness curriculum.

d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.

e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.

f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

g. Implement the policies and decisions of the governing body relating to emergency management.

h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/

i. Coordinate emergency assistance and recovery.

3. The District Emergency Management Coordinator

a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.

b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.

c. Develop and coordinate in-service emergency response education for all school personnel.

d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.

e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.

f. Request assistance from local emergency services when necessary.

g. Serve as the staff advisor to the superintendent and principal on emergency management matters.

h. Keep the superintendent and principal appraised of the preparedness status and emergency management needs.

i. Coordinate local planning and preparedness activities and the maintenance of this plan.

j. Prepare and maintain a resource inventory.

k. Arrange appropriate training for district emergency management personnel and emergency responders.

l. Coordinate periodic emergency exercises to test emergency plans and training.

m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.

n. Serve as the school's Emergency Management Coordinator.

o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.

p. Encourage incorporation of emergency preparedness material into regular Curriculum.

q. Provide copies of the school plan to the district superintendent and local Emergency Management office.

r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.

s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency

t. Establish an Incident Command Post

4. The School Principal

a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.

b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.

c. Keep school board informed of emergency status.

d. Coordinate with organized volunteer groups and businesses regarding emergency operations.

e. Ensure that the plan is coordinated with the district's plans and policies.

f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.

g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.

h. Conduct drills and initiate needed plan revisions based on After Action Reports.

i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:

1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
2. Appoint monitors to assist in proper evacuation.
3. Ensure that all exits are operable at all times while the building is occupied.

4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

5. **Emergency Operations Planning Team will:**

a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.

b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.

c. Organize Emergency Response Teams.

d. Recommend training for the Emergency Response Teams.

e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 5.

f. Provide information to staff, student and community on emergency procedures.

g. Provide assistance during an emergency in accordance with designated roles.

h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

6. **Emergency Response Teams will:**

a. Participate in the Community Emergency Response Team (CERT) program.

b. Create annexes for their specific emergency function.

c. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.

d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:

1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.

2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.

3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.

4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

7. Teachers will:

a. Prepare classroom emergency Go Kits.

b. Participate in trainings, drills and exercises.

c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.

d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.

e. Maintain order while in student assembly area.

f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.

g. Establish a buddy system for students and teachers with disabilities.

h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned

through a partner system or until every student has been released through the official "student/family reunification process."

8. **Technology/Information Services will:**
   a. Coordinate use of technology.
   b. Assist in establishment/maintenance of emergency communications network.
   c. Assist in obtaining needed student and staff information from the computer files.
   d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
   e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
   f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
   g. As needed, report various sites involved in the communication system if there are problems in that system.
9. **Transportation will:**
   a. Establish and maintain school division protocols for transportation-related emergencies.
   b. Provide division-wide transportation for bus drivers.
   c. Establish and maintain plans for the emergency transport of district personnel and students
   d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.
10. **The School Incident Commander will:**
   a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
   b. Assess the situation, establish objectives and develop an emergency action plan.
   c. Determine and implement required protective actions for school response personnel and the public at an incident site.
   d. Appoint additional staff to assist as necessary.
   e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. **General**

A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B. The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. **Emergency Facilities**

A. Incident Command Post

1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. **Continuity of School Administration**

A. The line of succession for the principal is:

1. _____
2. _____
3. _____

B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

F. READINESS LEVELS

1. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. Readiness Action Level Descriptions

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
   a. Assess and update emergency operations plans and procedures.
   b. Discuss updates to school and local emergency operations plans with emergency responders
   c. Review duties and responsibilities of emergency response team members.
   d. Provide CPR and first aid training for staff.
   e. Conduct training and drills.
   f. Conduct 100% visitor ID check
2. Blue - Increased Readiness
   a. Review and upgrade security measures
   b. Review emergency communication plan
   c. Inventory, test, and repair communication equipment.
   d. Inventory and restock emergency supplies
   e. Conduct emergency operations training and drills
3. Yellow – Elevated
   a. Inspect school buildings and grounds for suspicious activities.
   b. Assess increased risk with public safety officials.
   c. Review crisis response plans with school staff.
   d. Test alternative communications capabilities.
4. Orange – High
   a. Assign staff to monitor entrances at all times.
   b. Assess facility security measures.
   c. Update parents on preparedness efforts.
   d. Update media on preparedness efforts.

e. Address student fears concerning possible emergency.

f. Place school and district emergency response teams on standby alert status.

5. Red – Severe

a. Follow local and/or federal government instructions (listen to radio/TV).

b. Activate emergency operations plan.

c. Restrict school access to essential personnel.

d. Cancel outside activities and field trips.

e. Provide mental health services to anxious students and staff

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 1.

2. Reports

A. Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

B. Situation Report

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

C. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

3. Records

A. Record Keeping for Emergency Operations

The NEVADA PERFORMANCE ACADEMY is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and

justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

1. The ICP and the district office shall maintain accurate logs recording key response activities, including:

a. Activation or deactivation of emergency facilities.

b. Emergency notifications to local emergency services.

c. Significant changes in the emergency situation.

d. Major commitments of resources or requests for additional resources from external sources.

e. Issuance of protective action recommendations to the staff and students.

f. Evacuations.

g. Casualties.

h. Containment or termination of the incident.

4. Incident Costs

A. The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

A. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

1. Personnel costs, especially overtime costs
2. Equipment operations costs
3. Costs for leased or rented equipment
4. Costs for contract services to support emergency operations
5. Costs of specialized supplies expended for emergency operations
6. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

6. Preservation of Records

A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.

B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review

A. The Superintendent, District Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

A. The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.

B. Distribution of Planning Documents

1. The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 14.

C. Review

1. The Basic Plan and its annexes shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The Superintendent will establish a schedule for annual review of planning documents.

2. Update

a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.

c. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

Required Element C.4.5 Attachment (Model Emergency Drill Plan)

A model from which the Nevada Performance Academy will develop its emergency drill plan

Authority - This plan is developed as part of the Emergency Operations Plan. It is an implementation of district policy CKC and CKB.

Purpose – The purpose of this plan is to enhance the district's and each school's level of preparedness for emergencies and disasters by establishing a program of emergency drills and exercises.

Terms –

A DRILL is an exercise in which predetermined response actions are implemented.

AN EXERCISE is a scenario-based event to train and prepare for implementing emergency actions and the district's or campus's emergency operations plan.

Situation – The nevada Performance Academy and its students and staff are potentially exposed to hazards for which emergency procedures have been established including:

1. Fires, explosions and hazardous materials spills within the school that might require a building evacuation (this is called an evacuation or fire drill within the district).
2. Intruders on campus or weapons on campus are situations which may, and most likely will, require a lockdown.
3. Tornadoes or other high wind events which may, and most likely will, require a severe weather shelter.
4. Hazardous materials spill by industry or transportation outside the school could release a hazardous substance requiring a shelter-in-place.
5. A bus fire or other bus emergency may require an evacuation.
6. Bomb threats may require a decision tree on whether to evacuate or search with students in place. The response to a bomb threat may include a modified evacuation or a modified lockdown.
7. Other more complex emergencies may also arise. The best method to prepare for these emergencies is to conduct table top or functional exercises to develop emergency management skills.

Concept of Operation –

Objectives

The objective of our emergency drills and exercises program is to test our emergency operations plan and procedures, train and prepare our students and staff for emergencies.

Drills

The emergency drills that are conducted in the Nevada Performance Academy facilities, located in Carson City, Nevada

1. Building Evacuations are conducted once each month that the building is used for students. Administrative offices and other year round buildings will conduct an evacuation drill quarterly.
2. Lockdown drills are conducted once each semester.
3. Severe Weather Shelter drills are conducted in September and February each year.
4. Shelter-in-place drills are conducted in August, October, January, and March.
5. Bus evacuations are conducted once each semester.
6. Bomb threat drills are conducted once each year for staff prior to the start of school.
7. Table top exercise at least once each year the district emergency team will conduct a table top drill.

Building Level Guidance

Each school has an assigned safety officer whose duties include scheduling and conducting the required emergency drills. These duties specifically include:

- working with the building principal (or department director) schedule the drills,
- conduct drills using the same warning system that would be used in an actual emergency,
- document that drills have been conducted using the district reporting form,
- complete work orders for any alarm or other building repair problems which become evident during the drills,
- develop a corrective action plan for any campus plan or procedure problems that arise from the drill.

Incident Command and Emergency Team Activation

During emergency drills the campus emergency team will be activated. No drill will be considered complete without the activation of the emergency team. The team will assign roles per the incident command system and a copy of the ICS 201 form showing the command organization will be attached to the drill report.

Standards

1. **Evacuation Drills** are conducted in accordance with the local fire or life safety code.

   Each student occupied space will have the primary and secondary evacuation routes posted. The assigned assembly point will be marked or described on the posted evacuation route sheet.

   The drill will be initiated using the fire alarm – open the fire alarm system panel and press the "drill" button. Every building that is part of a single school campus will be evacuated whenever any building is evacuated for a fire drill.

   Each teacher will take her/his class attendance sheet and the class emergency kit with her/him as they lead the students out using the posted evacuation route.

   Each teacher will check attendance when they arrive at the assigned assembly point. Any missing students will be reported to the assembly area leader. Assembly area leaders will report any missing students to the student accounting coordinator. The coordinator will check with other staff (such as the nurse, counselor or principals) to locate the missing student. Any students not located will be reported to the incident commander. In an actual fire any missing students will be immediately reported to the fire department by the incident commander upon their arrival.

   The emergency team will report to the pre-designated incident command post.

   The PA system "tone 2" and a verbal announcement will end the drill and signal that it is safe to return to the building. The campus safety officer will complete a report on each evacuation drill indicating that all the steps listed above were followed.

2. **Lockdown Drills** are conducted in accordance with best practices.

   Each school will develop a lockdown plan that shows spaces where students can be secured behind locked doors when a lockdown is initiated.

   The drill will be initiated using a verbal announcement by PA – "Lockdown" (do not shout the directive). Staff is to be trained that lockdown is called for an imminent threat by an intruder and possibly an armed person within the building. Staff are not to travel the halls or return to classrooms far from their current location when they hear the lockdown called.

   Each teacher will secure students currently in their classroom and any students within a few steps of the room. Once students are secure, the teacher will wait for a call from the office, then report any students not in class (any missing) and what additional students are sheltered with the class.

   If this is only a drill, then the office will make a verbal announcement that it is a drill. The drill will continue while the emergency team reports to the pre-designated incident command post. Once assembled the incident command will complete the student accounting process.

   Only after student accounting is completed will the "all clear" be announced allowing a return to normal operations. The campus safety officer will complete a

report on each evacuation drill indicating that all the steps listed above were followed.

3. **Severe Weather Shelter Drills** are conducted in accordance with National Weather Service and Federal Emergency Management Agency guidelines.

   Each school will develop a severe weather shelter plan that shows spaces where students can be sheltered away from windows, doors, skylights, long span roofs and non-structural walls when a tornado drill is initiated.

   The drill will be initiated using tone "3" on the PA system and by a verbal announcement by PA – "Tornado Drill" (do not shout the directive). Staff is to be trained that tornado drill is called for an imminent threat of wind damage to the building. Classes located in temporary buildings are to immediately move to shelter locations within the main school building.

   Each teacher will shelter students currently in their classroom and any students within a few steps of the room. Once students are sheltered, the teacher will wait for a call from the office, then report any students not in class (any missing) and what additional students are sheltered with the class.

   The drill will continue while the emergency team reports to the pre-designated incident command post. Once assembled the incident command will complete the student accounting process.

   Only after student accounting is completed will the "all clear" be announced allowing a return to normal operations. The campus safety officer will complete a report on each severe weather drill indicating that all the steps listed above were followed.

4. **Shelter in Place Drills** are conducted in accordance with guidance provided by the Local Emergency Planning Committee.

   Each school will develop a shelter in place plan that defines how exterior doors and windows will be closed and locked, how any openings around doors or windows can be sealed when a shelter in place drill is initiated. The plan will state how the HVAC system, restroom fans and kitchen exhaust fans will be turned off (most schools in our district have a "panic" button shut down). <u>The "panic button" is only used in an actual emergency as use can damage equipment.</u>

   The drill will be initiated using a verbal announcement by PA – "Shelter in Place" (do not shout the directive). Staff is to be trained that shelter in place is called for an imminent threat of hazardous materials entering the building. (shelter in place is NOT used for spills within the school building. Classes located in temporary buildings are also to close and lock doors and windows and turn off air conditioning or heating system. Students out doors are to immediately return to their classroom.

   Each teacher will shelter his or her students. Students out of class should immediately return (unless returning would require exiting a building) Once students are sheltered, the teacher will wait for a call from the office, then report any students not in class (any missing) and what additional students are sheltered with the class.

The drill will continue while the emergency team reports to the pre-designated incident command post. Once assembled the incident command will complete the student accounting process.

Only after student accounting is completed will the "all clear" be announced allowing a return to normal operations. The campus safety officer will complete a report on each shelter in place drill indicating that all the steps listed above were followed.

5. **Bus Evacuation Drills** are conducted in accordance with guidance from the Texas Department of Public Safety and Texas Association for Pupil Transportation.

   The Transportation Director will develop the bus evacuation plan and schedule in cooperation with the schools.

   Only after student accounting is completed will the "all clear" be announced allowing a return to normal operations.

   The Bus driver will complete a report on each evacuation drill indicating that all the steps listed above were followed. Reports will be reviewed by the Transportation Director.

6. **Bomb Threat Drills** are conducted in accordance with guidance from the Bureau of Alcohol, Tobacco, Firearms and Explosives.

   Each school will develop a bomb threat plan that defines how the decision to search with students in place, or to evacuate and search will be made when a bomb threat drill is initiated.

   If the search is to be conducted with students in place, a lockdown drill will be initiated. If the school is to evacuate, the evacuation drill will be called before the search is initiated.

   If searching with students in place, then the teacher will quickly assess the classroom and report the findings to the assembly area leader. Any suspicious item should result in an immediate evacuation of the rooms and rooms adjoining, until the police can assess the suspicious item.

   The drill will continue while the emergency team reports to the pre-designated incident command post. Once assembled the incident command will complete building screening process.

   Only after the building screening is completed will the "all clear" be announced allowing a return to normal operations. The campus safety officer will complete a report on each drill indicating that all the steps listed above were followed.

Direction and Control

Table Top Exercises

At least once each year a table top exercise will be conducted for the emergency team. The exercise will be designed by an emergency exercise planning team appointed by the assistant superintendent.

The Exercise Program

The district's exercise program is the responsibility of the director of safety. The director of safety will ensure that drills required by this plan are conducted in accordance with the schedule and standards established above. Each campus safety officer will report on drills and is responsible for the emergency drills on that campus.

Readiness Levels

Fire

Whenever the county fire marshal advises that the risk of wild fire is high or that there is a credible threat of arson the school shall review the past three drill reports to ensure that all corrective activities have been completed. If there is a question about the school's readiness a additional drill may be added.

Lockdown

A modified lockdown, including exterior doors may be initiated whenever local law enforcement advises the school of a particular threat such as but not limited to escaped prisoner, robbery or shots fired near the school.

Severe Weather

Whenever there are thunderstorms in the area, the school receptionist will test the weather radio to ensure it is working. If a tornado or severe thunderstorm watch is announced, all staff will be notified to be alert.

Reporting and Recordkeeping

Reports are to be completed and sent to the director of safety (for buses the director of transportation) no later than 10 days after the drill is conducted. Records of drills will be retained for five years.

Reporting form

_____Nevada Performance Academy

Drill Report Form

School: _____ Date of Drill: _____

Type of drill:

[ ] Evacuation Drill

[ ] Lockdown Drill

[ ] Severe Weather Drill

[ ] Shelter in Place Drill

[ ] Bus Evacuation Drill

[ ] Bomb Threat Drill

[ ] Table Top Drill {attach complete report}

Number of students and staff: _____

Time required to complete: _____

[ ] I, the safety officer for my campus, certify that all steps in the drill standards were completed for this drill.

Comments:

Safety Officer: _____ Report Date: _____

Bus Driver: _____

Principal: _____