

# DISTANCE EDUCATION PROGRAM APPLICATION COVER PAGE

## CERTIFICATION

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

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

Name and Title (Please type)

AMBER VARRICCHIO,  
LIAISON

Signature



Indicate the date the applicant's board of trustees, governing body or committee to form a charter school met to approve the submission of this application: August 5, 2012

## APPLICANT INFORMATION

Applicant (Name of School District or Charter School)	Mailing Address (Street, P.O. Box, City/Zip)
NEVADA PREPARATORY ACADEMY	7152 DURANGO STREET LAS VEGAS, NV 89120
Name and title of authorized contact person	Telephone number of authorized contact person
AMBER VARRICCHIO, LIAISON	Fax Number
	Email address LASVEGASPREPACADEMY@GMAIL.COM

**Date Received By Department:**

**Section 1: Identify all distance education courses that will be offered as part of the distance education program.**

Nevada Preparatory Academy will use the approved courses provided by K12, inc. for its distance education program.

Course		Vendor #	Grade		
Beginning Mathematics A			K		
Math+ Blue			K		
Beginning Mathematics B			1 to 2		
Math+ Green			1		
Beginning Mathematics C			2 to 3		
Math+ Red			2		
Foundations of Mathematics A			3 to 4		
Math+ Orange			3		
Foundations of Mathematics B			4 to 5		
Math+ Purple			4		
Foundations of Mathematics C			5 to 6		
Math+ Yellow			5		
Fundamentals of Geometry and Algebra			6		
Pre-Algebra A			6 to 7		
Pre-Algebra B			7 to 8		
Algebra 1			8 to 10		
Kindergarten Language Arts (Blue)			K		
LA Blue-Literature & Composition			K		
LA Blue-Language Skills			K		
LA Blue-Handwriting			K		
LA Blue-Phonics			K		
Grade 1 Language Arts			1		

LA Green-PhonicsWorks Adv.& Spelling			1		
Grade 2 Language Arts (Orange)			2		
LA Orange-Writing Skills			2		
LA Orange-Vocabulary			2		
LA Orange-Handwriting			2		
LA Orange-Handwriting			2		
LA Orange Literature & Composition			2		
Grade 3 Language Arts			3		
Foundations of Lang. Skills and Lit. A			3 to 4		
Foundations of Lang. Skills and Lit. B			4 to 5		
Foundations of Lang. Skills and Lit. C			5 to 6		
Mark 12 Stage 1			3 to 5		
Mark 12 Stage 2			3 to 5		
Mark 12 Stage 3			3 to 5		
Intermediate Lang, Skills and Lit. A			6 to 7		
Intermediate Lang, Skills and Lit. B			7 to 8		
Literary Analysis and Composition			8+		
Beginning Art			K to 1		
Story of Art A			1 to 2		
Story of Art B			2 to 3		
Story of Art C			3 to 4		
Story of Art D			4 to 5		
Intermediate Art: American A			5 to 7		
Intermediate Art: American B			6 to 8		
Intermediate Art: World A			6 to 8		
Intermediate Art: World B			6 to 8		
Preparatory Music			K		
Beginning Music 1			1		

Beginning Music 2			2		
Introduction to Music			3+		
Intermediate Music 1			3+		
Intermediate Music 2			4 to 5		
Intermediate Music 3			5 to 6		
Music Concepts A			6 to 7		
Music Concepts B			7 to 8		
Music Appreciation			8+		
Beginning Science A			K to 1		
Beginning Science B			1 to 2		
Beginning Science C			2 to 3		
Foundations of Science A			3 to 4		
Foundations of Science B			4 to 5		
Foundations of Science C			5 to 6		
Earth Science			6 to 7		
Life Science			7 to 8		
Physical Science			8+		
Social Studies/Beginning History			K		
Social Studies/The Story of History A			1		
Social Studies/The Story of History B			2		
Social Studies/The Story of History C			3		
Social Studies/The Story of History D			4		
Social Studies/The Story of History E			5		
Intermediate World History			6 to 7		
Intermediate American History A			6 to 7		
Intermediate American History B			7 to 8		
French Elementary 1			5 to 6		
French Elementary 2			5 to 6		

French Middle School 1			7 to 8		
French Middle School 2			7 to 8		
Spanish Elementary 1			5 to 6		
Spanish Elementary 2			5 to 6		
Spanish Middle School 1			7 to 8		
Spanish Middle School 2			7 to 8		
German Elementary School 1			5 to 6		
German Elementary School 2			5 to 6		
German Middle School 1			7 to 8		
German Middle School 2			7 to 8		
<b>High School</b>					
English Foundations I	Eng 001		9 to 12		Apex
English Foundations II	Eng 002		9 to 12		Apex
Journalism		Eng 010		10 to 12	
Literary Analysis & Composition I		Eng 102		9	
Literary Analysis & Composition I		Eng 103		9	
Honors Literary Analysis & Composition I		Eng 104		9 to 12	
Literary Analysis & Composition II		Eng 202		10	
Literary Analysis & Composition II		Eng 203		10	
Honors Literary Analysis & Composition II		Eng 204		9 to 12	
American Literature		Eng 302		11	
American Literature		Eng 303		11	
Honors American Literature		Eng 304		9 to 12	
British and World Literature		Eng 402		12	
British and World Literature		Eng 403		12	
Honors British Literature		Eng 404		9 to 12	
AP English Language and Composition		Eng 500		AP	
AP English Language and Composition		Eng 510		AP	

Environmental Science		Sci 010		9 to 12	
Life Science Oceanography		Sci 020		9 to 12	
Physical Science		Sci 102		9	
Earth Science		Sci 112		9	
Earth Science		Sci 113		9	
Honors Earth Science		Sci 114		9 to 12	
Biology		Sci 202		10	
Biology		Sci 203		10	
Honors Biology		Sci 204		9 to 12	
Chemistry		Sci 302		11	
Chemistry		Sci 303		11	
Honors Chemistry		Sci 304		11	
Physics		Sci 403		9 to 12	
Honors Physics		Sci 404		9 to 12	
AP Biology		Sci 500		AP	
AP Chemistry		Sci 510		12	
AP Physics B		Sci 520		12	
Math Foundations I	Mth 001		9 to 12		Apex
Math Foundations II	Mth 002		9 to 12		Apex
Pre-Algebra		Mth 112		9 to 10	
Pre-Algebra		Mth 113		9 to 10	
Algebra I		Mth 122		9 to 10	
Algebra I		Mth 123		9 to 10	
Honors Algebra I		Mth 124		9 to 10	
Geometry		Mth 202		9 to 12	
Geometry		Mth 203		9 to 11	
Algebra II		Mth 302		9 to 11	
Algebra II		Mth 303		9 to 11	

Honors Algebra II		Mth 304		9 to 12	
Business & Consumer Math		Mth 312		10 to 12	
Pre-Calculus/Trigonometry		Mth 403		9 to 12	
Probability and Statistics		Mth 413		11 to 12	
AP Calculus		Mth 500		AP	
AP Statistics		Mth 510		AP	
Anthropology		Hst 010		10 to 12	
Psychology		Hst 020		9 to 12	
World History		Hst 102		9	
World History		Hst 103		9 to 10	
Honors World History		Hst 104		9 to 10	
Modern World Studies		Hst 203		10	
Geography and World Cultures		Hst 212		10	
Geography and World Cultures		Hst 213		10	
U.S. History		Hst 302		11	
U.S. History		Hst 303		11	
Honors U.S. History		Hst 304		9 to 12	
U.S. Government and Politics		Hst 402		11 to 12	
U.S. Government and Politics		Hst 403		11 to 12	
U.S. and Global Economics		Hst 412		12	
U.S. and Global Economics		Hst 413		12	
AP U.S. History		Hst 500		AP	
AP U.S. Government and Politics		Hst 510		AP	
AP Macroeconomics		Hst 520		AP	
AP Psychology		Hst 540		AP	
Personal Finance		BUS 030		9 to 12	
Introduction to Entrepreneurship		BUS 040		10 to 12	
Introduction to Marketing I		Bus060		9 to 12	

Spanish 1		WLG 100		9	
Spanish 2		WLG 200		9 to 10	
Spanish 3		WLG 300		10 to 11	
AP Spanish		WLG 500		AP	
French 1		WLG 110		9	
French 2		WLG 210		9 to 10	
French 3		WLG 310		10 to 11	
AP French		WLG 510		AP	
German 1		WLG 120		9	
German 2		WLG 220		9 to 10	
Latin 1		WLG 130		9	
Latin 2		WLG 230		9 to 10	
Chinese 1		WLG 140		9	
Chinese 2		WLG 240		9 to 10	
Music Appreciation		ART 020		9 to 11	
Fine Art		ART 010		9 to 12	
Skills for Health		OTH 010		9 to 10	
Physical Education		OTH 020		9 to 10	
Career Planning		OTH 030		9 to 12	
Study Skills & Learning Strategies		OTH 040		9 to 12	
Achieving your Career/College Goals		OTH 050		11 to 12	
Reaching Your Academic Potential		OTH 040		9 to 12	
Service Learning		PRJ 010		9 to 12	
Computer Literacy I		TCH 010		9 to 12	
Computer Aided Design		TCH 019		9 to 12	
Computer Literacy II		TCH 020		9 to 12	
Digital Photography		TCH 030		9 to 12	

Engineering Design 1/CAD		TCH038		9 to 12	
Web Design		TCH 040		9 to 12	
Digital Video Design		TCH 050		9 to 12	
Game Design I		TCH 070		9 to 12	
Game Design II		TCH 080		9 to 12	

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

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

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

After the Nevada Public Charter School Authority grants Nevada Preparatory Academy a charter to operate in the state of Nevada, starting with the 2013-2014 and 2014-2015 academic years respectively, Nevada Preparatory Academy will begin to operate and enroll students in accordance with Nevada regulations for distance learning programs. Nevada Preparatory Academy is being designed primarily for fulltime students qualified to enroll under the following enrollment category as stated in Nevada Revised Statutes: "Is otherwise permitted to enroll in a program of distance education provided by the governing body of a charter school if the governing body of the charter school determines that the circumstances warrant enrollment for the pupil."

In the cases of suspended and/or expelled students, Nevada Preparatory Academy will be willing to work with districts to create a written and mutually acceptable agreement for ways to offer part-time or temporary educational services to students who meet this section of the educational code.

According to Nevada statute and regulations, if a student is enrolled in a charter school, they may enroll full-time in a program of distance education only if the charter school in which they are enrolled provides the program of distance education. Students enrolled in a public school or charter school may enroll part time in a distance education program offered by another charter school with permission of the board of trustees (public school) or governing body (charter school) of the school in which the student is enrolled. Nevada Preparatory Academy could enroll both full-time and part-time students in the its distance education program. Nevada Preparatory Academy and the district of residence or charter school will jointly develop a written agreement form and file it with the superintendent of public instruction of the Nevada Department of Education granting permission for students from that district or charter school to enroll part-time in NEVADA PREPARATORY ACADEMY. The agreement will include:

1. The student's name and school identification number;

2. The name and signature of the student's parent, custodial guardian or other person having control or charge of a student who is 17 years of age or younger;
  - (a) A student who is at least 18 years of age may sign the agreement in lieu of a parent or custodial guardian signature.
3. The name of the distance education program provider as well as the name of the school district or charter school in which the student is regularly enrolled. A signature of a designated representative from each applicable school district or charter school is also required;
4. A listing of the distance education course or courses the student will be enrolled in.
5. Identification of the category by which the student qualified to be enrolled in a program of distance education as stipulated in NRS 388.829;
6. For full-time students, a statement prepared by the board of trustees of the school district in which the student resides or the governing body of the charter school indicating that the superintendent of public instruction will make appropriate adjustments in the apportionments to the school district to account for the student's enrollment in the program of distance education.
7. For part-time students, a statement prepared by the board of trustees of the school district in which the student resides or the governing body of the charter school in which the student is enrolled and the board of trustees or governing body of a charter school providing the distance education program indicating the percentage of the total time services will be provided to the student through the program per school day in proportion to the total time services are provided during a school day to students who are enrolled full-time in a regular school program for the school district in which the student resides. Nevada Preparatory Academy will document and maintain a record for each student in each of these categories which may require verification of the student's status from their district of residence, the Nevada Department of Education, Nevada Public Charter School Authority, or other agencies and sources. These students will also have to meet age and residency requirements as well as submitting all required documentation, including placement test information, before enrollment is approved. For each student who is enrolled in Nevada Preparatory Academy, the governing board will comply with the requirement to provide written notice to the board of trustees of the school district in which the student resides of the type of educational services that will be provided to the student through the program. The written notice will be provided to the board of trustees before the student receives educational services through the Nevada Preparatory Academy programs. It is expected that the initial enrollment period could begin in late April or early May 2013 and continue through the summer of 2013. After the initial enrollment period, if the number of applicants does not exceed the space available, families will be notified by Nevada Preparatory Academy to confirm their intent to enroll and complete the enrollment process in time to start school on August 27, 2013. They must submit all required documentation, including placement test information, before enrollment is approved. Placement tests are taken partially on line, but there is also a face-to-face interview, and a review of each student's history on previous tests. Students will be enrolled on a first-come, first-served basis. We anticipate 300-400 distance education students in our first year. Unless otherwise constrained by enrollment caps, Nevada Preparatory Academy will continue to accept all qualified students who want to enroll in the school throughout the school year.

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

Distance Education programs utilized by Nevada Preparatory Academy charter schools are considered Competency Based Programs.

Nevada Preparatory Academy charter schools will adhere to all NRS/NAC student enrollment and attendance requirements to include the following:

The Nevada Preparatory Academy charter schools will utilize only those Distance Education courses approved and authorized by the Department of Education. Students in grades 1-8 will receive “competency based” instruction. Students in grades 9-12 will receive “competency based” instruction, and will be enrolled in 6 courses in each of their sophomore and junior years and a minimum of 4 courses in their senior year in order to complete at least 22.5 credits by the end of their senior year and/or have a plan for sequential completion of the required number of courses. For each course, the teacher will provide the work assignments to the students and document same.

For each course, students and teachers will meet weekly to discuss the student’s progress. Nevada Preparatory Academy teachers will provide guidance, instruction, and support to students (and parents) via email, telephone, in person, and, as needed, using web-conferencing tools, such as Blackboard Collaborate, which allow for real-time instruction and assessment for individual or small groups of students. Students will attend virtual classroom sessions on Elluminate Live!, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. A record of all student/teacher communication will be maintained.

Students will keep a study log of their weekly study activity (through their Online School Platform) and provide the log to the teacher. Each student, parent(s) or guardian, and teacher will have a written agreement which outlines: the objectives of the course, a timeline for completion, and how the student will be assessed. The program will keep a record of the student’s assignments and the student’s final grades. Students will daily log on to the Nevada Preparatory Academy Online School (OLS) via a specially designed NEVADA PREPARATORY ACADEMY website. The OLS is an innovative and powerful technological instrument which, in addition to hosting more than 11,000 lessons, initial placement tests, and lesson, unit and semester assessments, has the scheduling and tracking capabilities for students to schedule and access their daily, weekly, semester and yearly individualized learning program. The OLS records student attendance time online, keeps track of student progress in each course, and documents that information in reports that the student, parent/other responsible adult, and teacher can use. The online school delivers daily teaching schedules that can organize the teaching day to best suit the needs of both students and teachers. It provides planning tools for teachers, students, and parents/other responsible adults. It is a teacher tool to track student mastery and time-on-task; progress tools; hands-on activities; ideas for alternative learning approaches; and optional and supplemental lessons and activities.

Nevada Preparatory Academy will employ highly qualified Nevada licensed teachers. Each student will be assigned NEVADA PREPARATORY ACADEMY teachers just as students are assigned to teachers in brick and mortar schools. Teachers and students will meet or otherwise communicate at least weekly. Each Nevada Preparatory Academy student shall be considered in full attendance for each week the teacher meets or communicates with the student. The attendance of the student will be recorded weekly as part of a master register of enrollment and attendance.

Nevada Preparatory Academy teachers will provide guidance, instruction, and support to students and parents via email, telephone, in person, and, as needed, using web-conferencing tools, such as Elluminate, which allow for real-time instruction and assessment for individual or small groups of students. Students will attend virtual classroom sessions on Elluminate Live!, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. Teachers will also plan and supervise periodic student events including field trips and opportunities for students to socialize with fellow students. K12’s online school (OLS) allows certified teachers to review daily lessons, assessments, time logged online, and attendance hours and minutes for each of their students. Teachers use the OLS as a first step in seeking to validate both mastery and time-on-task. K12’s lessons each have an estimated time for completion as well as an assessment tied

to the lesson. Students will only be awarded attendance hours if they can both reasonably complete the proper number of lessons each day, and demonstrate they have spent an appropriate time on each lesson. Please refer to the response to Question 6 for detailed information about the following additional tools/methods that teachers will use to document student attendance and participation by cross reference:

- Elluminate, a synchronous online teaching tool
- Students work samples and assignments
- Student email of written work
- Unit and benchmark assessments
- Norm referenced reading and math tests.
- State mandated criterion-referenced tests

Using all of these strategies, as well as the informal strategy of weekly face-to-face, phone, email, or webconferencing reviews, licensed teachers will be able to complete and certify attendance and achievement records. Students whose work does not reflect either their own work or an accurate measure of the recorded attendance time may have to provide their teachers with even more regular feedback.

Each student who is enrolled full-time in a program of distance education in Nevada Preparatory Academy will be designated as affiliated with Nevada Preparatory Academy. Weekly, Nevada Preparatory Academy will report the student as enrolled and in attendance in Nevada Preparatory Academy. For each student who is enrolled part-time in Nevada Preparatory Academy and for whom an agreement has been filed with the superintendent of public instruction, Nevada Preparatory Academy will report the part time enrollment and attendance and the school in which the pupil attends classes full-time will report that enrollment and attendance.

#### **Section 4. Describe the plan that will be followed for assessing the achievement of students enrolled in the distance education program.**

All Nevada Preparatory Academy students will participate in the Nevada Proficiency Examination Program (NPEP) as well as K12 ® placement tests, lesson, unit, and semester term assessments. The Nevada Proficiency Examination Program (NPEP) assessments include Writing Assessments, Iowa Test of Basic Skills, Iowa Tests of Educational Development, Criterion-Referenced Tests in Reading, Mathematics, and Science (CRT), Language Proficiency Assessment, and Nevada Alternate Scales of Academic Achievement (NASAA) as appropriate for our students. Specifically, our 10<sup>th</sup>-grade students will take the High School Proficiency Exam (HSPE) science test; our 11<sup>th</sup> and 12<sup>th</sup> grade students will take the HSPE writing, reading, math, and science test, and 11<sup>th</sup> grade students who qualify for the Nevada Alternative Scales of Academic Achievement will do so. Any students designated as LEP will take the English Language Proficiency Assessment. Any students aged 17 will participate in the National Assessment of Educational Progress (NAEP) as well. Nevada Preparatory Academy will comply with federal regulations to provide alternative assessments for special education students who are not participating in the general statewide assessments and welcomes assistance from the Nevada Department of Education and Public Charter School Authority in that regard.

Nevada Preparatory Academy is using the 2013-2014 Nevada Testing Calendar of the NVDOE as a reference and plans to schedule testing of Nevada Preparatory Academy students in comparable windows/dates in 2011-2012. NPEP assessments for Nevada Preparatory Academy students will take place in proctored settings at facilities located regionally across the state. Nevada Preparatory Academy will inform the charter sponsor of the locations in which testing will take place before the testing occurs. K12 virtual academies and programs in 18 states have experience making the logistical arrangements so that all students can participate in the testing. In many cases, we expect to contract with schools and/or districts to have our students take the state tests during regular testing days in their districts of residence.

In some cases, the school administration will have to find other suitable code compliant locations such as rented space in other charter schools and public libraries if, for instance, space is not available in their district of residence.

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

In the Nevada Preparatory Academy competency-based instruction program, K-8 students are expected to obtain a mastery level of 80% or higher before they can advance to the next lesson or unit. Students will submit work samples to be included in their portfolios. If a lesson is not mastered, students will have the opportunity to retake the lesson until mastery is obtained. If a lesson is not mastered, the following instructional support will be provided to ensure the student's ability to master the lesson's objectives:

- K12 curriculum lesson modification. Each lesson contains additional web resources and supplemental materials to assist the parent/guardian with his/her instruction.
- Direct teacher instruction.

Each Nevada Preparatory Academy teacher can provide direct instruction to the student when necessary via email, telephone, in person, and, as needed, using webconferencing tools, such as Elluminate, which allow for real-time instruction and assessment for individual or small groups of students.

In the Nevada Preparatory Academy competency-based instruction program, high school course-level advancements within the K12 curriculum may be made during the school year and are based on the individual student's overall academic progress within all courses in the Online School. Course-level advancements are subject to approval by Nevada Preparatory Academy staff. Letter grades are assigned to student courses at the end of each semester. High school credit is earned on a semester basis. In order for students to move to the next course level, full course credit must be earned. Although course credits are earned on a semester basis, grade-level promotions take place once a year. Students are permitted to retake failed classes. Failed courses will be recorded as an "F" on the student's transcript and a zero will be computed for the course in determining the GPA. Courses required for graduation must be retaken and passed. Nevada Preparatory Academy staff will notify the parent/guardian of a student who has not earned enough credits to be promoted to the next grade level. Students who are not promoted to the next grade level may attempt to make-up missed credits during subsequent terms including summer school.

Each semester, Nevada Preparatory Academy students will receive a report card from their teacher. Students will receive grades reflecting their progress toward state goals for each subject. Both quantitative and qualitative information will be considered in assigning grades and recommending promotion for individual students. The governing body will approve those grading and promotion policies.

In addition to student report cards, Nevada Preparatory Academy will, upon request, provide students with an overall record of successful course completion and content mastery while the student is/was enrolled at Nevada Preparatory Academy. If the student is enrolled part-time at Nevada Preparatory Academy, it will be up to the school where the student is enrolled full-time to translate the information into letter or number grades, based on their grading system, and issue course credit.

The Nevada Preparatory Academy Head of School will be responsible for the maintenance of records of the school's students and providing records of students to the school district in which the charter school is located for inclusion in the automated system of accountability information for Nevada that is established and maintained by the Department pursuant to NRS 386.650. The governing body ensures that a permanent record for each student enrolled in the charter school will be maintained permanently in a separate file. The permanent record will contain the student's record of attendance, grades received,

certificate of immunization, and any other records related directly to the academic progress of the student. The cumulative record of each student will be stored in locked fire proof file cabinets in the school's administrative offices, a location that is safe and secure and affords reasonable protection from fire, misuse, and access by unauthorized persons. The Nevada Preparatory Academy Heads of School is will be responsible for forwarding all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school, upon a pupil's graduation or withdrawal from the charter school, or if the written charter of the charter school is not renewed.

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

Monitoring Process

K12 has developed proprietary systems to deliver its curriculum to students and to permit teachers and parents to see at every moment how the student is progressing and where they are struggling. These systems provide each student with an individualized learning experience. K12's suite of four data management tools include: Learning Management System (LMS). The K12 learning management system is an intuitive, web-based software platform that provides access to more than 11,000 online lessons initial placement tests, lesson, unit and term assessments hands-on activities, ideas for alternative learning approaches; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tool, both of which serve a key role in assisting parents and teachers in managing each student's progress. Students, parents, and teachers access the LMS via a specially designed school website. The learning management system is a community structure in which students, parents, and teachers interact. Because the learning management system is a web-based platform, students, parents and teachers can access the online tools and lessons from anywhere with an Internet connection at any time of the day or night. Lesson Planning and Scheduling Tools. The lesson planning and scheduling tools enable teachers and parents to establish a master plan for completing these lessons. These tools are designed to dynamically update the lesson plan as a student progresses through each lesson and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Moreover, changes can be made to the schedule at any point during the school year and the remainder of the student's schedule will automatically adjust in the learning management system.

Progress Tracking Tools.

Once a master schedule has been established, the learning management system delivers lessons based upon the specified parameters. Each day, a student is initially directed to a screen listing the syllabus for that particular day and begins the school day by selecting one of the listed lessons. As each lesson is completed, the student returns to the day's syllabus to proceed to the next subject. If a student does not complete a lesson during the session, the lesson will be rescheduled to the next day and will resume at the point where the student left off. The progress tracking tool allows students, parents and teachers to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the proprietary management system for use in providing administrative support services.

Student Administration Management System.

The Student Administration Management System (SAMS), the master digital database captures raw student data, stores it, organizes it, and feeds it to other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School

and MyInfo are two sides of SAMS—in a format and functionality that are completely unique in the online education industry. TotalView serves the school—teachers, principals, and other staff—by providing a secure, internal communications tool, an overview of their students' current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. Parents and students use MyInfo as a secure communications tool to track students' course progress, grades, and attendance history, and to check the status of course material shipments.

### Reporting of Academic Progress

One of the strongest points of the school's program is the close monitoring of each student's educational progress. One of the many features afforded by the MyInfo platform is a current report of a student's academic progress and attendance information. A parent may log on to the system at any time and view this information. High School students have the ability to monitor their individual course progress and activity through the Gradebook and Activity Report tools in the LMS. If a parent wishes to have a printed version of academic and attendance information, he/she may print a copy of the progress assessment screen in the MyInfo account for the student. Conference calls between teachers and high school students and parents are conducted at the discretion of the teacher, or at the request of students or parents.

### Student Support Services

Nevada Preparatory Academy will provide high school students and their families with a variety of support services to ensure that we effectively meet their educational needs and goals. Each student is assigned a guidance counselor to assist them with academic achievement planning. Advisors are also utilized to serve as a single point of contact for every student, "following" the student from grade to grade as they progress through the high school program. These advisors serve to keep a close focus on the overall academic wellbeing of each student in the school. Nevada Preparatory Academy also plan and coordinate social events to offer students opportunities to meet and socialize with their virtual public school peers. These events occur both online and in live "face-to-face" events.

Highly qualified licensed teachers are an essential and vital piece of the educational model utilized by Nevada Preparatory Academy. The teacher is responsible for validating student attendance and course activity, curricular mastery, and assigning course grades. The teacher is also the first point of contact for students and parents with all issues regarding the curriculum. Resources provided by Nevada Preparatory Academy teachers include instructional and curricular support, organizational assistance, and 'good old-fashioned' encouragement. A healthy working relationship between the student and the assigned teacher and between the parent or guardian and the teacher is essential. Parents are required to ensure student Internet connectivity, a comfortable, safe, and distraction-free environment for learning and that the technical requirements of the student's computer permit the student to fully access the online school lessons, activities and assessments. In addition, Nevada Preparatory Academy requests that parents play an active role in high school student learning by confirming that lessons are completed daily and that graded assignments are submitted to teachers on or before due dates and target dates. Nevada Preparatory Academy teachers will utilize a number of tools and strategies to monitor the progress being made by students will be certified by each teacher. Though listed separately below, these tools and strategies will be utilized as part of an inextricably linked process. Among these tools and strategies are:

- Placement assessments given before the start of school help teachers select appropriate course levels for each student. From the first day of the school year, each student learns content appropriate for his or her ability.
- K12's online school (OLS) allows certified teachers to review daily lessons, assessments, time logged online, and attendance hours and minutes. Teachers use the OLS as a first step in seeking to validate both mastery and time-on-task. K12's lessons each have an estimated time for completion as well as an

assessment tied to the lesson. Students will only be awarded attendance hours if they can both reasonably complete the proper number of lessons each day, and demonstrate they have spent an appropriate time on each lesson. Other tools listed below help in this process.

- Elluminate, a synchronous online teaching tool, allows certified teachers to conduct one-on-one or small group sessions for students. Teachers and students can see each others work live and can speak throughout. These small group sessions help teachers better understand whether or not a student is both completing his/her own work and mastering it. In a traditional school, an Elluminate session is similar to a small group discussion – one of the key ways teachers are able to understand whether or not their students are grasping what is being studied; Students whose work during Elluminate sessions does not show mastery of their work will not be awarded full attendance credit.
- Students will submit regular work samples and assignments to their teachers at their in person meetings. Teachers are able to select which assignments to focus on so that for the purposes of compliance and learning they can guarantee that students are doing their own work. If a student has either not completed an assignment, or cannot explain the basis of his/her assignment, the student will not receive attendance credit for this work.
- Student will email written work to their teachers regularly (especially above grade three). This work will be reviewed similar to work completed for their portfolio as well as the work evaluated during Elluminate sessions: if student work is either incomplete, does not reflect the recorded time-value, or does not show mastery teachers will not award full attendance credit.
- Students will take regular unit and benchmark assessments tied directly to the work they are completing. Licensed teachers will review these assessments and ensure that performance on web-based daily assessments mirror student performance. We plan to use Scantron's Achievement Series for this. In cases where the unit and benchmark results fall below expected results, certified teachers will review these results for specific academic goals, but will also review attendance tracking and may not be awarded full attendance credit. Students in grades K – 3 will take DIBELS reading assessments on a regular basis for the same purposes.
- Students will take norm referenced reading and math tests. We plan to use Scantron's Performance Series for this which is an adaptive test allowing us to get a very specific measure of a student's abilities according to a grade-level measure. The Scantron Performance Series has been correlated to the Nevada Standards. For reading we will use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) a standardized, individually administered measure of literacy development. The results will help the teacher identify the students' academic strengths and weaknesses in order to develop an individual learning plan. We will use these tests three times per year to identify gaps, adjust instruction, and most importantly measure yearly progress. As with benchmark assessments, teachers will review these results and use them as a guide in determining whether or not students they are awarded full attendance credit.
- Students will take all state mandated tests at each grade level in proctored settings. In the first year, since many of these tests are taken in the spring, the results of these tests will be used as a gauge for how effective all of our other strategies for measuring academic gains and daily attendance have been.
- Teachers will further individualize instruction to students by providing robust instructional feedback on the assignments they grade and return to students. Teachers examine data from computer-scored assessments to identify areas where individuals and groups of students have failed to achieve mastery of course material. Remediation and reteaching of these areas are addressed through asynchronous written instruction to the students and/or live synchronous supplemental sessions which are always recorded and made available to all students in the course for viewing according to their own schedule. Teachers are also able to provide accommodations to all students based on their individual learning styles.
- Individualization takes place for every student. The flexible nature of the asynchronous model of instruction employed by Nevada Preparatory Academy permits students to work at their own pace within their daily lessons and assignments. There are no bell schedules or minimum (or maximum) amount of time required by a student to complete their work. Mastery of course content is therefore within reach for all students. Using all of these strategies, as well as the informal strategy of weekly face-to-face, phone,

email, or webconferencing reviews, certified teachers will be able to complete and certify attendance and achievement records. Students whose work does not reflect either their own work or an accurate measure of the recorded attendance time may have to provide their teachers with even more regular feedback. Cheating will be handled according to the schools' student handbook. .

### Identifying Learning Issues

Using all of the methods of frequently monitoring student progress described and illustrated in the previous section, Nevada Preparatory Academy teachers, who are Nevada licensed, will have the means to identify students who are having difficulty with their courses. The electronic progress system allows the teacher to access student academic progress at the click of a button. This valuable diagnostic tool can reduce – or possibly eliminate –the chances of students lagging behind and can help identify possible learning issues early. The assessment component of the K12 online student learning system is unique in its ability to generate detailed and ongoing data on academic achievement. Data from both on and offline assessments are entered into the system, and are compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream will be reviewed and analyzed by Nevada Preparatory Academy teachers on a regular basis. With this kind of accountability and built-in transparency, there will be no surprises about student work. The system can notify parents and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way.

The K12 elementary and middle school curriculum is performance-based. Students complete a short assessment at the end of each lesson and unit. In order for K-8 students to demonstrate mastery and move on to the next lesson or unit, they must score 80% or higher on the assessment. In the K12 high school competency-based instruction program, high school course-level advancements within the K12 curriculum may be made during the school year and are based on the individual student's overall academic progress within all courses in the Online School.

### Instructional Support

The Nevada Preparatory Academy education program, utilizing the K12 Online School is designed so that a student who is not mastering lessons on a particular topic is redirected to alternate or additional instruction in the same topic. A student will move on to more advanced work only after demonstrating mastery of the material in question.

If a lesson is not mastered, students will have the opportunity to retake the lesson assessment until mastery is obtained. The following instructional support will also be provided to ensure the student's ability to master the lesson's objectives:

- K12 curriculum lesson modification. Each lesson contains additional web resources and supplemental materials to assist the student and teacher with instruction.
- Direct teacher instruction. Each Nevada Preparatory Academy teacher can come to the student's home, meet at a nearby location such as a public library, or use web-conferencing tools, such as Elluminate, which allow for real-time instruction and assessment for individual or small groups of students online, to provide direct instruction to the student when necessary.

The Progress Tracking Tools available to Nevada Preparatory Academy students, parents and teachers will allow students, parents and teachers to monitor student progress and alert them to the need for instructional support. Information collected by the progress tracking tool regarding student performance,

attendance and other data is transferred to the proprietary management system for use in providing needed administrative support services.