

SILVER STATE VIRTUAL ACADEMY

CHARTER SCHOOL APPLICATION

(ORIGINAL)

Nevada Charter School Application Cover Sheet Page 1 of 3

Part 1: Basic Information

Name of Proposed Charter School

SILVER STATE VIRTUAL ACADEMY

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

Margot Allaire

Mailing Address of Liaison

3209 Kinsale Ct, Las Vegas, NV 89121

Telephone for Liaison (Primary)

702 279 5141

Email Address for Liaison

mkallaire@cox.net

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

NA

Physical Address of School (If Known)

NA

Geographic Region or Neighborhood Where Proposed School Will be Located

Downtown Las Vegas, NV

School District in Which the School Will Be Located

Clark County School District

Enrollment Projections

School year 1

Grade Levels Served

k-12

School year 2

k-12

Projected Enrollment per grade (This response may be provided On a separate sheet of paper)

450 total

600 total

Ultimately, the school expects to serve a total of 1500 pupils in

grades K to 12.

Title/Relationship to Committee to Form School

Liaison

Telephone for Liaison (Secondary)

702 485 5575

Fax for Liaison

702 722 6010

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

Fall 2013

Proposed Sponsor:

State Public Charter School Authority

School District

Which One? _____

Public College or University

Which one? _____

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.

Projected Enrollment by grade

2013-2014 school year:

K 12

1st 13

2nd 13

3rd 30

4th 30

5th 30

6th 40

7th 40

8th 42

9th 50

10th 50

11th 50

12th 50

Projected Enrollment by grade

2014-2015 school year:

K 12

1st 13

2nd 13

3rd 30

4th 30

5th 30

6th 40

7th 40

8th 42

9th 87

10th 88

11th 89

12th 86

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

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

The Committee to Form Silver State Virtual Academy plans to improve the academic achievement of its pupils by accelerating learning and helping to improve high school graduation rates and college enrollment rates.

The Committee to Form Silver State Virtual School also plans to encourage the use of effective and innovative methods of teaching through the use of advanced and flexible curriculum and teaching methods, and new, cutting-edge online technology. The curriculum software we plan to use, ODYSSEYWARE, provides extensive data collection abilities, as well as daily and weekly achievements of individual pupils. This allows teachers and administrators to have an up to the minute accounting of the success and failure of each student, so that problem areas can be quickly dealt with. Additionally, online diagnostic testing is able to pinpoint areas of weakness so that they may be quickly addressed.

Silver State Virtual Academy plans to have an accurate measurement of the educational achievement of our pupils by making use of the data described above.

Our Mission Statement: To improve the graduation and college enrollment rates of its pupils by use of effective, innovative methods of teaching and administration; and by providing an accurate accounting of its pupils' academic progress on a continual basis to ensure that improvement.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award.

Signature of Liaison: 

Date: 

Printed Name: 

Table of Contents Silver State Virtual Academy

	Page
A.1 Mission, Vision and Educational Philosophy	1
Narrative A 1.1	1
Narrative A 1.2	1
Narrative A 1.3	1
Narrative A 1.4	2
A.2: School-Specific Goals and Objectives	4
Narrative A 2.1	4
Narrative A 2.2	4
Narrative A 2.3	4
Narrative A 2.4	4
A.3 Curriculum and Instruction	5
Narrative A 3.1	5
Narrative A.3.10	7
Narrative A.3.12	7
Narrative A.3.13	8
Attachment A.3.2	
Attachment A.3.3	
Attachment A.3.4	
Attachment A.3.5	
Attachment A.3.6	
Attachment A.3.7	
Attachment A.3.8 (NA)	

Attachment A.3.9	
Attachment A.3.11	
Attachment A.3.14	
A.4 Assessment and Accountability	10
Narrative A.4.2	10
Narrative A.4.3	10
Narrative A.4.4	11
Narrative A.4.5	12
Narrative A.4.6	13
Narrative A.4.7	13
Attachment A.4.1	
A.5 Tentative School Calendar and Daily Schedule	16
Narrative A.5.2	16
Attachment A.5.1	
Attachment A.5.3 (NA)	
A.6 School Climate and Discipline	17
Narrative A.6.1	17
Narrative A.6.2	17
Narrative A.6.6	18
Attachment A.6.3	
Attachment A.6.4	
Attachment A.6.5	
A.7 Target Population	19
Narrative A.7.1	19

Narrative A.7.3	19
Narrative A.7.5	19
Attachment A.7.2	
Attachment A.7.2a	
Attachment A.7.4	
A.8 Special Student Populations	20
Narrative A.8.1	20
Narrative A.8.2	20
Narrative A.8.3	22
Narrative A.8.4	22
Attachment A.8.5	
Attachment A.8.6	
Attachment A.8.7	
A.9 Records	24
Narrative A.9.1	24
Attachment A.9.2	
A.10 Career Education	25
B.1 Governing Body	25
Narrative B.1.4	25
Attachment B.1.1	
Attachment B.1.2	
Attachment B.1.3	
B.2 Composition of the Committee to Form the School	26

Narrative B.2.1	26
Attachment B.2.2	
Attachment B.2.3	
Attachment B.2.4	
B.3 Management and Operation	27
Narrative B.3.1	27
Narrative B.3.2	27
Narrative B.3.4	33
Narrative B.3.5	33
Narrative B.3.6	34
Narrative B.3.7	34
Narrative B.3.8	35
Narrative B.3.9	35
Attachment B.3.3	
B.3.1 Educational Management Organizations (EMO), Charter Management Organization (CMO), or other Educational Service Providers (ESP)	36
B.3.2 Distance Education (also known as Virtual or Cyber Schools)	36
Narrative B.3.2.1 and B.3.2.2	36
Narrative B.3.2.3	37
Narrative B.3.2.4	37
Narrative B.3.2.5	38
B.4 Staffing and Human Resources	39
Narrative B.4.1	39
Narrative B.4.2	39
Narrative B.4.3	39

Narrative B.4.4	40
Narrative B.4.5	40
Narrative B.4.6	40
Narrative B.4.7	41
Narrative B.4.8	41
Narrative B.4.9	41
C.1 Budget	41
Narrative C.1.4	41
Narrative C.1.6	41
Attachment C.1.1	
Attachment C.1.2	
Attachment C.1.5	
C.2 Financial Management	43
Narrative C.2.1	43
Narrative C.2.2	43
Narrative C.2.3 and C.2.4	43
Narrative C.2.5	43
Narrative C.2.6	44
Narrative C.2.7	44
C.3 Facilities	44
Narrative C.3.1	44
C.4 Transportation, Health Services and Emergency Services	46
Narrative C.4.1	46
Narrative C.4.2	46
Narrative C.4.3	46

Attachment C.4.4

Attachment C.4.5

A.1 Mission, Vision and Educational Philosophy	1
Narrative A 1.1	1
Narrative A 1.2	1
Narrative A 1.3	1
Narrative A 1.4	2
A.2: School-Specific Goals and Objectives	4
Narrative A 2.1	4
Narrative A 2.2	4
Narrative A 2.3	4
Narrative A 2.4	4

A.1 Mission, Vision and Educational Philosophy

Narrative A1.1 Improving the academic achievement of pupils

The Committee to Form Silver State Virtual Academy plans to improve the academic achievement of its pupils by accelerating learning and helping to improve high school graduation rates and college enrollment rates.

The Committee to Form Silver State Virtual School also plans to encourage the use of effective and innovative methods of teaching through the use of advanced and flexible curriculum and teaching methods, and new, cutting-edge online technology.

The curriculum software we plan to use, ODYSSEYWARE, provides extensive data collection abilities, as well as daily and weekly achievements of individual pupils. This allows teachers and administrators to have an up to the minute accounting of the success and failure of each student, so that problem areas can be quickly dealt with. Additionally, online diagnostic testing is able to pinpoint areas of weakness so that they may be quickly addressed. Silver State Virtual Academy plans to have an accurate measurement of the educational achievement of our pupils by making use of the data described above.

Narrative A 1.2 Mission Statement

Silver State Virtual Academy's mission is to improve the graduation and college enrollment rates of its pupils by use of effective, innovative methods of teaching and administration; and by providing an accurate accounting of its pupils' academic progress on a continual basis to ensure that improvement.

Narrative A 1.3 Silver State Virtual Academy vision

Silver State Virtual Academy will be an online education public charter school from kindergarten to 12th grade, open to all children in Nevada from ages 5 to 21. Through the use of innovative and flexible curriculum and teaching methods, and new, cutting-edge online technology, we fully expect to succeed in our mission.

The Committee to Form Silver State Virtual Academy plans to open Silver State Virtual Academy in August of 2013. The Committee's liaison is Margot Allaire, mkallaire@cox.net, cell: 702 279 5141. The school will provide free laptops and internet connections to its students, who will have access to their courses 24 hours per day, 7 days per week. The school will have an operating schedule of 180 days per year, as do all public schools in Nevada. Students will be required to attend 15 to 25 hours per week, depending on grade level, and attendance will be

taken weekly by teachers. Teachers are required to have weekly contact with students by internet, phone or email.

The school will have seasoned, well-trained, licensed teachers who will meet with their students online individually, in virtual classrooms, by phone and email. Silver State Virtual Academy will be a public charter school sponsored by the State Public Charter School Authority of Nevada 1749 Stewart Street, Suite 40, Carson City, NV 89706, phone 775.687.9160, and bound by all requirements for a public charter school.

Narrative A 1.4 Silver State Virtual Academy educational philosophy

To quote Sir Ken Robinson, PhD, an internationally recognized leader in the development of education, creativity and innovation: “People and organizations everywhere are dealing with problems that originate in schools and universities. Many people leave education with no idea at all of their real creative abilities.” He also states, “Education has to address us all as individuals. Sometimes I hear people say we can’t afford to create personalized education for everyone. The fact is, we can’t afford not to.”

The Committee to Form Silver State Virtual Academy believes creativity to be a vital part of education, and one that needs to be addressed differently than we have in the past. New digital technologies make it possible to personalize the curriculum and schedule for students, thereby fostering a creative environment.

Silver State Virtual Academy will use advanced online technology to deliver an educational platform to students from kindergarten to 12th grade in all of Nevada. Students will be able to sign into the virtual classroom environment provided by ODYSSEYWARE. Students from ages 5 to 21 will be eligible for enrollment. Each student will be able to access their courses on the internet 24 hours a day, seven days a week. Students will be required to work 15 to 25 hours per week, and attend 180 days per year. Attendance will be kept weekly by licensed teachers, who will have contact through virtual classrooms, email and phone. Silver State Virtual Academy will follow Clark County School district academic calendar. Students may work as many additional hours as they wish.

Students will be pre-tested at the start of the school year using online reading and math tests from the diagnostic tests provided by ODYSSEYWARE. Students will be placed in course levels determined by these tests, and parents will have immediate access to test results. Students have the flexibility to test throughout the academic year, and they will be post-tested at the end of the academic year to determine progress. ODYSSEYWARE provides unique flexibility in its courses. Administration and teachers are able to add a needed skill to any coursework at any level. For instance, if diagnostic testing of a 9th grade student taking Algebra 1 determines a

significant weakness in fractions, a 7th grade fractions unit may be seamlessly added to the Algebra 1 course the student is taking.

This flexibility is crucial to students who are working below their grade level. Teachers are able to tailor the online courses to meet individual student's learning styles and speed. Teachers will monitor student progress daily, and hold 2 to 3 online classrooms per week. Teachers will have daily office hours to work with individual students and their Learning Coaches. We have seen students make as much as 4 years progress in 1 semester using this approach, and it is how we plan to meet State achievement standards, and increase college enrollment and high school graduation rates.

Academically gifted students benefit from our flexible curriculum approach as well, as they may rapidly move through coursework to the next grade level. By using the many tools available through the ODYSSEYWARE software, teachers will be able to create personalized education for students, regardless of ability.

An area where many schools are lacking in student instruction is written communication and the writing process. Most schools are concerned with teaching the writing process only during the students most formative years, and then reinforcing this method very sparingly, allowing the students to use whatever means they may pick up throughout their educational careers to augment their understanding of the underlying principals of writing.

Silver State Virtual Academy plans to change this practice, and put greater emphasis on the writing process as a whole, giving the students a guided practice throughout their tenure with the school.

Silver State Virtual Academy plans to provide students with loaned laptops with wireless internet "hot spots" that will allow the students to connect to the school's online curriculum. The students will be able to sign into the virtual classroom environment provided by ODYSSEYWARE.

Silver State Virtual Academy also plans to make use of supplemental online programs such as StudyIsland (which has an excellent High School Proficiency Program study guide), ReadingEggs (a phonics and beginner reading and math program) and Kahn's science and math programs for upper levels, as well as 3rd through 8th grade.

Silver State Virtual Academy plans to purchase and maintain an executive motor coach to travel Nevada prior to the school's opening to allow for community input, orient students and parents to the curriculum and ODYSSEYWARE system. We will use the coach in future years for standardized testing, technical support, psychological testing, open house events, and school orientations. As a note, ODYSSEYWARE Corporation has been using motor coaches for the past three years. They say: "When you pull up to a location with a motor coach that is wrapped

with ODYSSEYWARE it gives an appearance and excitement. Teachers and educators are excited to go into the bus to check things out and see what there is to offer.

On our motor coaches we have the front set up with coaches and a big screen TV. so that members can relax and view the presentation. In the back end we have laptops set up so immediately after the educators are able to demo the material and ask questions that they may have. In my experience, utilizing the coach not only gets more people to view the material but since they are able to be hands on they get a better understanding.”

A.2: School-Specific Goals and Objectives

Narrative A 2.1 Student Gains

At all grade levels, students at Silver State Virtual Academy will average 1.1 years of academic growth as measured by multiple administrations of a nationally norm referenced growth-measured exam, such as Criterion Reference Tests that are required.

Narrative A 2.2 Performance Status

85% of students enrolled at Silver State Virtual Academy for a three consecutive year period will achieve Proficient or Advanced status on the state’s annual assessments.

Narrative A 2.3 Student Re-enrollment (non-academic)

Silver State Virtual Academy will retain 80% of its enrolled student population year-to-year during its first three years of operation.

Narrative A 2.4 Parent Satisfaction and Participation (non-academic)

Silver State Virtual Academy will demonstrate an 80% overall satisfaction rating in an annual survey sent to parents or designated legal guardians of students attending the school during each academic year. A questionnaire accompanying the survey will allow for parent and guardian input for each academic year.

A.3 Curriculum and Instruction	5
Narrative A 3.1	5
Narrative A.3.10	7
Narrative A.3.12	7
Narrative A.3.13	8
Attachment A.3.2	
Attachment A.3.3	
Attachment A.3.4	
Attachment A.3.5	
Attachment A.3.6	
Attachment A.3.7	
Attachment A.3.8 (NA)	
Attachment A.3.9	
Attachment A.3.11	
Attachment A.3.14	

A.3 Curriculum and Instruction

Narrative A 3.1 A written narrative of Silver State Virtual Academy's proposed curriculum

Silver State Virtual Academy plans to use ODYSSEYWARE as its main curriculum for kindergarten through 12th grade. Presently, ODYSSEYWARE's curriculum does not go below 3rd grade, but by fall of 2013, the company plans to have added kindergarten, first and second grades. Below is a narrative written by ODYSSEYWARE explaining their learning approach.

"The ODYSSEYWARE Approach to Teaching and Learning

At ODYSSEYWARE, we are committed to providing an online educational experience that meets high academic standards and promotes technological and critical thinking skills necessary for 21st century achievement. With this goal in mind, we assembled the most qualified teachers, designers, and developers available and asked them to create an innovative, Internet-based curriculum that is multifaceted, engaging, relevant, measurable, and effective.

The result is an interactive, fully Internet-based curriculum designed with maximum flexibility to meet the criteria of any individualized learning plan. Correlated with state standards, ODYSSEYWARE can be implemented and integrated into any learning environment. In fact, schools all over the country are incorporating ODYSSEYWARE as their eLearning solution.

Curriculum Design

ODYSSEYWARE's curriculum development team creates core and elective classes using the three fundamental steps of "backward design" (Wiggins & McTighe, 1998). Engaging student inquiry and uncovering ideas is essential to the process of learning in this paradigm.

1. Identify

At the root of every course in the ODYSSEYWARE curriculum is a big idea. We want students to identify and understand the ultimate goal or enduring principle at the heart of every subject.

2. Determine Acceptable Evidence

Once the enduring idea is established, coordinators define parameters for assessment that constitute understanding.

3. Plan Learning Experiences and Instruction

Finally, curriculum coordinators create a map or a series of lessons, projects, activities, and assessments that will lead students to understanding of the enduring idea.

Originally considered an alternative approach to curriculum design, "backward design" has become widely accepted in academic circles as a successful model. The ODYSSEYWARE

curriculum development team employs this approach when developing courses for our online curriculum.

Team Approach

From conception to delivery, every course is designed using the insight and ideas of all team members. With all eyes focused on the goal of each course, the entire team works to pull together the essential components of the course and considers the varying perspectives of each member to map the most effective way to reach that goal. Using this team approach, ODYSSEYWARE is able to deliver an engaging, comprehensive, and effective web-based curriculum for students in grades 3-12. Through the use of everyone's strengths, we deliver a stronger curriculum.

Designed with Mastery in Mind

All children can learn when their appropriate learning conditions are met. As digital curriculum providers, our job is to ensure we identify the essential parameters to meet these conditions. Our online courses are created to engage students with diverse learning styles, so every child has the tools needed to succeed academically.

Our curriculum is focused on the process of mastering content. Based on well-defined learning objectives, ODYSSEYWARE courses are organized into sequential units that build upon each other and include a complete scope and sequence. Before progressing to the next unit, students must reach a predetermined mastery benchmark. This gives teachers maximum flexibility with assessment, management, and accountability, and it allows students to achieve academic success at the most appropriate pace.

Because ODYSSEYWARE is customizable, teachers can present instructional materials as provided or modify lessons, assignments, tests, and quizzes to accommodate the needs of individual students. Teachers may select material from existing subjects or author new material to stimulate critical thinking and digitally enrich the classroom experience. This revolutionary tool makes it possible for schools to create targeted individualized learning plans to reach and teach diverse populations of students with distinct needs and learning styles.

The Guided Learning Process

A fully Internet-based curriculum, ODYSSEYWARE enables teachers to effectively direct individual learning experiences for academic success. Using the following Guided Learning Process, teachers and students move through units and courses that are directed toward student mastery.

- Through placement testing, teachers identify a student's skill/knowledge base for appropriate grade level placement.
- Based on the outcome and student learning style, teachers recommend an individualized strategy and customize curriculum to guide students toward meeting academic goals and performance objectives.

- Through the use of organized, structured, and developmentally sequenced instruction supporting established objectives, students direct their own guided learning through each course.
- Teachers are able to analyze student progress easily through observation and ongoing formative and summative assessment. Differentiated learning plans can be adjusted as needed.
- As the learning process continues, teachers evaluate student performance, determine the level of student mastery, and make changes to strategy as needed to ensure a student's academic success.

Guided learning is an effective teaching and learning method when properly implemented and proficiently delivered.”

Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: The Association for Supervision and Curriculum Development

Narrative A.3.10 Narrative explaining the school’s policy regarding the transfer of credit to another comparable school (NRS 386.582; NAC 386.150(8))

NRS 386.582 Transfer of credit. “If a pupil has successfully completed equivalent courses at a charter school, the pupil must be allowed to transfer the credit that the pupil received at the charter school as applicable toward advancement to the next grade at any other public school or toward graduation from any other public school.” (Added to NRS by 1999, 3291)

Narrative A.3.12 Relevant instructional strategies that will be necessary for successful implementation of the curriculum

The Committee to Form Silver State Virtual Academy believes that an interactive, fully Internet-based curriculum designed with maximum flexibility to meet the criteria of any individualized learning plan is key to a successful school able to improve academic standing, high school graduation rates and college enrollment rates. The Committee plans to use a competency-based learning approach at Silver State Virtual Academy through ODYESSEYWARE. Competency-based pathways are a re-engineering of our education system around learning—a re-engineering designed for success in which failure is no longer an option. Competency-based approaches build upon standard reforms, offering a new value proposition.

The following quote explains how competency-based learning will improve education as a whole:

“Competency-based pathways will build on data to allow students to move through courses at their own pace, while requiring that students demonstrate mastery before moving to the next level. Digital education will force systemic changes in the ways that students progress through

school—not just the ways in which educators are held accountable. Seat time is a poor proxy for student learning, but it remains the key to student progression and funding of schools. This focus on seat time leads struggling students to be socially promoted each year; they find themselves moving into higher grade levels, post-secondary education, or jobs without the necessary prerequisite skills. It also leads students who are accelerated to be stuck in a class that is moving more slowly than they would choose, leading to boredom and related problems, including dropping out of school. Competency-based pathways flip accountability. Instead of making time the constant and allowing mastery to vary, competency-based approaches make mastery the measure by which students move to the next lesson, unit, course, or grade—regardless of how much time it takes. Although competency-based learning can take place in a classroom without a technology component, technology makes individualized instruction and competency-based pathways available in a way not previously possible. Online and blended learning also can link competency-based learning to provider accountability. The decoupling of student funding and advancement from seat time typically happens through one of three ways: waivers, credit flexibility, and systemic redesign. Waivers and credit flexibility are short-term measures by which states are providing districts the flexibility and continuous quality improvement through professional development for online K-12 instructors.”

Ferdig, R.E. (August, 2010). Keynote presentation at Michigan Virtual University’s fifth annual Collaboration of the Minds conference. East Lansing, MI

Teacher and administrative training is key in the successful implementation of a competency-based learning system. ODYSSEYWARE will provide onsite teacher and administrative training prior to the opening of Silver State Virtual Academy, and continuous online support ODYSSEYWARE provides student tutorials on its website. (see Narrative A.3.13 following)

Narrative A.3.13 Narrative providing a coherent framework for professional development

Silver State Virtual Academy plans to have a 1 week training session for all staff prior to the school’s opening. This week will focus on computer skills, equipment, and the schools website.

Teacher training will focus on how to be a successful online teacher in the areas of attendance, student and parent contact, and other teaching duties.

In addition, ODYSSEYWARE will provide 6 days of total training as follows:

2 days on-site (consecutive days): 1 day implementation and administrative mode; 1 day teacher/student; 1 day to be used anytime throughout the year; 2 webinar hours follow-up session; 16 webinar hours to use anytime throughout the year.

Following are specifics covered in training:

Administration

The module gives new users an overview of ODYSSEYWARE, discusses implementation considerations and provides basic understanding of user-based permissions. Administrators will learn how to set up their ODYSSEYWARE site for their school, including weighting thresholds and global permissions. They will also learn basic navigation related to adding teachers and enrolling students, implementing courses and how to edit data. A high level discussion of credit recovery options, course customization, and diagnostic tools will also take place. The reporting, messaging, and feedback features are discussed. Hands on activities are provided throughout.

Teachers

The module gives teachers an overview of ODYSSEYWARE and discusses the basics of how the courses are administrated. A demonstration of the student mode is provided to ensure teachers are ready to answer questions from students and parents. The module focuses on basic navigation, how to add students, assigning courses, monitoring daily assignments and deadlines, grading, and reports. (Note: teachers are adding students and classes assigned by administrators.) A technical overview of course-customization, placement exams and diagnostic tools is provided. Hands on activities are provided throughout.

Note: Please see Attachment A.3.14, “Arkansas School Retains 300+ Potential Dropouts with Odyssey Ware”

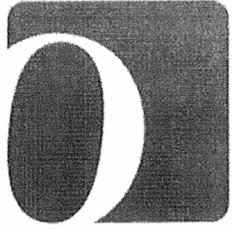
Attachment A.3.2 and A.3.3:

- 1. A schedule of courses *for each grade level*;**
- 2. Course descriptions for each of the core content areas at *each grade level***

Note: The complete curriculum guide, with course descriptions and content areas is included in the electronic version, Part B as it is 271 pages.

Attachment A.3.4 Nevada State Standards alignment chart completed for each of the core content areas (Language Arts, Math, Science, Social Studies)

Note: The complete alignment charts for the above are included in the electronic version, Part B, as they are very lengthy.



ODYSSEYWARE[®]

2012 Complete Curriculum Catalog

Welcome to ODYSSEYWARE®

We are excited that you are including ODYSSEYWARE® as part of your program of instruction, and we look forward to serving you and your students.

This ODYSSEYWARE® Curriculum Catalog provides a quick-reference overview of our course materials. The catalog may also be helpful in planning instruction using ODYSSEYWARE® course materials. In this document, you will find:

- ODYSSEYWARE™ contact information;
- a description of course contents;
- course information.

As always, we welcome your feedback.

Thanks for choosing us!

The Glynyon Curriculum Development Team

ODYSSEYWARE™

OdysseyCare™ is ODYSSEYWARE®'s full-service customer support system. We exist to promote and preserve our customers' satisfaction. Our services include:

- customer support;
- professional development training and integration;
- technical support;
- product configuration and update management;
- license administration;
- customer education.

You can contact ODYSSEYWARE™ for any support need using the following contact information:

Phone Support:

Toll Free: 877.795.8904
Fax - Toll Free: 866.465.1954

Customer Support / Training Support:

Monday – Friday: 6 a.m. - 5 p.m. Arizona Time*
Dial Option 2

*Please note: Arizona does not observe Daylight Savings Time

OdysseyWare 1.0 Support**Online:**

ODYSSEYWARE™: <http://www.odysseyware.com/resources/online-resources/>

Technical Support:

Monday – Friday: 7 a.m. - 5 p.m. CDT
Toll Free: 800.821.4443

OdysseyWare 2.0 Support**Online:**

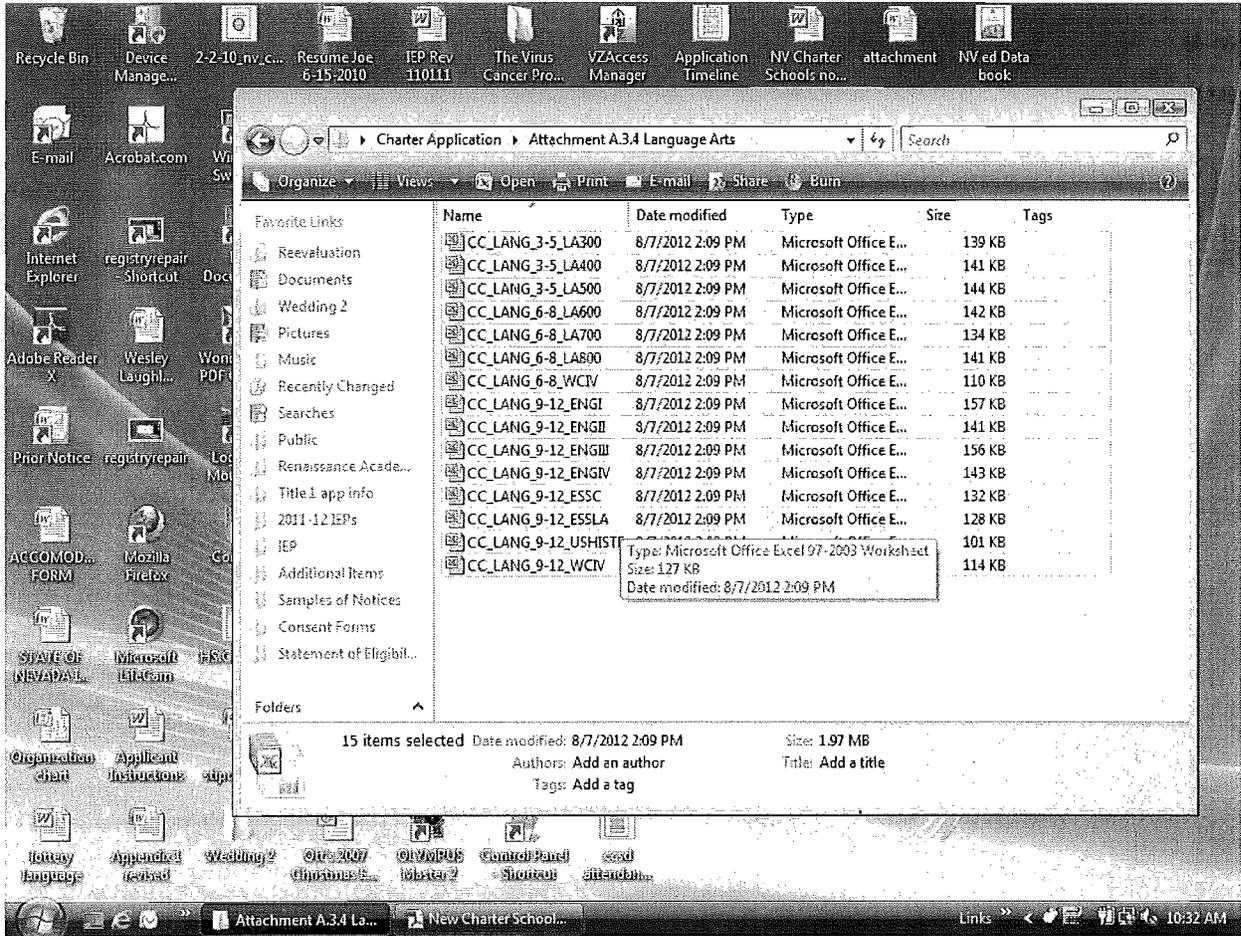
ODYSSEYWARE™: <http://www.odysseyware.com/resources/online-guides/>

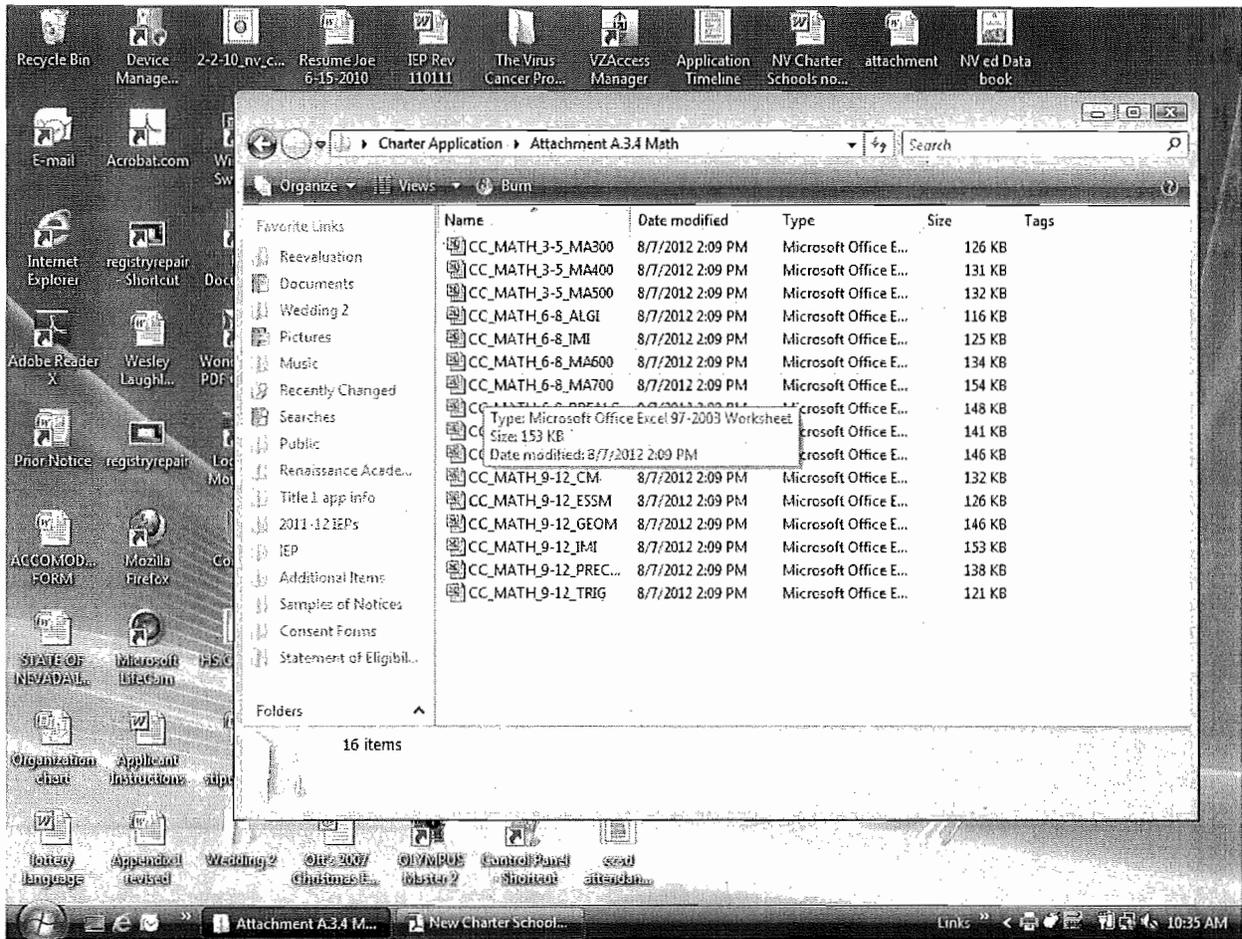
Technical Support:

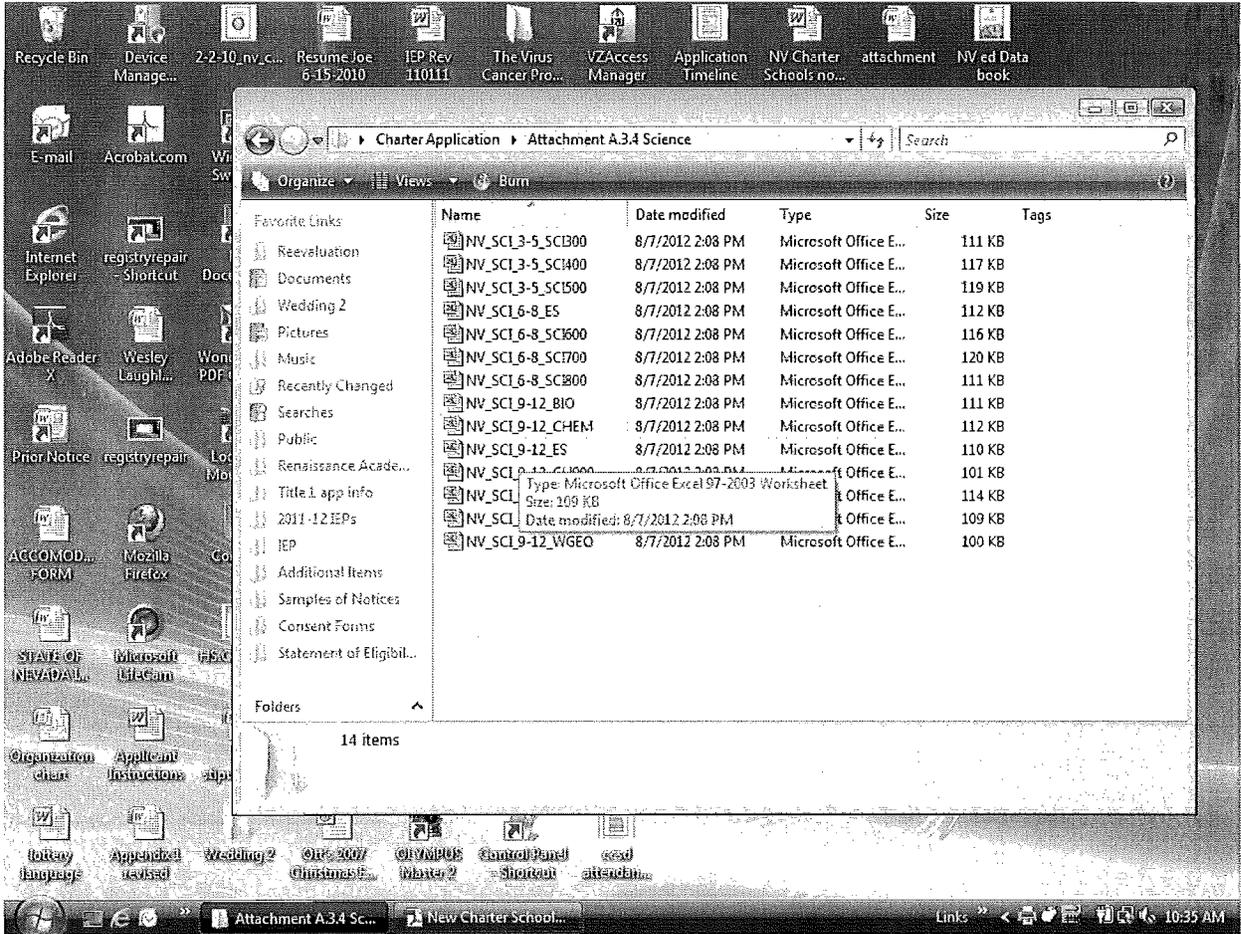
Monday – Friday: 7 a.m. - 5 p.m. CDT
Toll Free: 877.251.6662

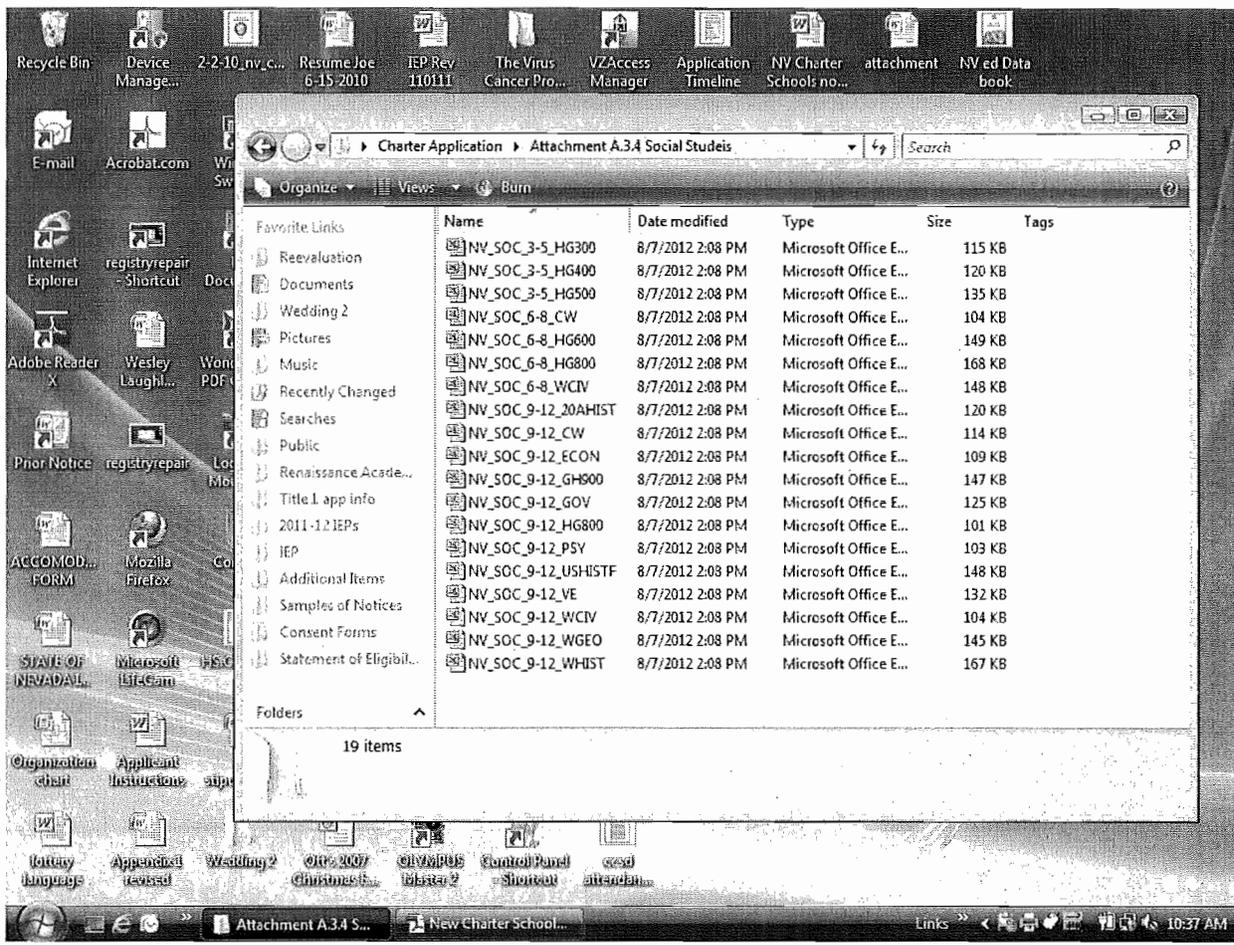
Table of Contents

ENGLISH LANGUAGE ARTS.....	1	ELECTIVES.....	156
LANGUAGE ARTS 300	1	ART HISTORY	156
LANGUAGE ARTS 400	5	BUSINESS COMPUTER INFORMATION SYSTEMS I-A	158
LANGUAGE ARTS 500	10	BUSINESS COMPUTER INFORMATION SYSTEMS I-B	160
LANGUAGE ARTS 600	15	CIVIL WAR	162
LANGUAGE ARTS 700	20	CONSUMER MATH	164
LANGUAGE ARTS 800	25	DIGITAL ARTS	168
ENGLISH I	30	ENVIRONMENTAL SCIENCE	169
ENGLISH II	35	ESSENTIALS OF BUSINESS	172
ENGLISH III	40	ESSENTIALS OF COMMUNICATION	173
ENGLISH IV	46	FRENCH I	175
HISTORY AND GEOGRAPHY	52	FRENCH II	182
HISTORY AND GEOGRAPHY 300	52	GENERAL HISTORY 900	189
HISTORY AND GEOGRAPHY 400	55	GENERAL SCIENCE 900	192
HISTORY AND GEOGRAPHY 500	58	HEALTH QUEST	195
HISTORY AND GEOGRAPHY 600	61	HIGH SCHOOL HEALTH	197
WORLD CIVILIZATIONS	64	INTEGRATED MATH I	199
HISTORY AND GEOGRAPHY 800	67	INTEGRATED MATH II	202
WORLD HISTORY	70	INTEGRATED MATH III	204
U.S. HISTORY: FOUNDATIONS TO PRESENT	74	INTEGRATED MATH IV	206
U.S. HISTORY: RECONSTRUCTION TO PRESENT	77	INTEGRATED PHYSICS AND CHEMISTRY	209
ECONOMICS.....	81	MEDIA STUDIES	212
GOVERNMENT	84	MUSIC APPRECIATION	213
MATHEMATICS	86	MUSIC THEORY	215
MATHEMATICS 300	86	PERSONAL AND FAMILY LIVING	218
MATHEMATICS 400	89	PERSONAL FINANCIAL LITERACY	220
MATHEMATICS 500	92	PHYSICAL EDUCATION	222
MATHEMATICS 600	96	PHYSICAL FITNESS	223
MATHEMATICS 700	100	PSYCHOLOGY	225
PRE-ALGEBRA	104	SPANISH I	227
ALGEBRA I	108	SPANISH II	233
GEOMETRY	112	TECHNOLOGY AND RESEARCH.....	239
ALGEBRA II	116	TRIGONOMETRY.....	240
PRE-CALCULUS	120	TWENTIETH CENTURY AMERICAN HISTORY.....	242
SCIENCE	123	VIETNAM.....	244
SCIENCE 300	123	WORLD GEOGRAPHY	246
SCIENCE 400	126	ADVANCE PLACEMENT.....	249
SCIENCE 500	129	CALCULUS (FOR USE WITH AP* COURSES)	249
SCIENCE 600	132	ENGLISH LANGUAGE AND COMPOSITION (FOR USE WITH AP* COURSES)	251
SCIENCE 700	135	U.S. HISTORY (FOR USE WITH AP* COURSES)	254
SCIENCE 800	138	GED AND SKILLS ESSENTIALS.....	258
EARTH SCIENCE	141	ESSENTIALS OF LANGUAGE ARTS	258
BIOLOGY	145	ESSENTIALS OF MATHEMATICS.....	259
CHEMISTRY	149	GED PREP. HISTORY AND GEOGRAPHY	261
PHYSICS.....	153	GED PREP. LANGUAGE ARTS	263
		GED PREP. MATHEMATICS.....	265
		GED PREP. SCIENCE	268









Charter Application > Attachment A.3.4 Social Studes

Organize Views Burn

Favorite Links	Name	Date modified	Type	Size	Tags
Reevaluation	NV_SOC_3-5_HG300	8/7/2012 2:08 PM	Microsoft Office E...	115 KB	
Documents	NV_SOC_3-5_HG400	8/7/2012 2:08 PM	Microsoft Office E...	120 KB	
Wedding 2	NV_SOC_3-5_HG500	8/7/2012 2:08 PM	Microsoft Office E...	135 KB	
Pictures	NV_SOC_6-8_CW	8/7/2012 2:08 PM	Microsoft Office E...	104 KB	
Music	NV_SOC_6-8_HG600	8/7/2012 2:08 PM	Microsoft Office E...	149 KB	
Recently Changed	NV_SOC_6-8_HG800	8/7/2012 2:08 PM	Microsoft Office E...	168 KB	
Searches	NV_SOC_6-8_WCIV	8/7/2012 2:08 PM	Microsoft Office E...	148 KB	
Public	NV_SOC_9-12_20AHIST	8/7/2012 2:08 PM	Microsoft Office E...	120 KB	
Renaissance Acade...	NV_SOC_9-12_CW	8/7/2012 2:08 PM	Microsoft Office E...	114 KB	
Title I app info	NV_SOC_9-12_ECON	8/7/2012 2:08 PM	Microsoft Office E...	109 KB	
2011-12 IEPs	NV_SOC_9-12_GH900	8/7/2012 2:08 PM	Microsoft Office E...	147 KB	
IEP	NV_SOC_9-12_GOV	8/7/2012 2:08 PM	Microsoft Office E...	125 KB	
Additional Items	NV_SOC_9-12_HG800	8/7/2012 2:08 PM	Microsoft Office E...	101 KB	
Samples of Notices	NV_SOC_9-12_PSY	8/7/2012 2:08 PM	Microsoft Office E...	103 KB	
Consent Forms	NV_SOC_9-12_USHISTF	8/7/2012 2:08 PM	Microsoft Office E...	148 KB	
Statement of Eligibil...	NV_SOC_9-12_VE	8/7/2012 2:08 PM	Microsoft Office E...	132 KB	
	NV_SOC_9-12_WCIV	8/7/2012 2:08 PM	Microsoft Office E...	104 KB	
	NV_SOC_9-12_WGEO	8/7/2012 2:08 PM	Microsoft Office E...	145 KB	
	NV_SOC_9-12_WHIST	8/7/2012 2:08 PM	Microsoft Office E...	167 KB	

Folders

19 items

Attachment A.3.5 Designation of the courses that a student must complete for promotion to each grade level and high school

Kindergarten

Kindergarten is generally the child's first contact with the school and the first opportunity for the school staff to evaluate the student's potential for learning. It is expected that the vast majority of students would move to the first grade after one year of kindergarten. When, in the judgment of the teacher and administrator, there is reason to believe the level of maturity is such that the student may not be successful in learning the reading skills called for in first grade, the parent(s) or guardian(s) should be advised. This should be done by conference at the earliest practical date. If progression through the school year confirms the earlier observations, then the staff should recommend that the student spend a second year in kindergarten level classes.

Grades 1-8

The general policy is that a student should take eight years to complete the elementary and middle school after kindergarten. It may be necessary for a student to take an additional year to complete the eight grades if there is unsatisfactory achievement in the basic skills areas. It shall be the obligation of the teachers and administrator to make an early assessment of the skill level of each student. Where there is evidence that the student's level of skill development is such that he or she may not successfully complete a grade, three steps shall be taken:

1. The parent(s) or guardian(s) will be called into conference and apprised of the teacher's concern and be given a summary of the area of weakness. This conference will be held before the middle of the school year.
2. The teacher(s) will outline a program of remediation and an explanation of this program will be given to the parent(s) or guardian(s).
3. Periodic reports will be given to the parent(s) or guardian(s) (in addition to the report card) to inform them of the pupil's progress.

If, after the above steps have been taken, the student is still not ready to go into the next grade by the end of the school year the teacher(s) and administrator may recommend retention of that student in the same grade for the next year. Parent(s) or guardian(s) will be given this recommendation in conference with the teacher(s) and administrator. If the parents do not agree with this recommendation, the teacher and the administrator in joint agreement have the final authority to retain a pupil.

When a recommendation is made for non-promotion, the parent(s) or guardian(s) shall be asked to acknowledge receipt of the recommendation. A copy of the recommendation and of the parent's or guardian's acknowledgment will be kept on file.

At any time during a child's academic career in grades kindergarten through eighth grade, the administrator, working in conjunction with a child study team including the parent(s) or guardian(s), may promote a student based upon academic and/or social reasons.

Placement of New Children IN GRADES K-8

Upon receiving a student who is new to the school, the administrator will accept the grade placement designation provided by the school from which the student transferred unless the parent(s) or guardian(s) and the administrator agree that the student should be placed in a lower grade for good reason. It should then be explained to the parent(s) or guardian(s) that this is a trial placement and that diagnostic testing will confirm it.

If, at the end of a trial period, the student is not able to perform successfully in the grade placement made, or if the student has demonstrated an ability through diagnostic testing to

perform well at a higher grade, it may be necessary to make a revised assignment. This change of assignment shall be made in consultation with the parent(s) or guardian(s). The final decision on the placement of the student rests with the administrator in consultation with the teacher(s), but it is always best to have parent(s) or guardian(s) agreement, if possible, regarding student placement.

UNITS OF CREDIT REQUIRED FOR HIGH SCHOOL GRADE PROMOTION

Under NAC 389.659 the state requires that each student's class status will be determined by the number of credits that student has earned. The following units of credit are required for grade promotion in high school.

1. Students who have been promoted from eighth grade, but who have earned less than five units of high school credit will be ninth graders.
2. To be promoted to the tenth grade, a student must have earned a minimum of five units of credit.
3. To be promoted to the eleventh grade, a student must have earned a minimum of eleven units of credit.
4. To be promoted to the twelfth grade, a student must have earned a minimum of seventeen units of credit.

A credit deficient student is defined as a pupil who has not earned the minimum number of credits in any given year to qualify as a member of the next higher grade in the following year. In charter middle schools that have ninth graders attending the administrator may waive the credit requirement for ninth graders to be promoted to tenth grade if it is determined that extenuating circumstances exist

Charter high schools shall evaluate the transcripts of high school students who transfer from other schools to determine the appropriate grade placement of those students through use of diagnostic testing.

Charter high school administrators may waive the credit requirement for transfer students to be considered twelfth graders if extenuating circumstances exist.

Legal References: NRS 386.583 NAC 389.659”

Attachment A.3.6 Student Proposed Daily Schedule

Kindergarten through 3rd grade:

Students at this level are working with a parent or learning coach for all coursework. Time spent on lessons will vary with the student's attention span and age. At this level, 15 hours per week is suggested to finish the courses in 180 days, however, coursework is available for 12 months, so parents may make individual adjustments for their child. The Committee to Form Silver State Virtual Academy believes success at this level is based on a variety of factors, such as the student's preferred learning style, maturity and ability to focus. It is a crucial time to prepare students for a successful academic experience, and parents are able to determine the best schedule for their child with input from their teacher.

3rd grade to 5th grade:

Students at this level are working more independently. A 20 hour week of course work is required to finish courses in 180 days. Students may work at their own pace and finish courses sooner. They may then go on to the next level of work. A suggested schedule of work per day will be developed by the student, teacher and parent.

6th to 8th grade:

Students at this level are expected to work almost completely independently. A 20 hour week of course work is required to finish courses in 180 days. Students may work at their own pace and finish courses sooner. They may then go on to the next level of work. A suggested schedule of work per day will be developed by the student, teacher and parent.

9th through 12th grade:

Students are expected to work independently at this level. A 25 hour week of course work is required to finish courses in 180 days. Students may work at their own pace and finish courses sooner. They may then go on to the next level of work. A suggested schedule of work per day will be developed by the student, teacher and parent.

At all grade levels, courses are available for access on a 12 month schedule if needed.

Each student has a personal calendar on their homepage that will show them what upcoming activities that they have scheduled in regards to the classes they are taking. Teachers have access to this calendar.

Attachment A.3.7 Designation of courses and credits required for graduation

1. 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.

2. 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, and writing. Beginning with the class of 2010, students must also pass the HSPE in science.

- The reading portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate reading proficiency by responding to question based on skills pertaining to:
 - Comprehension, interpretation, and evaluation of authors, cultures and times in literary text;
 - Comprehension, interpretation, and evaluation for specific purposes in expository text.
- The math portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students

demonstrate math proficiency by responding to questions based on skills pertaining to:

- Numbers and operations;
 - Algebra and functions;
 - Geometry and measurement;
 - Data analysis; and
 - Probability and statistics.
- The writing portion of the HSPE is a performance based test requiring students to demonstrate writing proficiency by responding in writing to two prompts: one narrative or descriptive and one persuasive or expository. Students demonstrate proficiency in writing based on the Nevada holistic rubric.
 - The science portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate science proficiency by responding to questions based on skills pertaining to:
 - Physical science;
 - Life science;
 - Earth/space science; and
 - The nature of science.
 - If a student achieves a passing score on any portion of the HSPE, he or she does not have to retake that portion. Currently, students have multiple opportunities to retake the assessment.
 - Students will need to complete 2 semesters or earn 5 units of credit to be promoted to grade 10, they will need to have completed 4 semesters or earn 11 units of credit to be promoted to 11th grade, and complete 6 semesters or earn 17 units of credit to be promoted to grade 12.

SILVER STATE VIRTUAL
ACADEMY

Student: John A. Smith
ID #: 2453196-15-14127

DOB: 9/23/1981

Section/Class Title	BASE UNIT	UNITS EARNED	GRADE	GRADE POINTS
*** ACADEMIC EQUIVALENCY TRANSCRIPT ***				
MATH FUNDAMENTALS	.5	.5	CR	1.7
ADVANCED MATHEMATICS	.5	.5	CR	1.7
GEOMETRY I	.5	.5	CR	1.7
GEOMETRY II	.5	.5	CR	1.7
ALGEBRA I	.5	.5	CR	1.7
ALGEBRA I PART II	.5	.5	CR	1.7
ALGEBRA II	.5	.5	CR	1.7
ALGEBRA II WITH TRIGONOMETRY	.5	.5	CR	1.7
SECTION TOTAL (Mathematics)	4.	4.	H	15.7
CUMULATIVE TOTALS			H	15.3
BEGINNING CHEMISTRY	.5	.5	CR	1.75
BIOLOGY I	.5	.5	CR	1.75
CHEMISTRY II	.5	.5	CR	1.75
BIOLOGY II	.5	.5	CR	1.75
EARTH SCIENCE	.5	.5	CR	1.75
INTRODUCTION TO PHYSICS	.5	.5	CR	1.75
ASTRONOMY BASICS	.5	.5	CR	1.75
GEOGRAPHY	.5	.5	CR	1.75
WORLD LITERATURE	.5	.5	CR	1.45
US HISTORY I	.5	.5	CR	1.45
US HISTORY II	.5	.5	CR	1.45
GENERAL PSYCHOLOGY	.5	.5	CR	1.45
INTRODUCTION TO SOCIOLOGY	.5	.5	CR	1.45
POLITICAL SCIENCE	.5	.5	CR	1.45
CIVICS	.5	.5	CR	1.45
CURRENT AFFAIRS	.5	.5	CR	1.45
SECTION TOTALS (Science)			A	14.
SECTION TOTALS (Social Sciences)			C	13.6
CUMULATIVE TOTALS			B	40.9
Memoranda & Footnotes: CC - Change of grade ER - Incomplete earned IC - Incomplete changed RC - Repeated class S - Substitution BT - By transfer TC - Transfer credit AD - Audit only, no credit received Student is in good standing unless otherwise indicated.				
				

Attachment A.3.11 Listing of textbooks, including title, author, publisher, and copyright, to be used at the school; listed by content area and grade level

Textbooks are only required for AP high school courses (grades 9-12). Here is verbiage for the off-computer projects and that book list:

Odyssey Ware is, for the most part, a self-contained curriculum delivered entirely online through a standard Internet browser. Odyssey Ware contains lessons and assignments that are optional and if used, require off-computer supplies. These assignments are predominantly in English Language Arts (Literature) and Science (Labs). Many schools have located the materials online and have avoided costs associated with purchasing these materials.

AP Calculus:

Textbook: The textbook for the course is the seventh edition of *Calculus of a Single Variable* by Ron Larson, Robert Hostetler, and Bruce Edwards (Boston: Houghton Mifflin, 2002; ISBN 0-618-14916-3) about \$350

Required Technology Requirement for AP Calculus: A graphing calculator (TI-89 strongly recommended) about \$139

AP US History

Textbook: The textbook for the course is *The American Pageant: A History of the Republic*, Volume 1 by David Kennedy, et. al. (Houghton Mifflin, 2006 ISBN: 0618479287).

AP English: Language and Composition

Textbooks: There are four required texts for this course.

1. Eschholz, Rosa, and Clark. *Language Awareness: Readings for College Writers*. 9th Student edition. Bedford/St. Martin's, 2004 [ISBN: 9780312407025]
2. McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother*. 10th Anniversary edition. Penguin Group, 2006. [ISBN: 159448192X]
3. Twain, Mark. *The Adventures of Huckleberry Finn*. Mark Twain Library edition Berkeley: University of California Press, 2001 [ISBN 0520228383]
4. O'Brien, Tim. *The Things They Carried*. New York: Broadway, 1998 [ISBN 0767902890]

Formative and Summative Assessments:

Odyssey Ware is designed to address measurable student objectives at the assignment level. These goals are grade-level appropriate and matched to the content requirements for each document. Correlation exists between objective, assessments, instructional strategies, content and technology; and the content, activities and assignments provide multiple learning opportunities to master targeted correlated standards.

Odyssey Ware assessments utilize a variety of problem types to provide students with both constructed and selected response items. These include, but are not limited to, essay/paragraph,

multiple choice, multiple select, click-and place, fill-in-the-blank, and graphic multiple choice. Alternative tests, randomized items, and randomized multiple choice answer order exist to preserve the integrity of the assessment.

Assessments in the Odyssey Ware curriculum are included to meet both formative and summative goals. Assignments include guided and independent practice activities/items to assess content and concepts within each lesson. Where appropriate, projects are included to invite a deeper understanding or application of concepts. These lessons and projects are joined in each unit by quizzes and tests that are more summative in nature. In the upper grades, cumulative semester and final exams are included.

Customized Assessments:

Odyssey Ware is designed to allow educators to provide coursework to students either in a default setting or through modifications based on need or desired outcome/goal. OdysseyWare's custom course tool allows teachers to create new or additional assessments/projects and add them to existing content. Teacher-created assessments can supplement or replace assessment opportunities provided in the default courseware or can stand on their own (e.g., a project-based unit).

Odyssey Ware provides summative assessments. These tests can be assigned at the teacher's discretion. The items on these assessments are crafted to provide student questions/problems that are directly correlated to the content with which they have been interacting.

Prescriptive Credit Recovery (CRx)/Remediation Tools

Odyssey Ware offers a Prescriptive Credit Recovery (CRx) feature which allows students the ability to "test out" of units based upon their understanding of the topics covered, speeding up their credit attainment process. CRx helps in the areas of credit retrieval, detecting weaknesses, and prescribing remedial help for high school level students.

- The CRx feature can be activated or deactivated for courses at any time.
- The global CRx pass threshold can be overridden by the teacher (if they have access granted by an administrator)
- The teacher has the ability to customize (skip/block/assign) individual assignments within the unit as necessary.

Skills Diagnostic Testing and Prescriptive Remediation

Odyssey Ware customers have access to a combination of software and courseware options that test student understanding of concepts and skills in English and Mathematics. Test results provide indicators where possible learning gaps may occur in those skills essential for moving on to higher-level concepts. Should test results indicate that skills are below a specified benchmark (threshold), remedial materials targeting each skill are assigned.

- Students are automatically assigned a diagnostic pretest specific to a skill.

- Typically a minimum score of 80% must be achieved on all tests and can be customized individually per student/course.
- Students who score below the threshold are required to complete remedial lessons and a follow-up test.
- The teacher may still customize (skip/block/assign) individual assignments within the course as necessary.

Course Customization

Odyssey Ware was designed to provide different pacing options. Individual learning paths can be accommodated allowing students to progress through the program at a pace appropriate to their needs. Teachers have the flexibility to assign students a set (default) sequence of assignments or customize each student's course to set an individualized scope and sequence.

OdysseyWare curriculum software solutions are self-paced and customizable, and tools give educators and programs the features and flexibility they need to individualize instruction and manage student data.

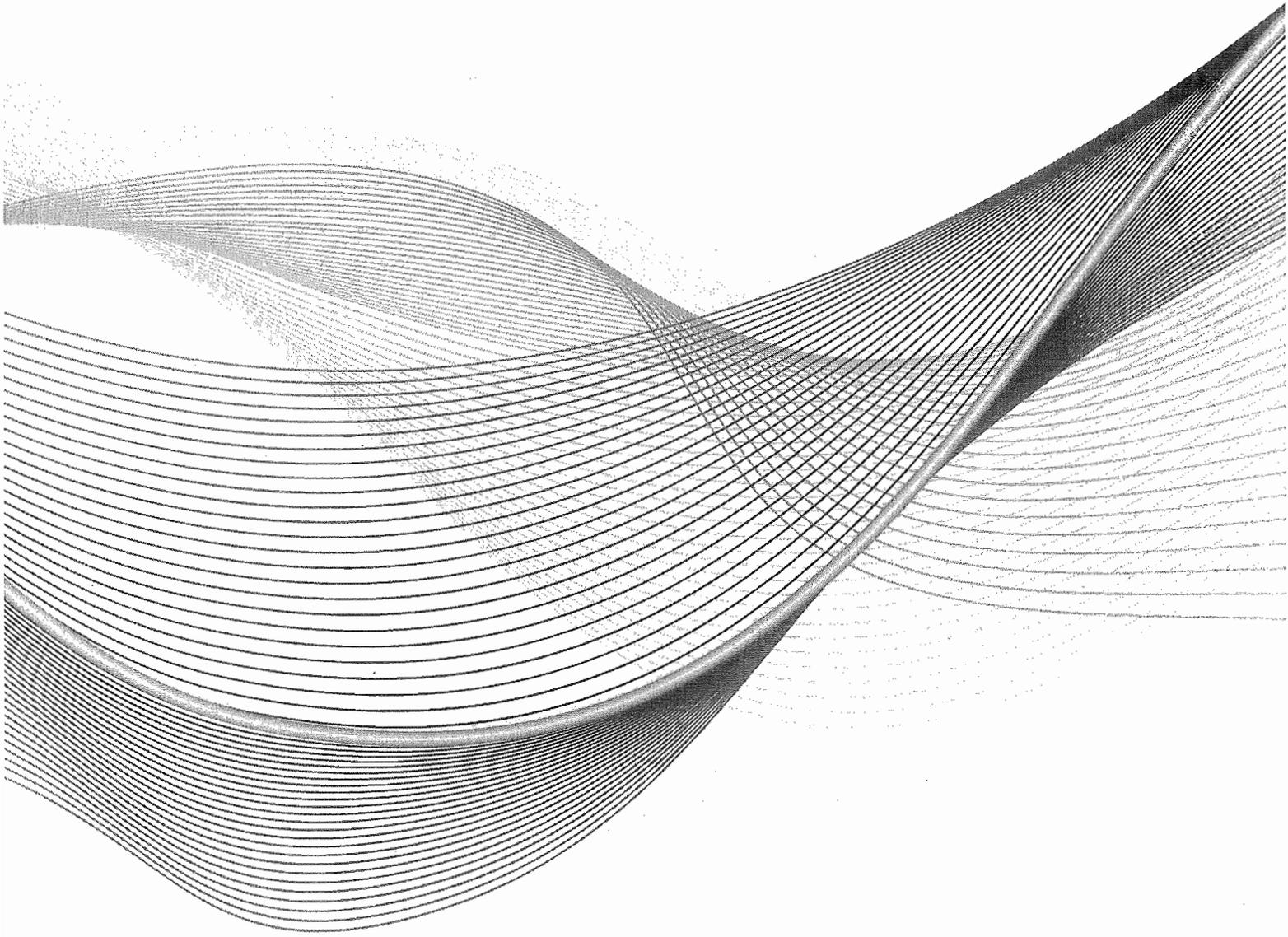
Odyssey Ware is designed to allow teachers to provide coursework to students either in a default setting or through modifications based on individual need. Schools/districts have access to the full complement of Odyssey Ware courses. As such, an educator can – based on student needs – assign coursework from the courses offered “as is” by our curriculum.

Odyssey Ware includes a custom course option designed to empower educators to make modifications that increase the likelihood of student success toward program goals. Teachers, or other designated personnel, can use this tool to modify and/or supplement Odyssey Ware curriculum materials to meet the needs of individual students in several ways:

- **Combination assignments** – teachers can use the custom-course tool to combine materials from courses at multiple levels into a course designed for a specific student
- **Controlled pacing** – teachers can assign, skip, and block assignments within the default curriculum (or in a customized course) to control the timing or to control student access at home, if desired
- **Modified courseware** – teachers can create assignments appropriate to student needs. These assignments can be added to existing materials or they can be used to create units of study or courses. Teacher-created content can include text, images, video, etc. Both Odyssey Ware content and teacher-created content can be used within a course.

Attachment A.3.14 (additional attachment)

This attachment is provided as evidence of the success of the ODYSSEYWARE curriculum software.



ARKANSAS SCHOOL RETAINS 300+ POTENTIAL DROPOUTS WITH ODYSSEYWARE

AN
 ODYSSEYWARE®
CASE STUDY

Arkansas School Retains 300+ Potential Dropouts with ODYSSEYWARE

PROFILE

SCHOOL

Name: Alma Opportunity School, Alma School District

Location: Alma, Arkansas

Location Type: Rural Town

ODYSSEYWARE

Enrollment: 25-30 Students Annually

Focus: Alternative Education, Dropout Prevention, Credit Recovery

Grade level: 9-12

Period Examined: 2005-2011

“You can’t put a price on the students’ lives that have been changed for the better.”

Gregg Grant, Principal of Alma Opportunity School, Recipient of 2006-2007 Arkansas Assistant Principal of the Year Award

BACKGROUND

Alma High School serves approximately 1,050 students in grades 9-12, including 25-30 students at the Alma Opportunity School for Alternative Education. The Alma Opportunity School, a satellite brick-and-mortar school on the high school campus, was started to provide at-risk students in danger of dropping out an alternative option for recovering credits and returning to grade level in time for graduation. Alma Opportunity School, now in its seventh year, serves students of lower social economic status, those with life circumstance challenges, and those with low success rates in the traditional school.

CHALLENGE

Alma Opportunity School needed to find a flexible curriculum that allowed staff to address each student individually while still providing a rigorous academic experience. Switching to ODYSSEYWARE after using a competitor for the school’s first year helped the Opportunity School to meet state-aligned requirements while setting achievement-pass thresholds by student. Controlling pacing with ODYSSEYWARE allowed alternative teachers to address true mastery learning and achievement progression rather than just clocking seat time.

APPROACH

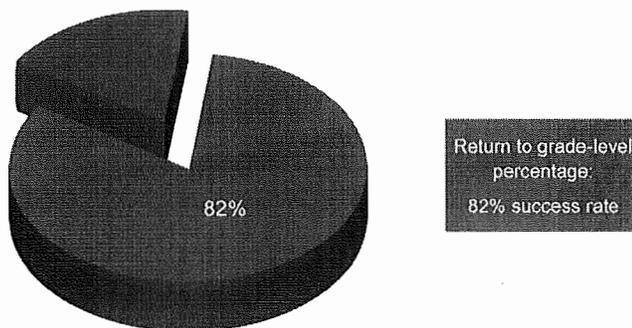
The Alma High School coordinates with state policies to diagnose at-risk students for placement in the Alma Opportunity School. High school counselor involvement, parent and student meetings, and transcript evaluation help Alma High School correctly place student in ODYSSEYWARE courses to recover or accelerate credits based on academic needs.

Enrolled students can work at their own pace to return to grade level and be placed back into Alma High School and graduate with their class, or they can graduate directly from the Alma Opportunity School. The goal is to have students in the Alma Opportunity School for one semester so they can earn needed credits (up to 7 to 9 courses) to stay at grade level. In addition, fifth year seniors can come to the Opportunity School and retake a failed course (often a second semester course) more quickly and don’t have to wait a full year to retake the course because of the high school class schedule.

ODYSSEYWARE partners with the Alma Opportunity School in providing individualized educational options to students, along with offering students the opportunity to recover credits and do homework outside traditional school hours. With ODYSSEYWARE’s online access available 24/7, those students with Internet access can move forward with schoolwork during hours that are convenient to them and from wherever they are.

CONCLUSION

The following statistics show the success rate of Alma Opportunity School in helping students return to grade level for an on-time graduation after using ODYSSEYWARE:



On average, four of five students return to Alma High School to graduate at grade level or graduate directly from the Alma Opportunity School.

ODYSSEYWARE has helped Alma Opportunity School students regain course credits at an astonishing rate. With a success rate of over 80% for enrolled students, this vital alternative school in rural Arkansas has given at-risk students the possibility of keeping their education on pace. Over the past six-year history of Alma Opportunity School, a total of over 300-plus potential dropouts have been retained and have earned their right to graduate on time with their classmates. That's 300-plus smiling faces that walked in their cap and gown and were handed a high school diploma.

Principal Gregg Grant credits ODYSSEYWARE with being a crucial element in that success. Together with one-on-one teacher support, students get to utilize ODYSSEYWARE's individualized curriculum, which helps support an enriching alternative learning environment, and students get a chance to chase their dreams. Success isn't just happening with students. In 2010, Alma Opportunity School teacher Bridget Stahler was awarded the 2010 Arkansas Alternative Education Teacher of the Year Award. Quality instruction hand-in-hand with ODYSSEYWARE's quality content obviously makes for a winning partnership for this Arkansas school.

What's more, an estimated \$2 million in funds has been saved by this district by keeping potential dropouts in school. Saving this potential loss in funds, the Alma Opportunity School through ODYSSEYWARE has allowed valuable funding to continue to go to the students in this state who need it most. Improving more than the bottom line, Alma Opportunity School is proud of how it is helping change student lives. Using ODYSSEYWARE, students are able to achieve more and strive toward a brighter future, overcoming any life circumstance or past hindrance. ODYSSEYWARE supports this vision by turning potential dropouts into confident high school graduates who are prepared to conquer the world.

A.4 Assessment and Accountability **10**

Narrative A.4.2 **10**

Narrative A.4.3 **10**

Narrative A.4.4 **11**

Narrative A.4.5 **12**

Narrative A.4.6 **13**

Narrative A.4.7 **13**

Attachment A.4.1

A.4 Assessment and Accountability

Narrative A.4.2 A list of the instruments (tests, diagnostics, survey, other) to be used as formative or summative assessments

Silver State Virtual Academy will use the following tests:

- Criterion Reference Tests (CRT) 3rd – 8th grade;
- Nevada High School Proficiency Exams in Math, Reading and Science, 10th, 11th and 12th grades;
- Nevada Writing Exam for 5th and 8th grade;
- Nevada High School Proficiency Exam in Writing, 10th, 11th and 12th grades;
- English Language Proficiency Exam, (ELPA) (if applicable) Kindergarten to 12th grades

Silver State Virtual Academy will use the diagnostic tests found in the ODYSSEYWARE software to determine grade level and instructional “holes”.

Silver State Virtual Academy may use online Scantron diagnostic tests to determine yearly progress.

Narrative A.4.3 Narrative explaining the school’s approach to assessments, including a clear plan for the ongoing use of student data to drive improved student achievement and growth

Skills Diagnostic Testing and Prescriptive Remediation is a combination software and courseware option that tests a student’s understanding of essential concepts, or skills, in English Grammar and Math. The product is designed to indicate high school readiness in these subjects through a series of diagnostic tests covering specific skills. The program provides remedial materials targeting each skill if test results are below a specified benchmark (threshold).

The Math and English Grammar Skills Diagnostic Tests are designed to identify learning gaps tied to essential concepts, mastery of which is essential for moving on to higher-level concepts. Identifying such gaps is particularly important in math and language arts, since skill builds on skill in both of these disciplines. The tests correlate with Math or English Grammar remedial materials which may be assigned automatically by the application or manually by the teacher. These remedial materials provide concise summaries (mini-lessons), rather than a lengthy presentation of the concepts. After the student studies the remedial material in the skill unit, he takes a mastery test to see if he learned the concept.

A minimum score of 80%, achieved on all the mastery tests, is an indicator that a student should be ready to begin high school coursework. If the minimum score is not achieved, the teacher must decide the best course of action, such as additional tutoring or reworking the skills unit.

If more intensive remediation is needed, supplemental ODYESSWARE lessons, already located in the skill unit, can be assigned to cover the needed concept. The student may require some or all of these supplemental lessons depending on the amount of growth and progress required.

At the beginning of each skill unit the student is automatically assigned a diagnostic pretest specific to that skill. If the student achieves at or above the threshold (80%) on the diagnostic pretest, the program records the score and automatically skips to the next diagnostic pretest for the following skill. If the student scores below the threshold, the application requires the student to complete a remedial lesson and a follow-up test. If the student fails the retest, the teacher may manually assign the supplemental coursework. The student should take the entire Math and English Grammar skills diagnostic tests.

Silver State Virtual Academy plans to correlate the above student data with Criterion Reference Tests, Nevada Writing Tests and High School Proficiency Exams over time as is explained in the next Narrative.

Narrative A.4.4 Explanation of how the school will use longitudinal data analysis to measure success

Longitudinal data analysis is collected over a significant period of time. The Committee to Form Silver State Virtual Academy has the following questions: Will individualizing curriculum and making the learning process more flexible result in increased graduation and college enrollment rates? Will individualizing curriculum and making the learning process more flexible result in improved Criterion Reference Tests, Nevada Writing Tests, and High School Proficiency Exam scores?

First Year Target: What does Silver State Virtual Academy expect to achieve at the end of our first year?

Rating 1: (Does Not Meet Standard) Fewer than 65% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 2: (Approaching Standard) 65% to 80% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 3: (Meets Standard) 82% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 4: (Exceeds Standards) 83% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Fourth Year Target: What does Silver State Virtual Academy expect to achieve at the end of our fourth year?

Rating 1: (Does Not Meet Standard) Fewer than 75% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. Fewer than 65% of seniors (grade 12) have graduated and entered college.

Rating 2: (Approaching Standard) 76% to 84% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 66% to 74% of seniors (grade 12) have graduated and entered college.

Rating 3: (Meets Standard) 85% to 94% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 75% to 80% of seniors (grade 12) have graduated and entered college.

Rating 4: (Exceeds Standards) 95% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 81% of seniors (grade 12) have graduated and entered college.

Narrative A.4.5 Clear, realistic strategies to ensure data are used in improving student achievement and closing achievement gaps for all groups of students

Silver State Virtual Academy will use the following reports for data analysis, and for improving and closing achievement gaps in its student population.

The following list of reports is available through the ODYESSYWARE software:

- Course Percentage Complete – Enables the teacher to quickly track how far along a student is in one or more assigned courses.
- Detailed Student Grading - Shows the teacher current grade information for the student at a unit level.
- Faculty Progress – Displays outstanding alert items for each faculty member selected.
- Login/Logout Report – Provides a list of selected users, their login and logout times, and the duration of each session, for each day during the selected date range.
- Student Activity Daily Breakdown – Lists the amount of time students worked on each course by day, along with the total time spent in all selected courses.
- Student Activity Summary – shows the total amount of time selected students spent in each course for the date range or selected term, along with the total time spent in all courses.
- Student Lesson Plan– provides a breakdown of all assignment(s) for each selected course for a student. Report lists the course, teacher assigned, assignment title, unit, status of assignment due date and completed date if appropriate.
- Student Unit Grades – displays the score for each unit by selected course for each student selected. Teachers have the option to select completed units only. Completed means all assignments (including projects) have been submitted and all items requiring teacher-grading have been scored.) Also, the course score to date is displayed.

Silver State Virtual Academy plans to make full use of the reporting options available through ODYESSWARE to continually track the progress of its pupils. Teachers are able to quickly see when a student is falling behind, and may then use diagnostic testing to determine what previous skill is needed to help the student progress. That unit may then be added to the course.

Parents are able to see their student's progress in any class, as well as login minutes at any time. Parents are encouraged to discuss their student's progress with their teachers in an ongoing basis, through telephone or email.

Narrative A.4.6 Data management plan as discussed in the applicant instructions.

Silver State Virtual Academy will use the ODYSSEYWARE assessments and classroom management options that follow, as well as the strategies, options, and reports discussed in Narratives A.4.3; A 4.4 and A.4.5 to create data management plans.

ODYSSEYWARE provides automated solutions for organizing, delivering content, and tracking student progress. These tools afford teachers a greater opportunity to adapt and differentiate the program in response to student needs:

- Progressive school-year scheduling allows administrator to globally manage schedules for multiple terms at the school, class, or student level.
- Flexible custom course editing and threshold setting allows teachers to create, share, and adapt courses to support differentiated learning.
- Powerful data management and reporting tools provide automated solutions for organizing information, reporting data, and tracking student progress.
- Advanced administrator and teacher control increases flexibility at the school, course, and student level and provides additional security.
- Smart search and filtering functions increase efficiency and simplify reporting.
- Global calendar keeps students and faculty informed and organized.
- Automatic grading saves time for teachers and supplies immediate student feedback.
- Strong, reliable security safeguards including role-based controls and automatic session expiration enforce and support a credible learning experience.

Narrative A.4.7 School policy on promoting students to the next grade level and for graduation from the school

The following information is taken from **Attachment A.6.3; A.6.4; A.6.5 Student Policy Manual**

“PUPIL PROGRESS 510

Kindergarten

Kindergarten is generally the child's first contact with the school and the first opportunity for the school staff to evaluate the student's potential for learning. It is expected that the vast majority of students would move to the first grade after one year of kindergarten. When, in the judgment of the teacher and administrator, there is reason to believe the level of maturity is such that the student may not be successful in learning the reading skills called for in first grade, the parent(s) or guardian(s) should be advised. This should be done by conference at the earliest practical

date. If progression through the school year confirms the earlier observations, then the staff should recommend that the student spend a second year in kindergarten level classes.

Grades 1-8

The general policy is that a student should take eight years to complete the elementary and middle school after kindergarten. It may be necessary for a student to take an additional year to complete the eight grades if there is unsatisfactory achievement in the basic skills areas.

It shall be the obligation of the teachers and administrator to make an early assessment of the skill level of each student. Where there is evidence that the student's level of skill development is such that he or she may not successfully complete a grade, three steps shall be taken:

1. The parent(s) or guardian(s) will be called into conference and apprised of the teacher's concern and be given a summary of the area of weakness. This conference will be held before the middle of the school year.
2. The teacher(s) will outline a program of remediation and an explanation of this program will be given to the parent(s) or guardian(s).
3. Periodic reports will be given to the parent(s) or guardian(s) (in addition to the report card) to inform them of the pupil's progress.

If, after the above steps have been taken, the student is still not ready to go into the next grade by the end of the school year the teacher(s) and administrator may recommend retention of that student in the same grade for the next year. Parent(s) or guardian(s) will be given this recommendation in conference with the teacher(s) and administrator. If the parents do not agree with this recommendation, the teacher and the administrator in joint agreement have the final authority to retain a pupil.

When a recommendation is made for non-promotion, the parent(s) or guardian(s) shall be asked to acknowledge receipt of the recommendation. A copy of the recommendation and of the parent's or guardian's acknowledgment will be kept on file.

At any time during a child's academic career in grades kindergarten through eighth grade, the administrator, working in conjunction with a child study team including the parent(s) or guardian(s), may promote a student based upon academic and/or social reasons.

Placement of New Children IN GRADES K-8

Upon receiving a student who is new to the school, the administrator will accept the grade placement designation provided by the school from which the student transferred unless the parent(s) or guardian(s) and the administrator agree that the student should be placed in a lower grade for good reason. It should then be explained to the parent(s) or guardian(s) that this is a trial placement and that diagnostic testing will confirm it.

If, at the end of a trial period, the student is not able to perform successfully in the grade placement made, or if the student has demonstrated ability through diagnostic testing to perform

well at a higher grade, it may be necessary to make a revised assignment. This change of assignment shall be made in consultation with the parent(s) or guardian(s). The final decision on the placement of the student rests with the administrator in consultation with the teacher(s), but it is always best to have parent(s) or guardian(s) agreement, if possible, regarding student placement.

UNITS OF CREDIT REQUIRED FOR HIGH SCHOOL GRADE PROMOTION

Under NAC 389.659 the state requires that each student's class status will be determined by the number of credits that student has earned. The following units of credit are required for grade promotion in high school.

1. Students who have been promoted from eighth grade, but who have earned less than five units of high school credit will be ninth graders.
2. To be promoted to the tenth grade, a student must have earned a minimum of five units of credit.
3. To be promoted to the eleventh grade, a student must have earned a minimum of eleven units of credit.
4. To be promoted to the twelfth grade, a student must have earned a minimum of seventeen units of credit.

A credit deficient student is defined as a pupil who has not earned the minimum number of credits in any given year to qualify as a member of the next higher grade in the following year.

In charter middle schools that have ninth graders attending the administrator may waive the credit requirement for ninth graders to be promoted to tenth grade if it is determined that extenuating circumstances exist

Charter high schools shall evaluate the transcripts of high school students who transfer from other schools to determine the appropriate grade placement of those students through use of diagnostic testing.

Charter high school administrators may waive the credit requirement for transfer students to be considered twelfth graders if extenuating circumstances exist.”

Legal References: NRS 386.583 NAC 389.659

Attachment A.4.1 Silver State Virtual Academy Assessment Plan

Silver State Virtual Academy plans to follow Nevada's testing schedule for public schools and its system for assessing students, which follows:

Nevada's system for assessing students, the Nevada Proficiency Examination Program (NPEP), consists of different tests taken by students enrolled in public and charter schools in specific grades and specific programs. NPEP includes the following assessments: High School Proficiency Examination (HSPE) in Reading and Mathematics; Writing Assessments; Iowa Test of Basic Skills (ITBS); Iowa Tests of Educational Development (ITED); Criterion-Referenced Tests in Reading, Mathematics, and Science (CRT), Language Proficiency Assessment; Nevada Alternate Assessment (NAA); and National Assessment for Educational Progress (NAEP). Nevada does not have native language versions of any NPEP assessment.

This comprehensive series of assessments in various test formats with varying purposes provides opportunities for districts, schools, teachers, students, and parents to assess student achievement in the areas specified by Nevada Revised Statutes (NRS). Another purpose of the NPEP is to provide accountability to the public and to the Legislature. Test scores from the CRTs, the Writing Assessments, and the HSPE are used to determine Adequate Yearly Progress (AYP) for every public school and charter school as well as for the eight student populations required by the federal No Child Left Behind Act (NCLB).

Note: It was recently announced that Nevada's request for a waiver from the No Child Left Behind Act was accepted.

Attachment A.4.1 Silver State Virtual Academy Assessment Plan (Note: this table will be updated when the 2013-2014 calendar is available)

Nevada Proficiency Examination Program Calendar for the 2011-2012 School Year

All Nevada public schools are required to administer the Criterion-Referenced Test (CRT), the Fifth and Eighth Grade Writing Assessments, the High School Proficiency Examination (HSPE), the Nevada Alternate Assessment (NAA), and the English Language Proficiency Assessment (ELPA) to grade/subgroup-appropriate enrolled students; and if selected, the National Assessment of Educational Progress (NAEP)

Assessment	Grade(s)	Dates/Windows			
CRT	3-8	150 th Day of Instruction +/- 13 Days, or by May 31 (whichever is earlier) ¹			
Writing	5	Jan. 17 – Feb. 17; online administration			
	8	Jan. 30 – Feb. 28; online administration			
HSPE Math, Reading and Science	10		Mar. 5-9		
	11	Oct. 21 – Nov. 4	Mar. 5-9		
	12 and Adult	Oct. 21 – Nov. 4	Mar. 5-9	Apr. 30 – May 2	July 9 – 13
	12	The Alternative to the ESPE in Science must be submitted to NDE by Mar. 23			
HSPE Writing	11	Nov. 2	Mar. 7		
	12 and Adult	Nov. 2	Mar. 7	May 2	July 11
	12	The Alternative to the ESPE in Writing must be submitted to NDE by Mar. 33			
NAA	7-8 and 11	Feb. 1 – Apr. 30			
ELPA	K-12 English Language Learners	Oct. 24 – Dec. 16; except Clark County School District ²			
NAEP		No Nevada school will be selected for participation this year			

¹ The CRT window is necessary to meet reporting deadlines for the annual determination of Adequate Yearly Progress (AYP) as required by NRS 385.3762. The May 31 deadline applies to those schools with year-round track schedules, and assumes that the vast majority of schools will have completed testing by the end of April or first part of May.

² The ELPA windows for the Clark County School District are as follows: Phase 1 and 4, Oct. 24 – Dec. 16; Phase 2, Oct. 24 – Jan. 13; and Phase 3, Dec. 5 – Feb. 17.

A.5 Tentative School Calendar and Daily Schedule	16
Narrative A.5.2	16
Attachment A.5.1	
Attachment A.5.3 (NA)	

A.5 Tentative School Calendar and Daily Schedule

Narrative A.5.2 Proposed dates for accepting enrollment to Silver State Virtual Academy

Silver State Virtual Academy plans to open in the fall of 2013 on the date that corresponds with the Clark County School District calendar.

“The proposed date of enrollment for a charter school for its first year of operation must not be more than 120 days before the date on which the charter school will open (NAC 386.135).”

Silver State Virtual Academy plans to adhere to the above statute regarding its proposed enrollment dates. The school will begin enrollment as soon as possible within the timeframe above. Also, the school will use the lottery system suggested by the Authority, which follows:

“The school enrolls pupils in the order in which pupils’ applications are received, up to the point at which the school reaches its maximum capacity per grade. 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 is expected to 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.”

Silver State Virtual Academy will comply with the following requirement:

“For charter schools in the first year of operation, the count of enrolled pupils must be determined 30 days before the beginning of the school year of the school district in which the charter school is located. New schools must send a list of enrolled pupils’ names, by grade level, to the NDE’s Distributive School Account (DSA) Administrator. The signature page of the enrollment form, with the pupils’ parent or guardian signature, must accompany the list. The enrollment form must also be signed by a school official indicating that the pupil has been accepted by the school for enrollment; ask the DSA Administrator at the beginning of May for the due date for all information that must be submitted to him.

Application/enrollment forms must be completely filled out with the student’s information: full name, address, location information (including exact county of residence), date of birth, and any unique information (SSN, student number, etc.) available. Provide the grade the student is entering. Submit the information to the DSA Administrator in hard copy as well as an electronic file (MS Excel) so that sorting and analysis can be done. Pupil names will be submitted to the school district(s) in which the charter school claims to have students to ensure no double counting of students.”

Attachment A.5.1

SIVER STATE VIRTUAL ACADEMY

2012-2013 NINE-MONTH SCHOOL CALENDAR *

2012

Wednesday, August 22 Licensed Employees Begin Work Year

Monday, August 27 Classes Begin

Monday, September 3 Labor Day (No School)

Friday, September 21 State Count Day

Friday, October 12 Staff Development Day (No School for Students)

Thursday, October 25 End of First Grading Period (43 days)

Friday, October 26 Nevada Day Observed (No School)

Tuesday, November 6 Staff Development Day (No School for Students)

Monday, November 12 Veterans Day Observed (No School)

Thurs-Fri, November 22, 23 Thanksgiving Day and Family Day (No School)

Friday, December 21 Winter Break Begins – End of Day

No School December 24 – January 4

2013

Monday, January 7 Classes Resume

Friday, January 18 End of Second Grading Period (47 days)

End of First Semester (90 days)

Monday, January 21 Martin Luther King, Jr. Day Observed (No School)

Tuesday, January 22 Second Semester Begins

Monday, February 18 Presidents' Day Observed (No School)

Tuesday, February 19 Staff Development Day (No School for Students)

Friday, March 22 End of Third Grading Period (43 days)

Friday, March 22 Spring Break Begins – End of Day

No School March 25 – March 29

Monday, April 1 Classes Resume

Friday, May 24 Staff Development Day (No School for Students)

Monday, May 27 Memorial Day (No School)

Wednesday, June 5 End of Fourth Grading Period (47 days)

End of Second Semester (90 days)

End of School Year (180 days)

* Subject to change.

A.6 School Climate and Discipline	17
Narrative A.6.1	17
Narrative A.6.2	17
Narrative A.6.6	18
Attachment A.6.3	
Attachment A.6.4	
Attachment A.6.5	

A.6 School Climate and Discipline

Narrative A.6.1 Narrative explaining how the school's policies support the educational goals of the school

Silver State Virtual Academy's main educational focus is on improving high school graduation rates and college enrollment rates. The Committee to Form Silver State Virtual Academy selected ODYSSEYWARE as the best online curriculum to accomplish this goal. (see: Attachment A. 6.1 Alma Case Study)

Silver State Virtual Academy will require parent and student orientation prior to enrolling. The orientation will explain school policies regarding attendance and student work. Parents and students must make a written commitment to Silver State Virtual Academy, stating they understand and will abide by school policies.

The Committee believes withdrawing students because they are not meeting attendance or educational requirements does not accomplish our educational goals of improved graduation and college enrollment rates. ODYSSEYWARE gives the school the option of locking down curriculum if a student is not progressing or attending. Technology gives the school the option of locking down supplied internet "hot spots". Diagnostic testing will determine if the student's reluctance is due to missing instruction at some level. Missing instructional elements can be seamlessly added to any course at any level, so that students may continue to progress. Competency-based curriculum is not time-based curriculum. Students may progress at whatever speed suits them, because the curriculum is available 24/7 for a 12 month period, allowing for summer school if needed.

Silver State Virtual Academy requires students to work online at least 20 hours per week. ODYSSEYWARE software can track each student's login times. It is the responsibility of the schools teachers to keep a weekly attendance log that details student contact through email, telephone, or in person. Students are required to have at least one weekly contact with their teachers. Teachers must also track their student's login times so that problems can be addressed quickly. The Committee to Form Silver State Virtual Academy believes that the above policies will support the educational goals of high school graduation and college enrollment rate improvement. Students must be in school to succeed.

Narrative A.6.2 Narrative explaining the school's philosophy regarding student behavior

One of the most compelling reasons for online instruction is the lack of student behavior issues. Students are able to communicate with their teachers through the message center, but not with each other. This allows for better concentration and accomplishment on the student's part as the distractions of others is not present. It allows for one-on-one instruction between the teacher and student, something nearly impossible in today's traditional schools. Silver State Virtual Academy is sensitive to cyber-bullying, and will not condone it, but the curriculum is designed so that cyber-bullying does not occur.

During school field trips, testing, or other school-sponsored activities, Silver State Virtual Academy expects exemplary student behavior. The school will take action against improper behavior in these settings. (see: Prohibited Conduct 544 in the Student Policy Manual)

Narrative A.6.6 Narrative explaining the school’s plan for involving students’ families in the school

The Committee to Form Silver State Virtual Academy believes families are crucial to the success of students and the mission of our school. During our pre-enrollment period in the fall of 2012 and into 2013, we plan to travel Nevada to get families’ input and requests for the new school, while we provide orientations and training in curriculum and equipment.

After the school opens, we plan to keep lines of communication open through school-wide surveys. Teachers will play a crucial part in family communication through their weekly contacts. The school plans to input as many requests and ideas as possible. Parents will be encouraged to call or email either their teachers or the office with ideas, requests or complaints. Silver State Virtual Academy plans to have at least 2 family nights per semester during the 2013-2014 school year.

Through the formation of the school’s Parent Advisory Council, parents will be given the opportunity to present the needs and concerns of all the school’s pupils to administration, teachers and staff.

Attachment A.6.3; A.6.4; A.6.5

Student Policy Manual

CONTENTS

Attendance

AGE OF ENTRANCE	501
ADMISSION TO CHARTER SCHOOLS	503
IMMUNIZATION	504
ATTENDANCE OF NONCHARTER SCHOOL STUDENTS	505
ATTENDANCE CHECKING, ABSENCES, MISSED INSTRUCTION, TRUANCY, MINIMUM ATTENDANCE, MAKE-UP WORK, AND	
PARENT/SCHOOL RESPONSIBILITIES	506
LEGAL GUARDIANSHIP	507
EARLY DISMISSAL	508
WITHDRAWAL FROM SCHOOL	509

Student Progress and Reporting

PUPIL PROGRESS	510
REPORTING TO PARENTS	511
RELEASE OF INFORMATION ABOUT STUDENTS	512
CONFIDENTIALITY OF HEALTH AND WELFARE INFORMATION	513
USE OF STUDENT RECORDS IN TRAINING PROGRAMS	514
GRANTING ACCESS TO STUDENT RECORDS	515
CHALLENGING CONTENT OF STUDENT RECORDS	516
HIGH SCHOOL GRADUATION DIPLOMA REQUIREMENTS	517
ALTERNATIVE MEANS FOR EARNING HIGH SCHOOL CREDIT	518

Student Activities

MOMENT OF SILENCE	519
STUDENT FREEDOM OF EXPRESSION	520
STUDENT PARTICIPATION IN SCHOOL AFFAIRS	521
STUDENT GOVERNMENT	522
CLUBS AND ORGANIZATIONS	523
PUBLIC PERFORMANCES BY STUDENTS	524
INTERSCHOLASTIC ACTIVITIES PROGRAM	525

STUDENT FUND RAISING	526
BLOOD DONOR DRIVES ON HIGH SCHOOL CAMPUSES	527
SOCIAL EVENTS AND ACTIVITIES	528
PROGRAMS ON SCHOOL TIME	529
EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY	530
LOSS OF CLASS TIME FOR EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES	531
FIELD TRIPS AND ACTIVITY TRIPS	532
ACTIVITY TRIPS REQUIRING PHYSICAL SKILLS	533
MARRIED AND/OR PREGNANT STUDENTS	534

Welfare

HEALTH AND WELFARE	535
REQUIRED PHYSICAL EXAMINATIONS	536
CHILD ABUSE OR NEGLECT	537
HOMELESS CHILDREN	538
STUDENT TRAFFIC PATROLS	539
PRACTICE EVACUATION OF SCHOOL BUSES	540

Behavior & Discipline

STUDENT DISCIPLINE	541
SCHOOL RULES	542
DRESS	543
PROHIBITED CONDUCT	544
DRIVING	545
DISCIPLINARY SANCTIONS	546
NOTIFICATION OF LAW ENFORCEMENT OFFICIALS	547
SUSPENSIONS - GENERAL INFORMATION & DEFINITIONS	548
SUSPENSION OF TEN DAYS OR LESS	549
EXPULSION AND LONG TERM SUSPENSION	550
CORPORAL PUNISHMENT	551
SEARCHES OF STUDENTS	552
RESTITUTION FOR DAMAGES AND THEFT	553
REMOVAL FROM A SPECIFIC CLASS	554
INELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES	555
STUDENT CONDUCT ON SCHOOL BUS	556
GANGS AND GANG ACTIVITY	557
DISCRIMINATION, HARASSMENT/SEXUAL HARASSMENT	558
QUESTIONING OF STUDENTS	559

AGE OF ENTRANCE 501

Children who will be five years old on or before September 30 may enter kindergarten at the opening of the school year. Parents or guardians of kindergarten pupils must present a birth certificate or other satisfactory proof of age at the time of registration.

Children who will be six years old on or before September 30 may enter the first grade. First grade children being enrolled in school for the first time must show satisfactory proof of age.

During the school year, kindergarten and first grade children who transfer into school from outside the state may be enrolled in either kindergarten or first grade according to the age of entrance requirements in the state from which they are transferring. Unless the school determines that the normal age requirements for admission to kindergarten or first grade are being deliberately circumvented. Any kindergarten or first grade child who transfers from outside the state and who is placed in kindergarten or first grade as per his or her previous enrollment outside of the state will be placed on a trial basis. If it turns out that it would have been more appropriate to place the student in a higher or lower grade, this may be done by following the procedures in this manual under PLACEMENT OF NEW CHILDREN in the section of this manual titled PUPIL PROGRESS 510.

A child will not be allowed to be permanently enrolled in school until the parent or guardian of the child furnishes a birth certificate or other document suitable as proof of the child's identity and, if applicable, a copy of the child's records from the school most recently attended.

If the parent fails to furnish the identifying document or records within thirty (30) days after the child is conditionally enrolled, the administrator, or his/her designee, shall notify the local law enforcement agency and request a determination as to whether the child has been reported missing.

Exception to the age of attendance requirement for enrollment in the first grade may be granted under the provisions of NRS 388.490 for handicapped minors when special programs have been provided for such minors.

In the process of enrolling a student, any parent, guardian, or other person who, with intent to deceive, makes a false statement concerning the age or attendance at school, or presents a false birth certificate or record of attendance at school, for a child under 17 years of age is guilty of a misdemeanor.

Legal References:

NRS 392.040 to 392.220

NRS 388.060

ADMISSION TO CHARTER SCHOOLS 503

Each charter schools is required to admit transfer students at all times of the school year up to the enrollment stated in the school's charter.

Each charter school, unlike other public schools, must enroll students who are state residents regardless of each student's county of residence.

Charter schools shall enroll pupils who are eligible for enrollment in the order in which the applications are received. If more pupils who are eligible for enrollment apply for enrollment in the charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll on the basis of a lottery system.

Some charter schools are not open to all Nevada students who may wish to apply. Under NRS 386.580 a charter school may be formed exclusively to provide educational services to pupils

1. Who have disabilities,
2. Who pose such severe disciplinary problems that they warrant an educational program specifically designed to serve a single gender and emphasize personal responsibility and rehabilitation, or
3. Who are at risk.

Except as outlined above, a charter school shall not discriminate in the acceptance of a pupil's application for enrollment in the charter school, or otherwise discriminate based on a pupil's:

1. Race,
2. Gender,
3. Religion,
4. Ethnicity, or
5. Disability.

Legal References:

NRS 386.180
NRS 386.520
NRS 386.580

IMMUNIZATION 504

Each student enrolling in a charter school must present certification that the student has been immunized according to the provisions of NRS 392.435.

Parents must have written documentation from a physician or health clinic indicating the dates of each immunization and boosters received. All immunizations must be up to date.

A conditional enrollment is accepted for a period of up to 30 days if immunization records are not available at the time of enrollment.

Students whose parents show appropriate written evidence that their child should not be immunized because of religious beliefs or medical condition will be excused from this requirement.

Legal References:

NRS 392.435 to NRS 392.448
NAC 392.101 to NAC 392.360

ATTENDANCE CHECKING, ABSENCES, MISSED INSTRUCTION, TRUANCY, MINIMUM ATTENDANCE, MAKE-UP WORK AND PARENT/SCHOOL RESPONSIBILITIES 506

Pupils will be required to attend school regularly in accordance with Nevada statutes. School attendance for kindergarten through grade 12 is essential to students' academic success and personal growth. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

Attendance is a shared responsibility and concern of students and parents/guardians, with the assistance and support of school staff and the community.

ABSENCE DEFINED: Distance Education

A student attending a Virtual school using Distance Education will be considered present for the week in which contact has been made with his/her teacher through telephone, email, live chat or in person.

CLASSIFICATION OF ABSENCE

When the school determines the reason for absence, the absence is identified as one of the following reasons.

Unverified:

1. Reason for the absence is unknown Medical
2. Illness
3. Doctor or dentist appointment
4. Requiring medical treatment

Circumstance:

1. Religious observations
2. Legal
3. Bereavement
4. Prearranged - A prearranged absence is an absence with advance notification to the school administration
5. Family business (Situations where the student misses school due to family business that is outside of the immediate control of the family or to appointments/ activities that cannot be scheduled outside of the school day.)

Examples:

- Sick relative
 - Fiscal matters
 - Other than legal or medical appointments
6. Personal business (Situations where the student misses school due to the student's personal business that is outside the immediate control of the student or parent/guardian or the student's personal appointments/ activities that cannot be scheduled outside of the school day.)

Examples:

- Employment interview
 - Driver's license
7. Non-school/school sponsored athletic or other competition
 8. Emergencies
 9. Suspensions

Out-of-school

Alternative educational settings:

1. Homebound
2. Juvenile Hall
3. Hospital

School activity:

1. Sponsored by the school,
2. Part of the program of the school, and
3. Personally supervised by an employee of the school.

Truancy:

1. TRU – Truancy
2. CT – Confirmed Truancy
3. CLT – Truancy Letter Sent

Domestic circumstances: Situations where the student misses school due to circumstances or choices within the control of the student or parent/guardian or appointments/activities that could be scheduled outside of the school day.

Examples:

- Circumstances that exceed ten (10) days and/or any circumstances where make-up work is not made up.

TRUANCY

As per NRS 386.585, "The governing body of a charter school may adopt rules relating to the truancy of pupils who are enrolled in the charter school if the rules are at least as restrictive as the provisions governing truancy set forth in NRS 392.130 to 392.220, inclusive." If the governing body of a charter school does adopt such rules, those rules shall be followed in lieu of the policies and procedures regarding truanancies outlined in this manual.

Truancy is defined in NRS 392.130 as follows: "A pupil shall be deemed a truant who is absent from school without the written approval of his teacher or the administrator of the school, unless the pupil is physically or mentally unable to attend school. The teacher or administrator shall give his written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he must receive the approval of the teacher or administrator." An unapproved absence for at least one week will be deemed a truancy.

FIRST CONFIRMED TRUANCY

When a charter school confirms that a student has been truant for the first time the following actions will be taken.

1. The school will work with the parents to try to find the reasons for the truancy, and the school will take reasonable actions designed to encourage, enable or convince the student to attend school.
2. The school will document, assemble and retain all evidence that the truancy is in fact a truancy. The school will document communications with the parent(s) or guardian(s) regarding truancy and the actions taken to encourage, enable, or convince the student to attend school.
3. The administrator will deliver, or cause to be delivered, a written notice of truancy to the parent; and document that such written notice has been delivered. That notice will conform to the requirements outlined in NRS 392.130 through 392.160, and it may, if appropriate, outline some or all of the enforcement penalties in NRS 392.130 through NRS 392.220 that children and/or adults may suffer as a result of their actions or inactions regarding truanancies. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

SECOND CONFIRMED TRUANCY

If a student is truant for a second time the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed. In the notice sent to parent(s) or guardian(s) for a second truancy the administrator will probably find it appropriate to stress the enforcement penalties for truancy more, and the administrator will notify the parents of the definition of a habitual truant and the consequences of being a habitual truant.

THIRD CONFIRMED TRUANCY

If a student is truant for a third time, that student shall be declared a habitual truant, and all of the procedures outlined above under FIRST CONFIRMED TRUANCY should be followed, except that the notice delivered to the parent(s) or guardian(s) will include notification that the student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

HABITUAL TRUANT

A Habitual truant, as defined by NRS 392.040, is any student who has been declared a truant three (3) or more times within one (1) school year. Any student who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without written approval may again be declared a habitual truant.

When the student has been declared a habitual truant that student will be reported to the local law enforcement agency for investigation and issuance of a citation, if warranted, as a habitual truant.

CHRONIC ABSENTEEISM/MISSED INSTRUCTION

A student who is chronically absent or missing instruction is defined as any student who has been absent or has not logged in for more than four weeks in the same class, during a school quarter and who continues to be absent during subsequent quarters.

The school will review students who are chronically absent/missing instruction to determine appropriate interventions.

MINIMUM ATTENDANCE REQUIRED

Students must be in attendance at last ninety percent (90%) of the time they are enrolled each year in order to be promoted to the next higher grade, or to earn credit.

The following absences do not count against a student when applying the ninety percent (90%) attendance rule (NRS 392.122):

1. Absences due to the fact that the student is physically or mentally unable to attend school;
2. Up to ten (10) days of absence within one (1) school year
 - a. With the approval of the teacher or administrator of the school pursuant to NRS 392.130 (Truancy Statute),
 - b. If the student has completed course work requirements;
3. Absences due to a school activity that is:
 - a. Sponsored by the school,
 - b. Part of the program of the school, and
 - c. Personally supervised by an employee of the school.

MAKE-UP WORK

Students will be provided the opportunity to request and complete make-up work for absences and missed instruction.

MAKE-UP WORK IS DEFINED AS:

1. Scheduled tests,
2. Scheduled quizzes,
3. Homework assigned on the day the student is absent or missed instruction, and
4. A description of the topic(s) covered in class while the student was absent or missed instruction and possible resources where the student can obtain information on the topic(s).

Teachers may require additional make-up work.

MAKE-UP WORK FOR TRUANCIES AND SUSPENSIONS

In order to allow students to progress academically, students will be given the opportunity to make up work for truancies and suspensions.

Teachers with concerns about make-up work for truancies or suspensions are encouraged to meet with the administrator, or his/her designee, to identify consequences for the truancy or suspension that do not impact student academics.

ABUSE OF MAKE-UP WORK POLICY

Students who abuse the make-up work policy by failing to complete and return make-up work may, at the discretion of the teacher, lose the privilege of making up work for that class. The parent/guardian and the student may request administrative review of the teacher's decision.

Failure to request or to return make-up work will result in grade reduction for that work for the purposes of classroom grading. Similarly missing work that cannot, at the discretion of the teacher, be made up, will result in grade reduction for that work for the purposes of classroom grading.

SCHOOL RESPONSIBILITIES

1. The school shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in
 - a. The attendance and truancy sections of Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive),
 - b. Rules concerning attendance and truancy adopted for charter schools by the charter school's sponsor, and
 - c. Any additional rules concerning attendance and truancy adopted by the charter school's governing body.
2. The school will attempt to contact the parent or legal guardian during the week of the student's unverified absence.
3. Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.
4. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.
5. When a child has missed four weeks, or four weeks of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.
6. After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.
7. Schools will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.
- 8. Charter schools will not suspend students from school for truancy.**

SCHOOL PROGRAMS

1. Each school will recommend qualified students for Homebound (Home and Hospital) Education.
2. Each school will develop attendance incentive programs as well as programs of positive recognition for students who have good attendance habits. All schools will continue to work on the development of partnerships with the business community to assist in encouraging students to attend school.

PARENT OR GUARDIAN RESPONSIBILITIES

1. Parent(s) or guardian(s) should telephone their student's teachers either before each absence or the day of each absence to let the teacher know not to expect the pupil to login. If the parent(s) or guardian(s) did not call during the week of an absence, the parent(s) or guardian(s) will provide an oral or written excuse within three (3) days after the student logs in explaining the cause of the absence.
2. Parent(s) or guardian(s) are requested to notify the school in writing of any student health problems that have been verified by a medical professional and may result in lengthy/chronic absences from school.
3. It is the parent's or guardian's responsibility to attend conferences relating to attendance when requested by the school.
4. Parent(s) or guardian(s) must request approval for prearranged absences from the administrator, or site administrator, at least two (2) school days in advance of the absence.

CONSEQUENCES OF ABSENCES

The school will review absences, and appropriate interventions will be determined. In addition to site interventions, the school shall do its part to comply with the provisions of NRS 392.126 through NRS 392.220 concerning truancies, which outline procedures to be followed as well as legal consequences, including criminal consequences.

APPEAL OF DECISION TO FAIL OR RETAIN DUE TO ATTENDANCE

At the discretion of the administrator, the student may be given the opportunity to earn credit in the class or be promoted if all of the following conditions are met:

1. The student or parent/guardian requests an administrative review of the absences and the student's failing academic status;
3. The student's positive attitude, desire to attend school, and motivation to pass the class or be promoted warrants a second chance;
4. The administrator and teacher(s) in question must agree that the student can still pass the class academically or be promoted, given what the student must accomplish academically and given the amount of time remaining in the semester or school year; and
5. The student and parent/guardian agree with all of the following conditions in writing:
 - a. Any further Unverified absence, or, if applicable, Domestic or Truant absence, will result in an "F" for the course or the student not being promoted,
 - b. The student will successfully complete all make-up work according to a schedule developed cooperatively with the teacher(s), and
 - c. The student will successfully complete all subsequent class work and course/class requirements on time.

The decision of the administrator is final.

UNIQUE CIRCUMSTANCES

There may be pre-planned, unique circumstances that call for a review of the attendance policy provision that requires a student to be in attendance at least 90% of the time in order to pass or be promoted to the next grade. Unique circumstances arise when students are given opportunity to participate in very specialized activities because of family circumstances or the student's own unique talents and skills. Under these circumstances students may be granted additional school approved absences.

Examples of unique circumstances may include:

1. A trip that has unique educational value
2. Participation in an activity that requires specialized skills such as an Olympic development program or professional acting.

To qualify for school approved absences for unique circumstances, students and/or their parents/guardians must:

1. Apply for the additional absences in advance in sufficient time for teachers to prepare make-up work,
2. Provide a description of the circumstances and rationale for requesting additional absences,
3. Provide a plan of action for course work that will be missed,
4. Provide proof of adequate academic progress, class test scores, school behavior, and study habits,
5. Obtain teacher approval and willingness to work with the student regarding his/her missed schoolwork, and,
6. If applicable, demonstrate that they have followed through on commitments previously made utilizing this particular provision of the Attendance Policy.

The school administrator will have the final approval of such a request. If approved, the absences would be considered a school-approved activity.

Legal References:

NRS 386.585
NRS 392.040 to 392.110
NRS 392.130 to 392.160
NRS 392.170 to 392.220

LEGAL GUARDIANSHIP 507

Each student enrolled in a charter school shall record his or her legal guardian or custodian at the time of registration. It is the responsibility of the legal guardian to notify the school and to produce the legal document noting any change in the guardianship or custody.

The parent or guardian in custody must inform the school of any limitations in the rights of a non-custodial parent. Without such notice, a child may be released into the care of either parent.

EARLY DISMISSAL 508

Not applicable to Virtual School using Distance Education

WITHDRAWAL FROM SCHOOL 509

While statute requires attendance of each student only until 17 years of age, it is in the best interest(s) of both students and the community that they complete an educational program that will equip them with skills and increase their opportunities for a successful and fulfilling life beyond the schools. It is the responsibility of the schools to assist students in reaching career goals and to inform them of various alternatives to withdrawal.

Whenever a student wishes to withdraw from school (as opposed to transferring to another educational institution), every attempt shall be made to do all of the following:

1. Find out why the student wants to withdraw from school.
2. Counsel the student in regard to personal and vocational goals.
3. Provide the student with information in regard to alternatives to withdrawal, which may be made available within the existing educational system.
4. Inform the student of the opportunities for education available through completion of the high school equivalency program.
5. Point out to the student the opportunities for education available in the armed forces
6. Inform the student of the relative potentials for success of students who complete particular educational programs as compared to those who drop out of school.
7. Meet with the student's parent or guardian to discuss the student's wish to withdraw.

No student under the age of 18 will be permitted to withdraw without written consent from that student's parent or guardian.

Legal Reference:

NRS 392.040

PUPIL PROGRESS 510

KINDERGARTEN

Kindergarten is generally the child's first contact with the school and the first opportunity for the school staff to evaluate the student's potential for learning. It is expected that the vast majority of students would move to the first grade after one year of kindergarten. When, in the judgment of the teacher and administrator, there is reason to believe the level of maturity is such that the student may not be successful in learning the reading skills called for in first grade, the parent(s) or guardian(s) should be advised. This should be done by conference at the earliest practical date. If progression through the school year confirms the earlier observations, then the staff should recommend that the student spend a second year in kindergarten level classes.

GRADES 1-8

The general policy is that a student should take eight years to complete the elementary and middle school after kindergarten. It may be necessary for a student to take an additional year to complete the eight grades if there is unsatisfactory achievement in the basic skills areas.

It shall be the obligation of the teachers and administrator to make an early assessment of the skill level of each student. Where there is evidence that the student's level of skill development is such that he or she may not successfully complete a grade, three steps shall be taken:

1. The parent(s) or guardian(s) will be called into conference and apprised of the teacher's concern and be given a summary of the area of weakness. This conference will be held before the middle of the school year.
2. The teacher(s) will outline a program of remediation and an explanation of this program will be given to the parent(s) or guardian(s).
3. Periodic reports will be given to the parent(s) or guardian(s) (in addition to the report card) to inform them of the pupil's progress.

If, after the above steps have been taken, the student is still not ready to go into the next grade by the end of the school year the teacher(s) and administrator may recommend retention of that student in the same grade for the next year. Parent(s) or guardian(s) will be given this recommendation in conference with the teacher(s) and administrator. If the parents do not agree with this recommendation, the teacher and the administrator in joint agreement have the final authority to retain a pupil.

When a recommendation is made for non-promotion, the parent(s) or guardian(s) shall be asked to acknowledge receipt of the recommendation. A copy of the recommendation and of the parent's or guardian's acknowledgment will be kept on file.

At any time during a child's academic career in grades kindergarten through eighth grade, the administrator, working in conjunction with a child study team including the parent(s) or guardian(s), may promote a student based upon academic and/or social reasons.

PLACEMENT OF NEW CHILDREN IN GRADES K-8

Upon receiving a student who is new to the school, the administrator will accept the grade placement designation provided by the school from which the student transferred unless the parent(s) or guardian(s) and the administrator agree that the student should be placed in a lower grade for good reason. It should then be explained to the parent(s) or guardian(s) that this is a trial placement and that diagnostic testing will confirm it.

If, at the end of a trial period, the student is not able to perform successfully in the grade placement made, or if the student has demonstrated an ability through diagnostic testing to perform well at a higher grade, it may be necessary to make a revised assignment. This change of assignment shall be made in consultation with the parent(s) or guardian(s). The final decision on the placement of the student rests with the administrator in consultation with the teacher(s), but it is always best to have parent(s) or guardian(s) agreement, if possible, regarding student placement.

UNITS OF CREDIT REQUIRED FOR HIGH SCHOOL GRADE PROMOTION

Under NAC 389.659 the state requires that each student's class status will be determined by the number of credits that student has earned. The following units of credit are required for grade promotion in high school.

1. Students who have been promoted from eighth grade, but who have earned less than five units of high school credit will be ninth graders.
2. To be promoted to the tenth grade, a student must have earned a minimum of five units of credit.
3. To be promoted to the eleventh grade, a student must have earned a minimum of eleven units of credit.
4. To be promoted to the twelfth grade, a student must have earned a minimum of seventeen units of credit.

A credit deficient student is defined as a pupil who has not earned the minimum number of credits in any given year to qualify as a member of the next higher grade in the following year.

In charter middle schools that have ninth graders attending the administrator may waive the credit requirement for ninth graders to be promoted to tenth grade if it is determined that extenuating circumstances exist

Charter high schools shall evaluate the transcripts of high school students who transfer from other schools to determine the appropriate grade placement of those students through use of diagnostic testing.

Charter high school administrators may waive the credit requirement for transfer students to be considered twelfth graders if extenuating circumstances exist.

Legal References:

NRS 386.583

NAC 389.659

REPORTING TO PARENTS 511

Reports to parents are established to inform the parents of their children's progress in school and to serve as a link between the home and the school. Reports may take many forms: progress reports, report cards, conferences, letters, phone calls, newsletters, and other avenues of personal contact. Any report made to parents should be clear, concise, and as complete as possible.

Parent-teacher conferences are an excellent means of communication between the school and the home. Either the teacher or the parent may initiate a conference. In parent-teacher conferences and other contacts with parents, there is sometimes a tendency to emphasize problem areas. Efforts should be made to balance conferences with discussions of students' strengths, potentials, and accomplishments.

CITIZENSHIP

Part of education is having a student learn to take responsibility for his or her own actions. Each teacher is responsible for making an evaluation of the student's deportment and recording the results of that evaluation on the report card. These citizenship grades shall be placed in the student's permanent record.

ELEMENTARY SCHOOL GRADES

Reports will be issued at established intervals to each student who has been enrolled for at least half of each grading. Report cards will be sent home on the Friday immediately following the close of the report period. Teachers will schedule conferences with the parent(s) or legal guardian of each student in the class during designated conference period held in the fall of each year (Some schools also hold designated conference periods in the spring.) and at other times as appropriate.

The basic grading system in grades one and two will be O, outstanding; S, satisfactory; I, improvement needed. Report cards will indicate areas in which skill development needs to be improved. The teacher will indicate when the student is below grade level in reading, mathematics, or language arts.

The basic grading system, for grades three through six, will incorporate grades A, B, C, D, and F. At the teacher's discretion plus and minus grades such as A+ and A- may also be used. Report cards may provide for the use of check marks to indicate specific areas where improvement is needed and for the addition of teacher comments. The teacher will designate on each report card any student who is below the expected grade level in reading, mathematics, or language arts. If, at the end of the school year the student is below grade, this will be indicated on the permanent record.

ELEMENTARY SCHOOL FAILURE NOTICES

Teachers have the responsibility to notify the parent or guardian when a child's level of performance is such that without improvement a failing grade will be earned or when the student's performance falls significantly below expectation. A parent conference may be requested by either the parent or teacher to seek means to resolve the problem.

MIDDLE SCHOOL GRADES

Middle school grades will be reported using A, B, C, D, and F. Teachers may use plus and minus designations with the grades they give to indicate that a letter grade is higher or lower than most grades in the particular letter designation, e.g., a high A may be designated an A+, while a low A may be designated an A-. The grades S and U may be used for special classes. Reports will be issued at established intervals and will be sent home on the first Friday following the close of the grading period. Any student who has been in attendance for half or more of the grading period will receive a report card. The responsibility for assigning students' grades rests with students' classroom teachers.

If the student is below grade level in reading, mathematics, or language arts, it will be indicated on the grade report. Any student who is below grade level at the end of the school year in any of these three areas will have the deficiency noted on the permanent record.

MIDDLE SCHOOL FAILURE NOTICES

Teachers have the responsibility to notify the parent(s) or guardian(s) when a student's level of performance falls below the expected level of performance or when the student is in danger of earning a failing grade. At the middle of the grading period the teacher will prepare a failure notice for those students who are in danger of receiving a failing grade. The administrator will coordinate the sending of these notices to parents. A parent conference may be requested by either the parent(s) or guardian(s) or teacher to seek means to resolve the problem.

HIGH SCHOOL GRADES

The basic grading system for grades nine through twelve will incorporate the letter designation A, B, C, D, F, and Inc. Teachers may use plus and minus designations with the grades they give to indicate that the letter grade is higher or lower than most grades in the particular letter designation, e.g., a high A may be designated an A+, while a low A may be designated an A-.

The following procedure will be used to calculate cumulative grade point averages, which will sometimes in these policies be referred to as unweighted averages:

1. The student's letter grades will be transposed to the standard 4.0 scale: A+, A, or A- = 4.0; B+, B, or B- = 3.0; C+, C, or C- = 2.0; D+, D, or D- = 1.0; and F+, F, or F- = 0.
2. The number of credits for each course will then be multiplied by the number grade for the course on a 4.0 scale found above.
3. All of the products of course credits and grades found in step 2 above will be added for the student and that sum will be divided by the total number of credits earned.

The responsibility for assigning students' grades rests with students' classroom teachers.

Reports notifying parents of the student's progress in school are issued quarterly to each student who has been enrolled four or more weeks during the grading period. The responsibility for determining the grade rests with the classroom teacher. Grade reports will be distributed on the Friday following the close of the grading period.

HIGH SCHOOL CREDITS

Classes are structured on a semester basis and credits are posted at the close of each semester. Grade reports issued at the conclusion of the first nine weeks of each semester are progress reports indicating the level of achievement of the student at that point in time. The grade issued at the end of each semester reflects the student's work for the entire semester, and is not an average of two nine-week grades. The semester's grade, along with the credit earned, will be posted to the student's permanent record at the end of each semester. Credit will be awarded to each student who has been in attendance until the end of the semester, completed required work successfully and taken the final examination.

A student withdrawing from the class prior to the completion of the course requirements during the first eleven (11) weeks will receive a "W" and no credit. After the eleventh week, a student withdrawing from a class shall receive a grade of "F". A student withdrawing from a school without transferring will receive a "W" and no credit. Students transferring to another school will receive a grade showing progress to date and no credit.

Students who do not complete the work required for completion of a course of instruction may receive an incomplete (Inc.). Students receiving an incomplete have three weeks from the date of issuance of the report card to make up the work. An "incomplete" in the spring semester must be made up by the end of the third week in the fall semester. It is the student's obligation to make contact with the teacher to receive the assignments necessary to remove the incomplete grade. Unless the teacher who posted the incomplete grade is no longer teaching at the school, the teacher who posted the incomplete grade must provide and grade assignments, which are to be completed within the prescribed three-week period. If circumstances warrant an extension to this time period the administrator and teacher may agree to an extension. If the work is not made up, the incomplete becomes an "F", and the student receives no credit for the class.

HIGH SCHOOL SPECIAL CLASSES

Honors and remedial classes will carry a special notation on both the grade reports and the permanent record. Classes that are designated as "honors" will be denoted with "H" at the end of the course title. Remedial classes will be coded with an "R" at the end of the course title.

Students who enroll in honors classes are exceptional students and should be expected to receive only the highest grades. If the quality of work of a student in an honors class falls below the level of B, a conference shall be held with the student. The teacher has the option to determine whether or not the student should remain in the honors class.

FAILURE NOTICES - ALL SCHOOLS

When a student is not making satisfactory progress in school, the teacher shall prepare a notice that informs the student that he or she is in danger of failing or that grades are deteriorating. The school administration will coordinate the notification to parents.

Unsatisfactory progress is defined as a level of achievement heading to a failing grade or work that would cause a grade to deteriorate two full grades below previous performance. (Example: A student who received an A on the grade report and now is doing C work would require notification.) The teacher will prepare failure notices at the end of the fourth week of the grading period.

SPECIAL EDUCATION – ALL SCHOOLS

Grades for students enrolled in special education classes are reported using the same system as regular students at the corresponding grade levels. Students with disabilities should be graded in accordance with their academic/social participation relative to their potential.

The Individualized Educational Program (IEP) must list any modifications or accommodations that are necessary for mainstreamed students to be successful in regular education classes.

A modified report card form may be used at the elementary level for students having moderate to severe disabilities. Such a form will allow teachers to list IEP objectives directly on the report card, rather than reporting grades on skills that may be inappropriate.

RELEASE OF INFORMATION ABOUT STUDENTS 512

Schools may release information on students as provided in the Family Educational Rights and Privacy Act and related statutes of the State of Nevada.

ACCESS TO EDUCATIONAL RECORDS

The term "educational records" includes, without limitation:

1. Academic work completed by a pupil.
2. Records indicating a pupil's level of achievement, including, without limitation, his grades.
3. Records of a pupil's attendance at school.
4. A pupil's results on standardized intelligence, aptitude and psychological tests.
5. Results from interest inventories completed by a pupil.
6. A pupil's health records.
7. Information concerning a pupil's family and residence.
8. Records concerning a pupil's participation in activities sponsored by the school, special programs and support services.
9. Ratings and observations of a pupil by teachers, counselors and employees of a school district who transport pupils.
10. Reports of serious or recurrent behavior patterns of a pupil which have been verified.
11. Records, ratings and observations recorded by a counselor that are accessible by or revealed to any other person except for a substitute for the counselor.
12. The records of a child who is home schooled that are maintained by a school district or a person acting for the school district.

No person, entity, or agency may have access to the educational records of any student except as follows:

1. Each charter school shall inform each employee of the school, including teachers, other licensed employees, school buses drivers, instructional aides, and office managers, who may have consistent contact with a pupil if that pupil has, within the preceding 3 years, unlawfully caused or attempted to cause serious bodily injury to any person. The district shall provide this information based upon any written records that the district maintains or which it receives from a law enforcement agency or a court. The school need not initiate a request for such information from any source. The school shall remind these employees that this information is confidential and must not be further disseminated.
2. The parent(s) or guardian(s) of the student or students themselves, if eighteen years of age or older, have the right to review and inspect the education records of the students as provided in section 515 of this manual.
3. Any person, entity, or agency may have access to the education records of any student upon presenting a signed written consent of the student's parent(s) or guardian(s) or the student, if eighteen years of age or older, which sets forth the:
 - a. Date of the consent,
 - b. Records to be released,
 - c. Reason for the release, and
 - d. Names of the person, entity, or agency to which the records are to be released.

Following receipt of the written consent the specified record shall be released under the same terms as set forth in section 515 of this manual.

4. Education records of any student shall be released pursuant to judicial order or a lawfully issued subpoena provided that the parent(s) or guardian(s) or student, if eighteen years of age or older, is notified prior to the release where possible.
5. Education records of any student may be released in the event of an emergency in order to protect the health or safety of any student or other person.

6. Education records of any student may be released without prior written parental or guardian consent or without the prior written consent of the student involved (in those cases where the student is 18 years of age or older) to school officials who have a legitimate educational interest in the release of such educational records. For the purposes of this subsection, a "school official" includes:
 - a. A person employed by the school as an administrator, teacher, teacher's aide, counselor, attendance officer, or support staff member;
 - b. Any member of the charter school's governing body; and
 - c. A person employed by or under contract to the school to perform a special task, such as an attorney, auditor, medical consultant, psychologist, or therapist.

A school official has a legitimate educational interest if the official is:

- a. Performing a task that is specified in his or her position description or by contract agreement,
 - b. Performing a task related to a student's education,
 - c. Performing a task related to discipline or potential discipline of a student,
 - d. Performing a task related to investigation of possible criminal conduct of a student, or
 - e. Providing a service or benefit relating to the student or the student's family, such as health care, counseling, job placement, or financial aid.
7. In the event the student seeks or intends to enroll in another school, the student's education records may be released to that school provided that before releasing the records the parent(s) or guardian(s) or student, if eighteen years of age or older, is notified and given opportunity to inspect any records being transferred.
 8. In any other cases allowed under the Family Educational Rights and Privacy Act of 1974 access will be granted.

ACCESS TO DIRECTORY INFORMATION

Directory information is defined as: "A student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent educational agency or institution attended by the student."

Directory information relating to any student may be released to any person, entity, or agency without the prior written consent of the parent(s) or guardian(s) or student.

A parent, guardian, or student, if eighteen years of age or older, may by written request ask that directory information not be released.

Legal References:

NAC 392.301 to NAC 392.360

NRS 392.029

NRS 392.850

Family Educational Rights and Privacy Act of 1974

CONFIDENTIALITY OF HEALTH AND WELFARE INFORMATION 513

School personnel involved in observation, examination, or evaluation of students or in making related reports, shall not disclose to any person the name or address of a student with physical, mental, educational, or social disabilities; nor data resulting from such observation, examination, or evaluation, except where such disclosure is duly authorized by school procedures or by a valid written request of the student's parent or guardian. Information in student personnel folders and in the health records shall be regarded as confidential, as well as all information deposited in school files regarding transportation, research and development, special education, and psychological services.

USE OF STUDENT RECORDS IN TRAINING PROGRAMS 514

Individuals in specialized training programs at the university level may have access to the confidential records of students, provided the use of such records is supervised by a full-time, responsible employee of the school and permission for such use has been granted by the administrator directly responsible for such records.

Included within this regulation are the following training plans:

1. Student Counselor Program
2. School Psychology Interns
3. Student Nursing Program
4. Student Teaching Program
5. Administrative Interns
6. Individual research by candidates for doctoral or master's degrees when permission for such studies has been granted by the charter school administrator.
7. Any other training program sponsored by an acceptable agency when specifically authorized by the charter school's governing body.

Access to student records by individuals in training programs may be revoked at any time when there is evidence that disclosure of confidential information has been made by a trainee.

GRANTING ACCESS TO STUDENT RECORDS 515

The parents of students or students themselves, if eighteen years of age or older (both hereafter referred to as Applicant), have the right to review and inspect the education records of the student. As used herein, the term "parent" includes a natural parent, a legally adoptive parent and a legal guardian.

"Education records" means those records, files, documents, and other materials maintained by the school that contain information directly related to a student.

If an Applicant desires to review and inspect the education records of the student, he or she shall file an application in writing for access to the records with the administrator.

Within five (5) days of the receipt of a request for access to education records, the Applicant shall be notified of the time, date, and place at where such records will be made available. In no case shall access be withheld more than forty-five (45) days after the request has been made. Each time the term "days" is used in this regulation, it refers to "school days" during the school year or to "work days" during summer vacation.

The right of access specified above shall include

1. The right to be provided a list of the types of education records which are maintained by the school and which are directly related to students;
2. The right to inspect and review the contents of those records;
3. The right to obtain copies of those records, although the actual cost of reproduction shall be borne by the Applicant; and
4. The right to a response from the school to reasonable requests for explanations and interpretations of those records.

If any material or documents in the education record of a student includes information on more than one student, access shall be limited only to those parts of the material that relate to the Applicant or to the right to be informed of the specific information contained in the material if it is not severable.

If access to a student's records is requested, such records may not be destroyed before the Applicant has had the opportunity to review and inspect them.

At least annually, the school shall notify the parents of students enrolled in the school, or the student if eighteen years of age or older, of the basic rights of access and privacy as well as all information required under these procedures adopted pursuant to the Family Educational Rights and Privacy Act of 1974 or any amendment thereto.

CHALLENGING CONTENT OF STUDENT RECORDS 516

Parent(s) or guardian(s) of students or students themselves, if eighteen years of age or older, (both hereafter referred to as Complainant) have the right to challenge the content of the student's education records if the information is believed to be inaccurate, misleading, or otherwise in violation of the student's rights of privacy. No challenge shall be allowed under these procedures to the grade given the student's performance or citizenship in a course.

1. Complaints challenging the content of education records shall be filed in writing with the administrator at the school where the student is enrolled. The written request must indicate the challenged aspect of the record and specify why that aspect is believed to be inaccurate, misleading, or in violation of the student's rights. Supporting evidence must be submitted with the written request.
2. The administrator, or his/her designee, will determine if the challenged aspect of the record is inaccurate, misleading, or in violation of the student's rights. Within fifteen (15) days following the receipt of a complaint, the administrator will notify the Complainant in writing whether or not the record(s) will be amended as requested. If the decision is to not amend the record as requested, the administrator's letter to the complainant shall inform the complainant of his/her right to a hearing. Each time the term "days" is used in this regulation, it refers to "school days" during the school year or to "work days" during vacations.
3. If the complainant disagrees with the administrator's decision, the Complainant shall request in writing a hearing before a Hearing Officer within ten (10) days of receipt of the administrator's letter. The written request must indicate the challenged aspect of the record and specify why that aspect is believed to be inaccurate, misleading, or in violation of the student's rights. A copy of the administrator's letter must be submitted with the written request for a hearing. The written request for a hearing is to be submitted to the charter school's governing body.
4. Charter school's governing body, shall appoint a Hearing Officer who does not have any direct interest in the outcome of the hearing. The Hearing Officer shall set a date for the hearing, which shall be no more than thirty (30) days following receipt of such request.

5. The Complainant shall be notified in writing of the date, time, and place set for the hearing. Such notice shall be mailed to the complainant no later than seven (7) days prior to the date set for the hearing.
6. The Hearing Officer shall conduct hearings in an informal manner. Technical rules of evidence shall not apply, and witnesses need not give testimony under oath. All relevant and material evidence is admissible and will be considered according to the circumstances, credibility, and relevancy.
7. The parties, or their representatives, shall present their respective positions by written and/or oral evidence. Each party will be given a maximum of thirty (30) minutes to present evidence unless exceptional circumstances require additional time. Either party shall have the right to cross examine witnesses presented by the other. Both parties shall have the right to presence and participation of legal counsel.
8. Unless otherwise requested by the Complainant, a hearing shall be considered confidential and shall be closed except for the parties and their witnesses.
9. No written transcript of any hearing shall be made; however, at the request of either party, a recording device may be utilized to record the proceedings.
10. The Hearing Officer shall mail the Complainant a copy of his/her written decision within ten (10) days after the hearing unless, in his/her judgment, additional time is required. The decision shall include the reason or reasons for the Hearing Officer's decision and a summary of the evidence. The Hearing Officer's decision is final.
11. If, upon receipt of the decision of the Hearing Officer the Complainant is still dissatisfied with the content of the education records, he or she may insert into such records an explanation respecting its content. The statement must be maintained in the contested part of the record. If the contested part of the record is maintained electronically, the statement shall be limited to fifty (50) words. If the contested part of the record is maintained in paper format, the statement shall be limited to a maximum of two (2) typewritten pages, one side only. The complainant shall have twenty (20) days from the date of the Hearing Officer's decision to submit a written statement. The written statement is to be submitted to the Hearing Officer.

HIGH SCHOOL GRADUATION DIPLOMA REQUIREMENTS 517

STANDARD DIPLOMA

To receive a State of Nevada Advanced Diploma upon graduation from high school a student must meet the following requirements:

1. Total Credits Required – twenty-two and one-half (22½) or more
2. Passing scores on all sections of the Nevada Proficiency Examination
3. Of the twenty-two and one-half (22½) credits, fifteen (15) credits are required credits and seven and one-half (7½) credits are elective credits. The required courses are as follows:

<u>Subject</u>	<u>Credits</u>
American government	1
American history	1
Arts and humanities or occupational education	1
English, including reading, composition and writing	4
Health education	½
Mathematics	3
Physical education	2
Use of computers	½
Science	2

Total: 15

Courses providing any of the required credits listed above must meet the State of Nevada academic content standards approved for that area of study.

ADVANCED DIPLOMA PROGRAM

To receive a State of Nevada Advanced Diploma upon graduation from high school a student must meet the following requirements:

1. Total Credits Required – twenty four (24) or more
2. Passing scores on all sections of the Nevada Proficiency Examination
3. GPA of 3.0 or higher on a 4.0 grading scale (weighted or unweighted)
4. Of the twenty-four (24) credits, seventeen (17) credits are required credits and seven (7) credits are elective credits. The required courses are as follows:

<u>Subject</u>	<u>Credits</u>
American government	1
American history	1
Arts and humanities or occupational education	1
Social studies	1
English, including reading, composition and writing	4
Health education	½
Mathematics	3
Physical education	2
Use of computers	½
Science	3

Total: 17

Courses providing any of the required credits listed above must meet the State of Nevada academic content standards approved for that area of study.

HONORS DIPLOMA

The Honors Diploma is designed to enhance the academic preparation of the student. This program is beneficial for the student who is preparing for college entrance examinations and qualifying for admission to a college or university. Upon satisfactory completion of these special Honors Diploma requirements, the student will receive a special High School Honors Diploma.

To receive an Honors Program Diploma upon graduation from high school a student must meet the following requirements:

1. Total Credits Required – twenty four (24) or more
2. Cumulative GPA – 3.4 or higher on a 4.0 grading scale (weighted or unweighted), with no course failures during junior or senior years
3. Passage of all sections of the Nevada Proficiency Exam.
4. Of the twenty-four (24) credits, nineteen (19) credits are required credits and five (5) credits are elective credits. The required courses are as follows:

<u>Subject</u>	<u>Credits</u>
English	4
Social Studies (World History/World Geography, U.S. History and American Government)	3
Science (Two (2) credits must be in biology, chemistry, or physics)	3
Mathematics (Two (2) credits must be in algebra and geometry)	3
Foreign Language (2 credits must be in same language)	2
Physical Education/ JROTC	2
Art/Humanities	1
Computer Literacy	½
Health/JROTC	½

Total: 19

Eight (8) credits must be earned from among those courses that are designated as Honors, including Advanced Placement, or International Baccalaureate (IB) courses.

Courses providing any of the required credits listed above must meet the State of Nevada academic content standards approved for that area of study.

PROCEDURE FOR CALCULATING THE WEIGHTED G.P.A.

The following procedure will be used to calculate weighted grade point averages:

1. The student's letter grades will be transposed to the standard 4.0 scale: A+, A, or A- = 4.0; B+, B, or B- = 3.0; C+, C, or C- = 2.0; D+, D, or D- = 1.0; and F+, F, or F- = 0.
2. The number of credits for each course will then be multiplied by the number grade for the course on a 4.0 scale found above.
3. All of the products of course credits and grades found in step 2 above will be added for the student, and that sum will be divided by the total number of credits earned to find an unweighted GPA.
4. The total number of credits of honors courses earned will be multiplied by 0.025, and that product will be added to the unweighted GPA to find a weighted GPA.

For the purposes of calculating weighted grade point averages for this policy, charter school honors courses shall include all Advanced Placement and International Baccalaureate courses.

STANDARD AND ADJUSTED HIGH SCHOOL GRADUATION DIPLOMA REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities who fulfill the following requirements may graduate from high school with a standard or an adjusted diploma.

1. Standard Diploma

Students shall complete all of the requirements for the standard high school graduation diploma. The educational needs of these students may require specially designed instruction, environment, or modifications in the format and administration of the Nevada Proficiency Examinations. Accommodations that are appropriate shall be outlined in the student's Individualized Educational Program, which is developed in accordance with the State's Standards for Administration of Special Education Program.

2. Adjusted Diploma

Students shall complete all of the graduation requirements outlined in their Individualized Educational Program. The requirements will be different from those for a standard high school graduation diploma since the educational needs of these students require specially designed graduation requirements in addition to specially designed instruction and environment. The standards of proficiency required for an adjusted diploma and the methods of measuring that proficiency shall be outlined in the student's Individualized Educational Program, which shall be developed in accordance with the State's Standards for Administration of Special Education Programs.

CERTIFICATE OF ATTENDANCE IN LIEU OF A HIGH SCHOOL GRADUATION DIPLOMA

Students from charter high schools who have reached seventeen (17) years of age and have successfully completed all of the requirements for a standard or adjusted diploma except for the successful completion of the Nevada High School Proficiency Examinations may be given a certificate of attendance in lieu of a high school graduation diploma.

GRADUATION REQUIREMENT EXEMPTIONS FOR CERTAIN HIGH SCHOOLS

Under NAC 389.686 the Superintendent of Public Instruction may exempt high school students from a high school with less than 100 students from the normal graduation requirements if the school is unable to obtain certified staff needed to meet the requirements. Before the beginning of the school year for which an exception is to be effective, the administrator of a charter school may apply to the Superintendent of Public Instruction for an exemption.

Legal References:

NRS 385.080
NRS 385.110
NRS 386.584
NRS 389.015
NAC 389.662 – NAC 389.699

ALTERNATIVE MEANS FOR EARNING HIGH SCHOOL CREDIT 518

The maximum number of credits from alternative means that may be applied toward high school graduation shall be four (4). Before a student may enroll for high school credit by alternative means, the student must obtain written permission from the high school administrator.

CORRESPONDENCE CREDIT

Correspondence credit to be applied toward graduation shall consist only of units earned through a recognized correspondence school that has been approved by the charter school's sponsor.

CREDIT THROUGH A WORK EXPERIENCE PROGRAM

In order to qualify for the work experience program, students must be at least sixteen (16) years of age, have junior or senior class standing, have obtained their own employment and have an "equal opportunity" employer willing to participate in the work experience program. Once a student has been selected for the work experience program, a contract between the student, work experience coordinator, parent* or guardian* and employer is completed. The work experience program coordinator meets periodically with the employer and student during the school year for purposes of evaluation.

Students must remain employed under a work experience contract for the entire semester in order to receive a grade and credit. One half (1/2) elective credit will be awarded each semester for a minimum of two hundred and sixteen (216) hours of work. Students may repeat this elective program for a maximum of two (2) credits (i.e., four (4) semesters).

*Parent or guardian permission is required if student is under eighteen (18) years of age.

CREDIT THROUGH YOUTH ACTIVITIES AND EDUCATIONAL TRAVEL

High-school-age youth engage in a number of educational experiences sponsored by community agencies and agencies that provide educational travel experience for high school students. As recognition of the worth of such experiences, a charter school may award one-quarter (1/4) credit for each 120 hours of active participation in the educational portion of such programs. The total credit to be awarded shall not exceed one (1) credit for the four (4) years of high school.

Nonprofit, nonsectarian community agencies and approved agencies offering educational travel experiences may submit a proposal for credit, which contains an outline of the program for which high school students are eligible. The proposal must be submitted to the charter school's sponsor no later than sixty (60) calendar days before the beginning of the school year during which the educational activity is proposed or the vacation period during which the educational travel is proposed. All such proposals must be renewed annually. The outline contained in the proposal shall emphasize the educational aspects of the program and specify how the student's participation will be evaluated to determine if the granting of credit is justified.

The charter school's sponsor will determine whether or not a proposal is approved for high school credit based on its potential to provide a profitable learning experience for students. Such approval by the sponsor shall not be construed as an endorsement of or a recommendation for the proposed program. The student and his or her parent or guardian shall base their selection of youth activities and/or educational travel on the basis of each program's individual merits, not on the basis of its approval for high school credit.

The student and the teacher/advisor of the sponsoring agency are responsible for keeping records of and reporting to the sponsor the time and quality of the student's actual participation in the educational portion of the program. The sponsor will make the final evaluation and decision about the issuance of high school credit and report to the high school administrator.

MOMENT OF SILENCE 519

Not appropriate for a Virtual school using Distance Education

STUDENT FREEDOM OF EXPRESSION 520

The charter schools shall be committed to encouraging, protecting, and ensuring the student right to exercise freedom of speech, press, and expression, subject to the laws of the land. Charter schools will recognize the intrinsic value of educating students in the reasonable exercise of these fundamental rights in order to become responsible citizens of the State of Nevada and the United States of America.

Free exercise of speech, press, and expression includes, but is not limited to:

1. The use of designated student bulletin boards;
2. The distribution of printed materials or petitions;
3. The performance of school assemblies, theatrical, and musical events;
4. Opinions and expressions in school-sponsored publications;
5. Student election campaigns; and
6. Student club activities.

The undifferentiated fear or apprehension of disturbance or the mere desire to avoid the discomfort associated with an unpopular viewpoint is not enough to restrain the student right to exercise free speech, press, and expression. Included in the students' right of free expression is the right to disclose or discuss their sexual orientation and issues related to sexual orientation.

Charter schools maintain the right to adopt reasonable provisions for the time, place, and manner of exercising freedom of speech, press, and expression activities. Such provisions include, but are not limited to, provisions for the screening of student publications prior to distribution to insure that distributed materials do not violate this policy.

No student shall be denied the right to exercise freedom of speech, press, and expression unless such speech, writing, or expression

1. Causes a substantial disruption of, or material interference with, school activities;
2. Infringes upon the rights, or endangers the health and welfare of others;
3. Is libelous or slanderous;
4. Is vulgar, lewd, obscene, or plainly offensive;
5. Is school sponsored and has no valid educational purpose; or
6. Incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations.

If any dispute arises over the implementation of this policy by a charter school, that dispute shall first be brought before the administrator. If the administrator does not resolve the dispute, the matter may be appealed to the governing body of the charter school.

No expression made by students in the exercise of free speech, press, or expression shall be considered to be an expression of the school's sponsor.

STUDENT PARTICIPATION IN SCHOOL AFFAIRS 521

Students should be invited to participate in the governance of school activities at levels appropriate to their ages and competencies. As an institution fundamental to the operation of a democratic society, the schools should strive to exemplify the democratic ideal of citizen participation in decision making; moreover, as part of their educational development, students should assume some of the responsibility of planning and executing the activities of the schools.

Each school's student council and administration shall develop procedures to implement this policy to provide for

1. The submission, consideration, and response to constructive student suggestions;
2. A manner by which students shall be selected for participation in school matters;
3. Insurance that student participation is representative of the whole school population; and
4. Insurance that the student voice and vote in decision-making is reasonably balanced with those of faculty, administration, and community members.

STUDENT GOVERNMENT 522

It is important to offer students the opportunity to participate in self-government within the establishment of the schools and to give students practical experience in organizing, planning, and affecting outcomes; developing student leadership; and providing a learning experience in democratic decision making.

Students shall have the right to organize, conduct meetings, elect officers, and representatives, and petition the charter school's governing body. The governing body will recognize the official voice of the student body in the school.

CLUBS AND ORGANIZATIONS 523

No school shall permit the establishment of any extracurricular organization, activity, club, or other organization of pupils under its jurisdiction, except when a formal application for the establishment of such organization is made to the administration of the school. Each application shall set forth the name, type of organization, purpose, set of goals, and means of financing. It shall then be the responsibility of the administrator to give the matter careful consideration, to approve such organizations, as he/she may deem desirable and to appoint sponsors as necessary.

It is the responsibility of the school administrator to provide for proper supervision and direction of clubs and organizations within the school. The proper function and operation of all school organizations are the responsibility of those sponsors appointed by the administrator.

All clubs and organizations must keep records of their financial transactions. These shall be available for audit at all times.

PUBLIC PERFORMANCES BY STUDENTS 524

There is value to students in sharing their talents and skills with the community through participation and performances in public events.

Such performances are endorsed when they constitute a learning experience that contributes to the educational program, they do not interfere with other scheduled activities of the school, and the circumstances of the event do not pose a threat to the health, safety, and well-being of the students who will be involved.

Requests for public performances that involve students in overnight trips shall require the approval of the charter school's governing body. All other requests for public performances shall require the approval of the administrator.

Parental permission will be sought and received before students may participate in public performances under the following conditions:

1. No student will be compelled to participate in a public performance or penalized in any way for failure to do so;
2. No student, group of students or employee of the school will receive compensation for the performance in public of students organized for a school activity;
3. The interests of students will be protected; and
4. Students will be guarded against exploitation.

INTERSCHOLASTIC ACTIVITIES PROGRAM 525

Participation in interscholastic activities is a privilege to be granted to those students who meet the minimum standards of eligibility adopted cooperatively by the schools of Nevada through the Nevada Interscholastic Activities Association and those additional standards established by the charter school.

In each school, the administrator, or the administrator's designee, shall be responsible for the total operation of the Interscholastic Activities Program.

See also EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY 530 and INELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES 555.

STUDENT FUND RAISING 526

The solicitation of funds from students must be limited since compulsory attendance laws make the student a somewhat captive donor, and since solicitation could disrupt the educational programs of the schools.

For purposes of this policy "student fund raising" shall include the solicitation and collection of money by students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services.

The following regulations apply to all school fund raising activities:

1. No fund raising activity is allowed during school instructional time unless specifically approved by the administrator.
2. Door-to-door fund raising activities are prohibited for elementary and middle school students. Door-to-door fund raising is permitted at the high school level; however, this type of activity at the high school level is to be kept to a minimum.
3. Participation in fund raising activities is to be voluntary. Students, parents, or staff members who choose not to participate in a fund raising activity are not to be discriminated against in any manner.
4. The school administrator must approve all school-sponsored fund raising activity.
5. All fund raising activities that involve school facilities and payment or economic benefit to individuals, non-school organizations, or private companies must be approved by the administrator.
6. School fund raising activities should be limited to those necessary to provide students with co-curricular, extracurricular, or educational enhancement activities.
7. The collection of money in school, on school property, or at any school-sponsored event by a student for personal benefit is prohibited.

8. School fund raising activities for non-school, not-for-profit organizations require the specific approval of the administrator. In considering requests from schools to raise funds for a non-school organization, the administrator will consider the following factors;
 - a. The organization and/or organizational cause for which the funds are to be raised,
 - b. The instructional value or learning benefits to the students involved in the fund raising activity, and
 - c. The benefit to the community.

Each charter school shall employ an efficient and accurate accounting system for its activity funds. This accounting system must meet with the approval of the school's auditors and the Department of Education. This system shall provide procedures governing the following.

1. Collections
2. Deposits
3. Disbursements (petty cash, checks, etc.)
4. Records of transactions including the following
 - a. A receipt of expenditure register
 - b. A receipt of distribution ledger
 - c. An expenditure distribution ledger
 - d. Reconciliation of bank statement
 - e. Monthly financial statement of each account and the total activity fund
 - f. An annual financial statement
 - g. The selection and obtaining of all necessary forms, account books and bank materials

The administrator shall be responsible for the activity funds of the school.

The administrator shall distribute this policy to each student organization that is granted permission to raise funds.

BLOOD DONOR DRIVES ON HIGH SCHOOL CAMPUSES 527

Not appropriate for a Virtual school using Distance education

SOCIAL EVENTS AND ACTIVITIES 528

As part of a general education it is expected that charter schools will provide students with appropriate social events and activities to enhance and enrich students' school experiences.

Dances and parties must be scheduled with and approved by the administrator of the school. Provisions must be made for preparations, operation, and cleanup.

A charter school may hold a social event away from school premises only when the administrator has approved the plans for the event in advance, and only when there are several faculty members at the event to supervise. An adequate number of faculty members to supervise each such event must be appointed by the administrator before the event.

Dances and parties shall be held only at times and places so that there are no conflicts with regular curricular programs or other previously scheduled extracurricular activities.

Dances sponsored by school organizations shall be under the direction of the sponsors of the organizations at all times. The sponsors and administrator shall be responsible for adequate chaperonage. Dances shall generally close at or before 11:30 p.m., however, special functions such as the Junior Prom or Senior Ball may run longer.

At least one member of the school's administrative staff shall be in attendance at all school dances.

PROGRAMS ON SCHOOL TIME 529

No programs or activities shall be allowed in the schools during regular school hours when admission is charged and only those who pay are dismissed from class. In cases of outside activities of community-wide interest, the administrator must approve permission for dismissal of pupils with tickets.

Special programs and activities may be allowed with the approval of the administrator when the objectives of those programs or activities include:

1. Educating members of the student body,
 2. Unifying the school,
 3. Developing an aesthetic sense in pupils,
 4. Developing students self-expression,
 5. Widening students' interests,
1. Public recognition of the achievements of students or staff of the school, or
 2. Developing correct and courteous audience habits.

All special programs and activities that are approved by the administrator should have educational value and be designed for student interest. Wide participation of students should be encouraged.

All special programs and activities should avoid

1. Bar scenes;
2. Drinking scenes;
3. Smoking scenes;
4. Dress, movement, or dialogue that is suggestive or too highly sophisticated; and
5. Swearing, vulgarity, or any language that might be interpreted as degrading to a group or individual.

EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY 530

As described in the section of this manual titled INELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES 555, students who are on suspension or who have violated various rules are not eligible to participate in extracurricular activities.

As described in the section of this manual titled INTERSCHOLASTIC ACTIVITIES PROGRAM 525 there are eligibility requirements set forth by the Interscholastic Activities Program that apply to interscholastic activities.

In addition to the above, the eligibility requirements for participation in high school and middle school extracurricular activities are as follows.

HIGH SCHOOL

For each semester a student must maintain a 2.0 grade point average (GPA) in both academics and citizenship while passing a minimum of four (4) subjects and earning a minimum of two (2) units of credit.

MIDDLE SCHOOL

For each semester a student in grades seven (7) and eight (8) must maintain a "C" average in all subjects and in citizenship.

Legal References:

NAC 386.800 to NAC 386.809

LOSS OF CLASS TIME FOR EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES 531

Extracurricular and co-curricular activities are intended to supplement, not supplant, the curricular programs of the schools.

All Extracurricular activities are defined as those activities held during or after the completion of the academic school day and that are not connected to the curricular program. These activities include certain clubs, athletics, drill, and spirit teams, forensics, and any other similar activity or event. It is understood that the schools must meet their divisional conference obligations, as well as any Nevada Interscholastic Activities Association (NIAA) and Forensics Association obligations.

Students involved in an extracurricular activity may take one (1) trip beyond the scheduled competition obligations of the organization, missing no more than one (1) school day.

Co-curricular activities are defined as those activities that are an integral part of a class, but take place away from the classroom setting. These activities may include, but are not limited to, drama, vocal and instrumental music, student government classes, Reserve Officers' Training Corps (ROTC), Future Business Leaders of America (FBLA), Vocational Industrial Clubs of America (VICA) and Gifted and Talented Program (GTP). Scheduling of co-curricular activities should be done in such a way as to minimize the need for time out of the academic school day.

Students involved in co-curricular activity may take one (1) out-of-county trip missing no more than one (1) school day.

All extracurricular and co-curricular groups may request an additional trip per school year, missing no more than one (1) school day, if rationale is presented that indicates that the trip is for participation in a regional or national competition or that it would be beneficial for the group to participate or compete in a prestigious event, tournament, or contest.

All requests for additional trips or additional time away from school for a single trip must be submitted to the administrator for approval, then to the charter school's governing body for final approval.

The following stipulations to this extracurricular and co-curricular regulation will apply:

1. Athletics - It is understood that this regulation pertains only to varsity athletic teams.
2. Travel - Students shall be in attendance for 220 minutes (a minimum school day), exception is allowed if distance for travel, weather conditions, certain travel arrangements, or a safety issue become a factor in conducting a safe trip.

Note: in accord with the section of this manual titled FIELD TRIPS AND ACTIVITY TRIPS 532, the charter school's governing body must approve all overnight trips.

FIELD TRIPS AND ACTIVITY TRIPS 532

A field trip is any trip that relates to curriculum as part of a class activity and includes a whole class, but is not carried out in the classroom or on the school grounds.

An activity trip is any trip taken in connection with a school-related activity or school-sponsored organization.

All activity trips requests must include a detailed explanation of the trip's purpose and educational value.

Before any field trip or activity trip is taken it must be approved by the administrator.

No student shall be denied participation in a field trip because the student cannot afford to pay the cost of the trip.

Summer field or activity trips will not be scheduled or planned between school years unless they are part of a summer school or year-round school program. Such trips will not be sponsored or authorized by charter schools.

Before departing on any field or activity trip

1. The trip route and schedule will be reviewed with the driver(s);
2. A roster of students going on the trip will be compiled and given to the bus driver(s) including all students' names, dates of birth, phone numbers, and addresses;
3. A Nevada Department of Education approved first aid kit will be on the bus;
4. The school will have on file a permission form signed by each student's parent or guardian granting permission for the student to go;
5. A practice evacuation of the bus will be completed as required under state law (More information concerning this requirement is in the section of this manual titled PRACTICE EVACUATION OF SCHOOL BUSES 540.);
6. The driver(s) will go over the rules for bus safety and conduct for the trip;

7. Each bus will do a student count (This count will be verified each time the bus moves students from one place to another during the course of the trip and before returning back to school.);
8. There will be a minimum of one school staff member on each bus in addition to the driver; and
9. The chaperone ratio will be checked to make sure it meets or exceeds the following standards.

Day trips:

Kindergarten:	1 adult for every 5 students
Grades 1-3:	1 adult for every 6 students
Grades 4-6:	1 adult for every 8 students
Grades 7-8:	1 adult for every 15 students
Grades 9-12:	1 adult for every 30 students

Overnight trips:

Kindergarten:	1 adult for every 5 students
Grades 1-6:	1 adult for every 5 students
Grades 7-8:	1 adult for every 8 students
Grades 9-12:	1 adult for every 15 students

Mixed groups should have both male and female chaperones.

ACTIVITY TRIPS REQUIRING PHYSICAL SKILLS 533

Whenever an activity trip includes camping, hiking, backpacking, swimming, or any other strenuous activity, the school sponsor of the group shall require each participant to have on file, a signed release/assumption of risk statement and a statement certifying the participant is capable of performing the strenuous activity from the participant's parent(s) and/or guardian(s).

When it is appropriate to do so, the school advisor shall provide for the student participants a conditioning program that is completed before the beginning of the activity trip and that has the effect of developing in each individual student participant the physical stamina and conditioning that are necessary and appropriate to carry out the physical activities planned for the activity trip.

MARRIED AND/OR PREGNANT STUDENTS 534

MARRIED STUDENTS

Married students have the same educational and extracurricular privilege and carry the same responsibilities as unmarried students.

PREGNANT STUDENTS

No student whether married or unmarried who is otherwise eligible to attend charter schools shall be denied an educational program or participation in extracurricular activities solely because of pregnancy, childbirth, pregnancy related disabilities, or actual or potential parenthood.

Any pregnant student may continue regular classroom attendance or participation in extracurricular activities provided her physician indicates such attendance is not detrimental to her health or safety.

Any student may be exempted from regular school attendance by the administrator for the duration of the pregnancy upon the written request of the student and/or parent or legal guardian and upon written, verified documentation from the student's physician or licensed psychologist for medical and/or emotional reasons.

ALTERNATE EDUCATIONAL PROGRAMS

A pregnant student who does not wish to attend regular classes, or who is physically unable to do so during her pregnancy may, at her request, be assigned to an alternative educational program.

Alternate educational programs include special programs approved by the Department of Education and Homebound programs approved by the Department of Education.

HEALTH AND WELFARE 535

1. Copies of the student's health record, which includes health status, immunization status and other pertinent health information, must be available for emergency personnel. Medic Alert identification must be checked.

DO NOT RESUSCITATE ORDERS (DNR)

Charter schools have the obligation under state law to make educational services available to students regardless of race, gender, religion, ethnicity, or disability under NRS 386.580. Charter schools have an obligation under the Federal Rehabilitation Act, the Americans with Disabilities Act, and state law to provide educational services to students with disabilities who are the legal responsibility of public schools, and to provide reasonable accommodations that would permit students with disabilities to access the services provided by the schools.

Charter schools have the obligation to provide a free and appropriate public education to students with identified disabilities under the federal Individuals with Disabilities Education Act and state law. This must include special education and related support services reasonably calculated to provide the student with some educational benefit.

Under this act, once a student is enrolled in a charter school, all lifesaving measures available will be undertaken for all children while present at school, or attending or participating in school-sponsored activities. Thus, the school and its officials are required to provide emergency care to any student in need of such care and, if necessary, to obtain transportation for that student to the closest medical facility for further treatment.

A refusal by appropriate certified school staff to provide life-sustaining emergency care to a student in need of such care would be a denial of related support services and reasonable accommodations that are necessary for the student to benefit from his or her education and would constitute a discontinuation of further educational services based solely on the student's disability. A decision to forego life-sustaining emergency care in a particular situation is a medical determination that cannot be made by school staff and has not been authorized by state law in the public school setting. Permitting a student to die in public school during school hours when school officials have the capacity to prevent that death through life-sustaining emergency care would be extremely disruptive and disturbing to other students and staff at the school.

Therefore, charter school policy regarding the provision of life-sustaining emergency care is as follows:

1. Appropriately trained staff members whose responsibilities include the provision of life-sustaining emergency care shall take all reasonable steps to provide such care to any student on school grounds in need of life-sustaining emergency care and shall attempt to contact an ambulance or emergency medical response service or agency in accordance with regular school policies to secure the speedy transportation of the student to an appropriate medical facility.
2. Charter schools shall not comply with directives from parents or others that life-sustaining emergency care should not be provided to any particular student in need of such care while under the control and supervision of the school.
3. Charter schools shall consider requests for alternative forms of life-sustaining emergency care, but those requests must be supported by written medical substantiation from the child's doctor. Determination shall be made on such requests by a team of persons at the school who are knowledgeable about the child. This team may seek additional outside information when necessary for a decision. Any determination made on such a request must be based on the likelihood that the chosen form of life-sustaining emergency care shall maintain the child's life until an ambulance arrives or the student is otherwise transported to the care of medical personnel.
4. For purposes of this policy, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying, who, without such procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care may include: efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation and cardiopulmonary resuscitation ("CPR").

MEDICATION DURING THE SCHOOL DAY

Not appropriate for a Virtual school using Distance education

COMMUNICABLE DISEASES

Under NRS 392.430, the governing body of a charter school may adopt and enforce rules that are necessary for sanitation in the charter school and for the prevention of contagious and infectious diseases, and spend money to enforce the rules among indigent children. The following is an example of a policy that might be adopted.

1. A student suspected of having a communicable disease may be temporarily excluded from school until an appropriate medical authority determines that the student is not a health or safety threat to other students or staff members.
2. Once a student has been determined by an appropriate medical authority to not be a health or safety threat, he or she is to be educated in the regular school environment.
3. If an appropriate medical authority determines that a student is a health or safety threat to other students and staff, that student will be excluded from the regular school environment. Instructional provision must be made for the excluded student. Alternative instruction may include, but not be limited to the following: homebound teaching or hospital instruction.
4. Confidentiality shall be observed with students suspected of having or diagnosed with a communicable disease. The identity of the student, parent(s), or guardian(s) shall only be made available to persons with a direct need to know the identity of the student, parent(s), or guardian(s).

Legal References:

The Federal Rehabilitation Act
The Americans with Disabilities Act
NRS 386.580
NRS 392.430

REQUIRED PHYSICAL EXAMINATIONS 536

A special examination for a possible visual or auditory problem must be provided for each child who

1. Is enrolled in a special program,
2. Is repeating a grade,
3. Has failed one of these examinations observations in the previous school year, or
4. Shows in any way that he/she may have a visual or auditory problem.

Cursory screens of visual sharpness and cursory auditory examinations do not catch some visual and auditory problems. Some examples of behaviors that may suggest a visual or auditory problem, include the following:

- a. The student sometimes hears that something is being said, but does not appear to understand.
- b. The student confuses similar sounding words more than other students.
- c. The student clearly does not hear as well as other students.
- d. The student's eyes appear to point in different directions from each other.
- e. The student reads and writes with his or her eyes very close to the paper.
- f. The student appears to have difficulties reading things written on the board.
- g. The student has more difficulties than most keeping his or her place when he or she is reading aloud, e.g., sometimes rereads a line or skips a line.
- h. The student closes or covers one eye while reading.

CHILD ABUSE OR NEGLECT 537

Nevada law requires school personnel who know, or have reasonable cause to believe, that a child under the age of 18 years has been abused or neglected must report such information as soon as reasonably practicable, but not later than 24 hours after there is reason to believe that a child has been abused or neglected.

Persons making such reports in good faith are immune from civil and criminal liability.

When a charter school employee knows of, or suspects, child abuse that employee must make a report to an agency that provides child welfare services or to a law enforcement agency according to NRS 432B.220. To fulfill this obligation a charter school employee should make a verbal report of the incident to the Division of Child and Family Services of the Nevada Department of Human Resources, 687-4943 or notify local law enforcement officials.

The report must contain the following information, if obtainable:

1. The name, address, age, and sex of the child;
2. The name and address of the child's parents or other person responsible for his care;
3. The nature and extent of the abuse or neglect of the child;
4. Any evidence of previously known or suspected abuse or neglect of the child or the child's siblings;
5. The name, address, and relationship, if known, of the person who is alleged to have abused or neglected the child; and
6. Any other information known to the person making the report that the agency that provides child welfare services considers necessary.

The employee, after notifying the appropriate state agency or local law enforcement officials, will immediately notify the administrator of the school where the child is enrolled. The administrator, or his/her designee, will maintain a log of child abuse or neglect reports and will keep the charter school's sponsor informed of the number of reports.

The Department of Education, charter schools, and charter school employees are not empowered to investigate suspected instances of child abuse or neglect.

No charter school employee is expected or authorized to contact non-school individuals or agencies in order to investigate, obtain additional information or to verify reported information. A charter school employee's sole responsibility is to report this information.

Either the local law enforcement officials or Division of Child and Family Services of the Department of Human Resources, State of Nevada, will conduct the actual investigation of the suspected child abuse or neglect.

All charter school employees will cooperate fully with the agency conducting the investigation of suspected child abuse or neglect.

Legal References:

NRS 432B.220

NRS 432B.230

HOMELESS CHILDREN 538

Within 7 working days after receiving the name and location of a child who is homeless, who is not enrolled in school, and who meets the age requirements of NRS 392.040, a charter school shall either enroll the student or notify the local school district of the child's situation so that the district can enroll the student.

If a homeless child is enrolled in a charter school, that school shall provide the homeless child with education and services that are provided to the other pupils within the school. In addition special efforts will be made to see that homeless children are provided opportunities to achieve the same high quality academic standards expected of all children enrolled in charter schools.

DEFINITION OF HOMELESS

The term "homeless" or "homeless individual" includes:

1. An individual who lacks a fixed, regular, adequate nighttime residence;
2. An individual who has primary nighttime residence in a supervised, publicly or privately operated shelter for the accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
3. An individual who sleeps in a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings (e.g., cars, parks, motels);
4. Children living with a parent in a domestic violence shelter;
5. An individual who is, out of necessity, living with relatives or friends due to lack of housing; and
6. Runaway children (under 18 years of age) and children and youths who have been abandoned or forced out of the home by parents or other caretakers, or such youth (between 1 and 20 years of age) who may still be eligible for educational services who:
 - a. Temporarily reside in shelters awaiting assistance from social service agencies;
 - b. Lives alone on the street or move from place to place between family members, friends, or acquaintances; and
 - c. Children of migrant families who lack adequate housing.

HOMELESS LIAISON

The charter school's sponsor will serve as the homeless liaison to charter schools. The Homeless Liaison will

1. Monitor documents and procedures for compliance with Federal, State, and charter school requirements and guidelines and
2. Develop the charter school homeless program procedures and act as liaison with the state coordinator for the homeless.

HOMELESS STUDENT ADVOCATE

The administrator shall be, or shall designate a staff member to be, the school's Homeless Student Advocate. The school's Homeless Student Advocate will work with the sponsor in order to ease barriers to school enrollment and provide school success for homeless children in the school.

SCHOOL ENROLLMENT PROCEDURES

Schools will comply with the following procedures for enrolling children in transition:

1. Birth certificates or other documents suitable as proof of identity, immunization documentation, and previous school records may not be readily available from homeless children new to the area. Only immunization documentation is needed to enroll a child in transition, but if documents suitable as proof of identity have not been provided by the parents and can not be obtained by the school within 30 days, the school must (NRS 392.165) notify the local law enforcement agency and request a determination as to whether the child has been reported as missing. If immunizations or documents proving identity are not readily available the following may steps should be taken.
 - a. Families should be referred to the school's nurse if immunization is not current. The previous school may fax a copy of current immunizations.
 - b. The school can find certified copies of birth certificates at the State Vital Records Department. That department can supply addresses for out-of-state offices of vital records.
2. By definition, homeless individuals lack a permanent address. A permanent address is not required for school enrollment. If no address exists (e.g., living in an automobile), attempt to secure a name, phone number, and address for emergency notification.

3. To the extent feasible, a homeless student who has moved from one charter school area to another may continue to attend his or her original school for the remainder of the school year, even if the student has moved into permanent housing. Homeless Liaison will work with schools to facilitate transportation if possible.
4. When a homeless child is admitted to a school, the school site advocate, teacher(s), counselor, and nurse will be notified.
5. For homeless children, registration forms should be processed so that the children may begin school immediately.

SCHOOL WITHDRAWAL AND TRACKING

If a transfer is necessitated and the new school is known at the time of withdrawal, the new school will be contacted to advise that school of the transfer in progress and when to expect the new student.

When a homeless child is absent for unknown reasons the school will contact the family, shelter manager, or call the emergency contact number.

The school nurse at the receiving school will be notified of any homeless child with special health care needs.

NUTRITIONAL SERVICES (FEDERAL FREE AND REDUCED MEALS)

Not appropriate for a Virtual school using Distance Education

HEALTH SERVICES

Every effort should be made to reduce duplication of health services. Dates for immunization and boosters should be diligently sought and made available to schools in a timely manner.

All homeless students should be tracked so those enrollment barriers due to a lack of medical records and issues related to communicable diseases may be alleviated. This also will help ensure that needed health services are provided, but not duplicated.

COUNSELING AND PERSONAL ADJUSTMENT

Issues related to personal adjustments are a responsibility of all who come in regular contact with the homeless student including the student's counselor, teacher, and school Homeless Student Advocate. To this end, the schools should develop and implement strategies to meet

homeless students' adjustment personal adjustment needs. The school should also reach out to parents of homeless children.

ASSESSMENT AND SPECIAL SERVICES

Depending on previous educational history and documentation, administer (within the first week of school) a quick educational screening.

If special education services appear to be needed expedite the administration of additional assessments.

COMMUNICATION AND COLLABORATION

All school personnel who interact with homeless children or who have responsibilities for services appropriate to the needs of homeless children will:

1. Coordinate and collaborate with community agencies providing basic nutritional, health, and social services to homeless children and their families; and
2. Work as advocates on behalf of homeless children and youth to make education relevant for all homeless children.

Teachers will communicate school supply needs and other concerns regarding homeless children to their administrator and Homeless Student Advocate.

Legal References:

Stewart B. McKinney Act, Section 103[a] [1] [2]
NRS 385.080
NAC 392.205
NAC 392.225

A.7 Target Population	19
Narrative A.7.1	19
Narrative A.7.3	19
Narrative A.7.5	19
Attachment A.7.2	
Attachment A.7.2a	
Attachment A.7.4	

A.7 Target Population

Narrative A.7.1 Narrative describing the proposed target population and why the school believes this population is underserved in the community

Narrative A.7.3 Narrative explaining how the proposed mission, curriculum, teaching methods and services align with the educational needs of the school's proposed target population

(Note: The two Narratives above are combined in the following information.)

Silver State Virtual Academy will be a distance education virtual school serving students Kindergarten through 12 all over Nevada. Our mission as a school is to improve high school graduation and college enrollment rates. As such, the Committee to Form Silver State Virtual Academy does not see an underserved population, but rather a population in need of alternative educational instruction to achieve our mission.

Narrative A.7.5 Note: We did not answer yes to the Applicant questions

Attachment A.7.2 Explanation and evidence to support the enrollment projections provided in the cover sheet and budget

Clark County, Nevada, has a current student enrollment of 308447, which makes it the fifth largest school district in the United States. Currently, only 1% of these students attend a K-12 public school that is not a public school in one of the counties. (see page 6, Attachment A.7.2a from 2011 Nevada Education Data Book)

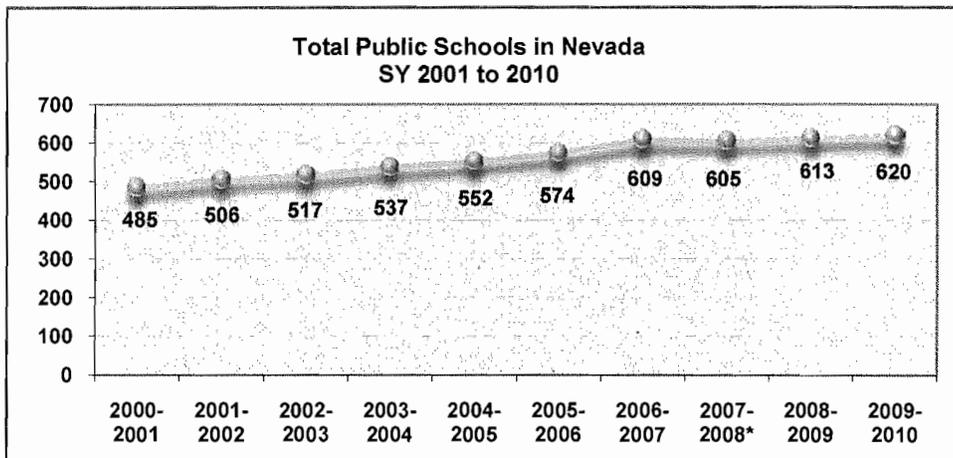
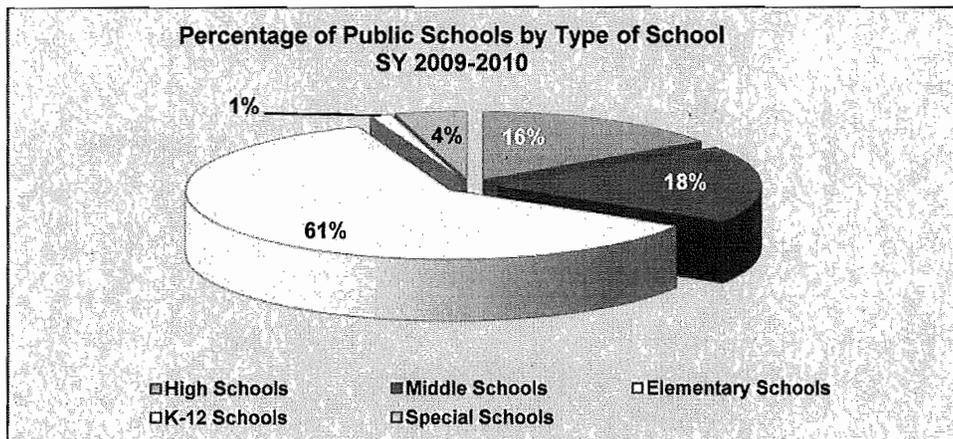
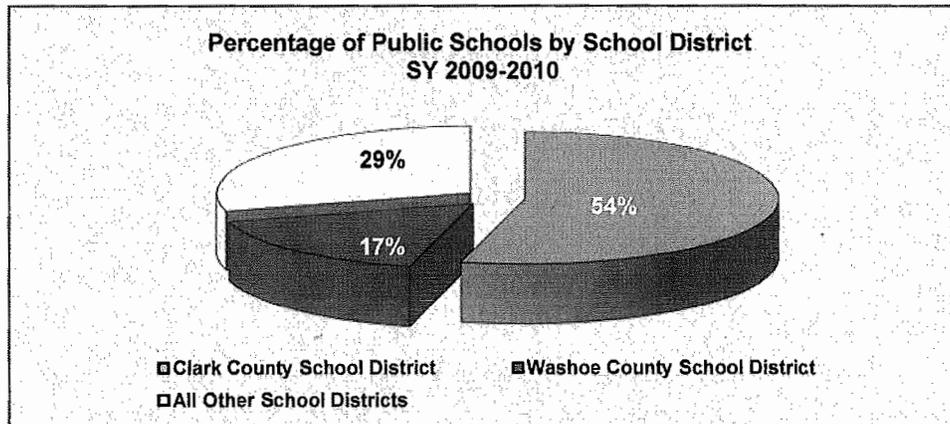
The Committee to Form Silver State Virtual Academy believes there is sufficient interest throughout Nevada in an alternative educational school to fulfill our projected first year enrollment of 450.

Additionally, many of the families who attended the failed Renaissance Academy have expressed interest in another online Charter school, should it become available.

As previously mentioned, the Committee plans to travel Nevada during 2012 and 2013 to pre-enroll and orient families to the new school.

The Committee to Form Silver State Virtual Academy plans to use May1, 2013, as a deadline to have 450 students pre-enrolled in the school. If there are not sufficient students pre-enrolled as of May1, 2013, the Committee plans to delay the opening of the school until Fall of 2014.

Nevada's Public Education System—Nevada Schools



*Public Special Schools decreased from 59 to 27 for SY 2007-2008.

Source: DOE, Research Bulletin, Volume 51, February 2010.

Note: Special Schools are defined as Student Detention Facilities, Special Education Schools, and Alternative Education Schools.

Attachment A.7.4 Plan for the recruitment of students. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families and prospective students.

The Committee To Form Silver State Virtual Academy plans to travel Nevada in an executive motor coach during the 2012-2013 school year prior to the school's opening to meet with parents and students to involve them in the planning, program design and implementation of the charter school. We will be able to incorporate the ideas of parents and students, as well as orienting the. Externally, the executive motor coach will display the school identity and contact information. Orientations to the ODYSSEYWARE system and the school will be available through the video systems onboard the coach. The coach will have literature and enrollment information available to give to interested parents and students.

We will contact the Chamber of Commerce in the towns we plan to visit ahead of time so that we can post information as to where the coach will be so families can visit us.

Silver State Virtual Academy plans to partner with local companies, ideally Zappo's Downtown Project, with whom we have met to discuss the joint creation of a community center for parents and students. The center would offer parent training, tech support, and a place for students to "hang out".

Additionally, we plan to market the school through use of email and address lists we will purchase, and through the internet on the school's website. We have purchased several domains for use of the school's website.

A.8 Special Student Populations	20
Narrative A.8.1	20
Narrative A.8.2	20
Narrative A.8.3	22
Narrative A.8.4	22
Attachment A.8.5	
Attachment A.8.6	
Attachment A.8.7	

A.8 Special Student Populations

Narrative A.8.1 In a narrative provide a clear explanation of your proposed school's identification, screening, education/academic content, and assessment plans/process for ELL, Special Education, GT, and special needs students (i.e. 504; students who do not qualify for Special Education services, but are struggling academically/behaviorally; etc...)

Silver State Virtual Academy will diagnostically test **all** its students at the beginning of the academic year. This diagnostic testing is built into the curriculum software and is an excellent way to screen students for identification of ELL, Special Education, GT, and special needs students.

Students who come to the school previously identified with the above criteria will have a customized curriculum created for them by the appropriate teacher or teachers using the ODYSSEYWARE software to match whatever documentation they bring, such as an Individualized Educational Plan (IEP), or a 504 plan.

Silver State Virtual Academy will have a team made up of the K-8 Department Chairperson, the High School Department Chairperson, the Special Education Teacher, the Special Education Facilitator, the ELL teacher, and the school's administrator. The team will meet as needed through referrals by teachers and parents to determine needed curriculum changes and possible psychological or other testing for referred students. The team will also determine the need for other ancillary programs such as speech therapy.

Narrative A.8.2 Explanation of your proposed school's multi-tiered Response to Intervention (RtI) Model

(Silver State Virtual Academy will use the following Response to Intervention model:

The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The following essential components must be implemented with fidelity and in a rigorous manner:

- High-quality, scientifically based classroom instruction: All students receive high-quality, research-based instruction in the general education classroom.

- Ongoing student assessment. Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.
- Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement. Schools implementing RTI provide parents information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state or curriculum online diagnostic tests receive instruction designed to develop missing skills determined by the tests. During this time, usually an 8 week period, student progress is closely monitored using a validated screening system imbedded into the curriculum software. At the end of this period, students showing significant progress are generally returned to their prior class work. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in their regular class work in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided individually online in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

Narrative A.8.3 provide a clear explanation of your proposed school’s Special Education related revenues and expenditures identified in the budget submitted under section C.1

During our first year of operation, Silver State Virtual Academy will have 1 special education teacher, and 1 Special Education Facilitator. Do to the flexibility of the ODYSSEYWARE curriculum, it is anticipated that special education students will have curriculum designed to meet their IEPs and will not require the intensity of service seen in a brick and mortar setting. Additionally, the budget has an ELL position, which could be converted to a Special Education teacher if another is needed.

Speech therapy services will be provided online, using webcams, GoToMeeting and Skype. Psychological services will be contracted with school districts throughout the state. Services such as PT and OT cannot be provided by the school, and seem inappropriate for a distance education school

Narrative A.8.4 Clear explanation of your proposed school’s specific Special Education continuum of service delivery model

Silver State Virtual Academy’s Special Education service delivery model looks very different from the “brick and mortar” continuum we are familiar with seeing. “Inclusion” is a term that has little meaning in an online setting, as students function independently, with no interaction with each other academically.

As previously mentioned, ODYSSEYWARE software has built in diagnostic testing: “To ensure accurate grade-level placement, students are evaluated prior to beginning ODYSSEYWARE courses. Diagnostic skills tests establish a correlation between the student's knowledge/skills base and the requirements needed to master each level of the ODYSSEYWARE content. This testing also helps teachers identify learning gaps and areas in which additional instruction is necessary for progress. With this invaluable tool, teachers can direct, manage, and evaluate learning, providing the structure and feedback to effectively diagnose student readiness and make timely adjustments to facilitate student success.”

The school’s Special Education teacher(s) are able to design customized courses using the information from diagnostic tests, as well as their IEPs, for Special Education students. Students may progress at their own pace through these classes according to the requirements of each IEP.

When student’s diagnostic testing indicates the ability to move to more advanced classes, the student may move ahead immediately.

At any grade level, Special Education students may work with both the Special Education and General Education teachers, depending on that student's IEP.

Special Education student's IEPs will determine annually what type of diploma the student is currently working towards, either a Standard Diploma or an Adjusted Diploma. The IEP committee will make this determination annually based on the student's progress and skills levels.

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:

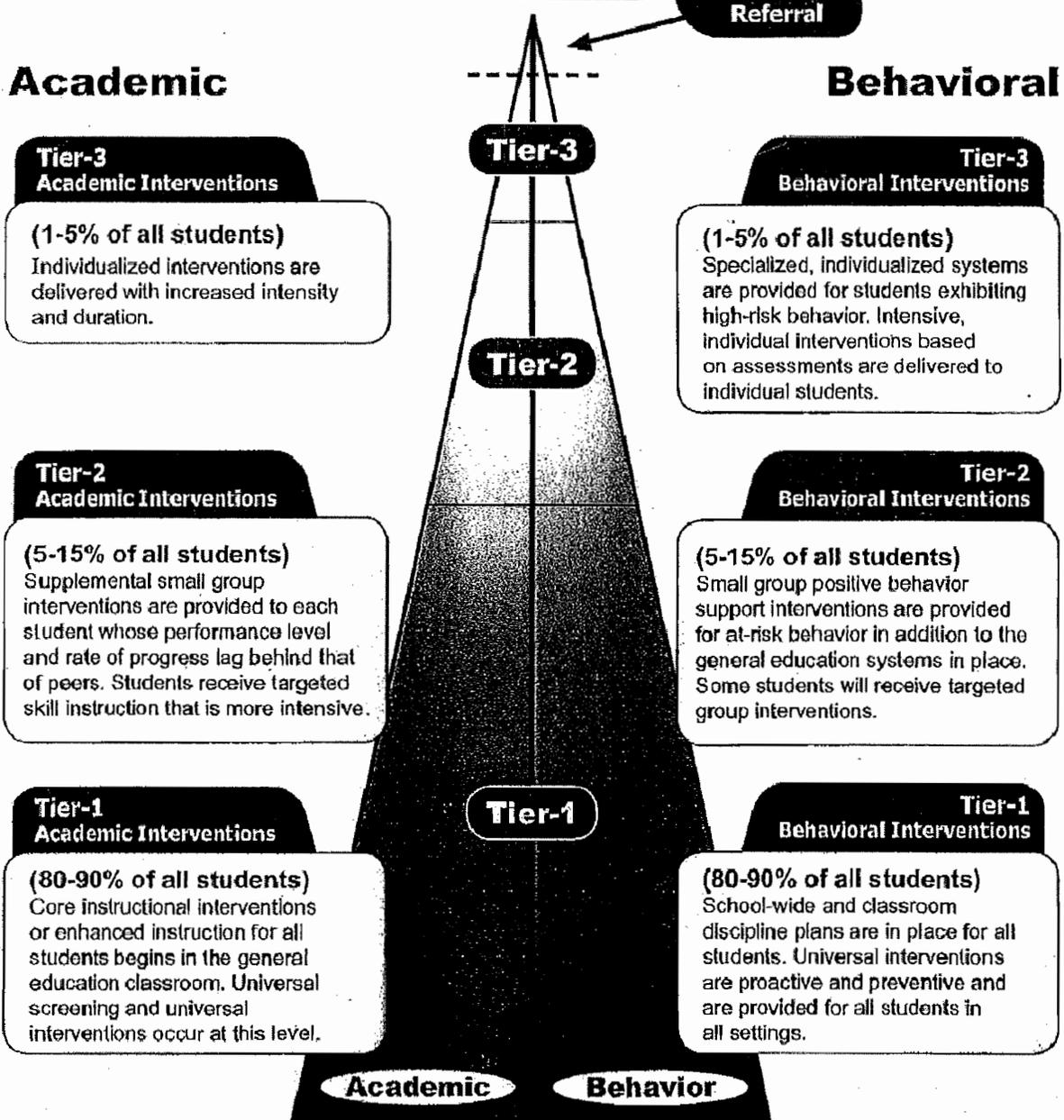
- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; 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. Silver State Virtual Academy Committee to Form Lason	
Signature: Margaret Allaire	Date: 7/25/2012

Attachment A.8.6 Explanation of proposed Silver State Virtual Academy RtI flowchart

Response to Intervention (RtI) Model

A referral may be considered to Section 504, special education, or other district options. Some districts denote this referral process as Tier-4.



Attachment A.8.7 Clear explanation of your proposed school's Special Education continuum of service delivery model (i.e., flowchart of least restrictive to most restrictive)

Silver State Virtual Academy has no restrictive environments, as students attend the school remotely. Even if teachers present lessons through a webinar or whiteboard, special education students are in no way restricted or obviously different from the rest of the students.

Silver State Virtual Academy's continuum of services is as follows:

Tier 1: All students are tested diagnostically through the school software at the beginning of school.

Tier 2: Students who are struggling or fail the tests will have customized courses designed to improve low skill areas added to their courses by the classroom teacher. Mini-lessons are also available through the software to target and improve defective skills areas.

Tier 3: Students who may need skill improvements across the board are referred to the Special Education Facilitator, who will hold a Multiple Disciplinary Team (MDT) meeting, including the parent, to determine the next step, which may be a 504, Special Education, or other options.

A.9 Records	24
Narrative A.9.1	24
Attachment A.9.2	
A.10 Career Education	25

Note: Career Education is not applicable at this time

B.1 Governing Body	25
Narrative B.1.4	25
Attachment B.1.1	
Attachment B.1.2	
Attachment B.1.3	

A.9 Records

Narrative: A.9.1 Information concerning the records of pupils that will be maintained by your charter school in accordance with NAC 386.360:

a. The name (if known) and title of the person who will be responsible for:

i. Maintaining records of pupils; and

ii. Providing records of pupils to the school district in which the charter school is located for inclusion in the automated system of accountability information for Nevada (NRS 386.650).

b. An example of the manner in which the cumulative record of a pupil is proposed to be stored.

c. The name (if known) and title of the person who will be responsible for the records of pupils if the charter is dissolved or the written charter is not renewed.

d. The proposed location within the charter school in which records of pupils will be stored.

e. An assurance that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.

The Committee to Form Silver State Virtual Academy plans to have an Office Manager, who will report to the schools Administrator, maintain and keep all school records in the main office of the school in accordance with NAC 386.360 above. Records will be physically maintained in fireproof, locked filing cabinets in the main office. Additionally, the ODYSSEYWARE is required to maintain any student records that are digital for 7 years by Federal law.

The Special Education Facilitator will physically maintain all special education records in his/her office in locked, fireproof filing cabinets.

The schools records will be uploaded as appropriate into the State of Nevada's SAIN system, which is described in NRS 385.650. Additionally, the school will use PowerSchool, as required, for its weekly attendance records.

The Committee to Form Silver State Virtual Academy assures that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of Silver State Virtual Academy or upon a pupil's graduation or withdrawal from Silver State Virtual Academy.

Attachment A.9.2 Policy of the charter school regarding the retention of the records of pupils.

Silver State Virtual Academy will strictly adhere to NAC 386.360 as follows:

“The governing body of a charter school shall ensure:

1. That a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record must contain:

The record of attendance of the pupil; (a)

The grades received by the pupil; (b)

The certificate of immunization of the pupil; and (c)

Any other records related directly to the academic progress of the pupil.(d)

The governing body of a charter school shall ensure:

2. That records maintained pursuant to subsection 1 are kept in a location that is safe and secure and affords reasonable protection from:

Fire; (a)

Misuse; and (b)

Access by unauthorized persons. (c)

If a charter school closes, the charter school shall:

3. 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.

4. If a pupil graduates or withdraws from a charter school, the charter school shall forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides.

5. If a licensed teacher who is a member of the governing body of a charter school fails to comply with subsections 1 and 2, the sponsor of the charter 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.”

(Added to NAC by Dep’t of Education by R196-97, eff. 3-13-98; A by R193-01, 4-1-2002; R057-04, 8-25-2004)

Additionally, the Committee to Form Silver State Virtual Academy assures that all record keeping will comply with applicable federal and state requirements for maintenance and transmittal of school records including as provided for under the Federal Family Education Rights and Privacy Act (FERPA).

A.10 Career Education

The Committee to Form Silver State Virtual Academy does not plan for Career Education in the school's first year.

B.1 Governing Body

Narrative B.1.4 Description of how the governing body will recruit members, including a plan that addresses the involvement of parents, professional educators, and the community in governance of the school.

The Committee to Form Silver State Virtual Academy will have some of its members transition into Governing Body members. The Committee is actively looking for committed community professionals who would be interested in serving on the Governing Board of the school.

Additionally, we will be polling new families who pre-enroll in the school for Governing Body members.

As previously discussed, Silver State Virtual Academy will be involving its families in the governance of the school from the pre-enrollment period on to the actual school itself through surveys and the Parent-Teacher Association.

Silver State Virtual Academy's teachers will always play a crucial role in the governance of the school, as they are members of the team that runs the school day to day.

Attachment B.1.2: Bylaws of Silver State Virtual Academy

Attachment B.1.1

RICHARD D. YOUNG
CRAIG A. HOPPE
TRAVIS W. BRANDT
MELANIE J. MULDOWNEY

LAW OFFICES
BELL AND YOUNG, LTD.
A PROFESSIONAL CORPORATION
4001 MEADOWS LANE
LAS VEGAS, NEVADA 89107-3104
WWW.BELLANDYOUNG.COM

OF COUNSEL:
KENNETH G. BELL
DAVID P. FORD (1937-1999)

PHONE (702) 878-2800
FAX (702) 878-8110

PLEASE REFER TO:

August 27, 2012

Margot Allaire
c/o Silver State Virtual Academy

Re: By Laws of Silver State Virtual Academy

Dear Ms. Allaire,

Pursuant to your request, our firm has conducted a pro bono limited review of proposed Bylaws for Silver State Virtual Academy. We have suggested minor changes to that proposal and it is our understanding that those changes have been reviewed and meet with your approval.

Accordingly, consistent with your correspondence to us, this letter will serve as and may be distributed to relevant regulatory agencies as confirmation that the proposed Bylaws of Silver State Virtual Academy were reviewed by our law firm and that they comply with model Bylaws as well as "Applicant Instructions." Furthermore, the Bylaws comply with Nevada's Open Meeting Law. (NRS Chapter 241) and the Bylaws are legally sufficient as to form and content.

This letter maybe used as an attachment to Silver State Virtual Academy's application.

Very truly yours,

BELL AND YOUNG, LTD.



Travis W. Brandt, Esq.

TWB/cp

BY LAWS
OF
SILVER STATE VIRTUAL ACADEMY

ARTICLE I

INTRODUCTION: LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is SILVER STATE VIRTUAL ACADEMY (hereinafter referred to as the "School"). The School is located at **[leave blank until the school has a location]**.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Board of the School is an independent body under the authorization of the SPCSA. The Board plans and directs all aspects of the school's operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

ARTICLE II

PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from grade K to grade 12 and shall be operated exclusively for educational objectives and purposes.

Silver State Virtual Academy's mission is to improve the graduation and college enrollment rates of its pupils by use of effective, innovative methods of teaching and administration; and by providing an accurate accounting of its pupils' academic progress on a continual basis to ensure that improvement. **(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, sexual orientation, 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

Diversity of Membership: The members of the Governing Body must represent the diversity of the community the school serves. The Governing Body is free from domination by members of the same religious, ethnic or racial groups if those groups fail to represent the nature of the community served by the school. Members may not be related by birth or marriage. (15)

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Governing Board. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall, in addition to such powers, possess sufficient expertise to complete the following:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in

reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

- (k) To ensure ongoing evaluation of the School and provide public accountability;
- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. (7) The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the 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 Board at its first meeting. Remaining Board members will fill vacancies created by those members prohibited from membership with new Board members who will meet the types of expertise needed.(5) The new members will have staggered terms, so all Board members are not replaced at once.(8) The new Board must be in place by the next Board meeting.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of 7 Directors, (2) with no "ex officio" Governing Body members. (3)

- (a) The Board's membership shall adhere to the statutory requirements of NRS 386.549, and NAC 386.345. (14)
- (b) One Board member shall be selected by the parent organization for the School.
- (c) A majority of Board Members shall be residents of the county in which the school is located.
- (d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (e) The Board Members shall serve no more than 3 1-year terms, but may serve less. (9) Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. 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. (8)

(f) 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). (12)

(g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in [month to be determined by Board] of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled [monthly or quarterly as determined by the Board] 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. (16) 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]. 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.

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).

(a) 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.

Note: The only action that maybe taken by a governing body when a quorum is not present (i.e. a governing body lacking the required number or type of members) is an action to add members who will bring the governing body back into compliance with Nevada statutes and these Bylaws.

(13)

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 financial or budget making authority. The School will use only financial institutions in Nevada. (11) 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, with the meetings recorded and available to the school's sponsor. (16)

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.

Note: The only action that may be taken by the governing body when a quorum is not present (i.e. A governing body lacking the requires number or type of member) is an action to add members who will bring governing body back into compliance with the Nevada statutes and these Bylaws.

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. (4)

Section 17. Protocol. The Board shall use Robert's Rules of Order. (6) 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. 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. (10)

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 Head of the School (as described in Narrative B.3.1 and B.3.2). 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 Head of School].**

ARTICLE VI

PARENT ASSOCIATION

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 _____ **(to be determined by the Board)**.

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. **(11)**

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. **(12)**

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.

(1) There is no reference to incorporation within these By Laws

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

Attachment B.1.3 The 17 stipulations found below in this attachment have been numbered into the Bylaws document where they occur.

1. Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227);
2. Identify a specific number of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting;
3. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not;
4. Address the types of governing body training that will be required of members;
5. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.);
6. Assure that Robert's Rules of Order will be followed when conducting meetings;
7. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?;
8. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter);
9. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers;
10. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body;
11. Specify that only financial institutions in Nevada will be used by the school;
12. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect;
13. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws;
14. Assure compliance with NAC 386.345 which restricts membership on the governing body;
15. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties;

16. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor; and

36 NEVADA MODEL CHARTER SCHOOL APPLICATION

B.2 Composition of the Committee to Form the School	26
Narrative B.2.1	26
Attachment B.2.2	
Attachment B.2.3	
Attachment B.2.4	

B.2 Composition of the Committee to Form the School

Narrative B.2.1 Statement of members' association with other charter schools, submitted in the application narrative

Three members of the Committee to Form Silver State Virtual Academy had an association with a now-closed charter school.

They are: Margot Allaire, current liaison; Lisa Schiano, PhD; Wesley Laughlin.

All of the above members were teachers with Renaissance Academy, 1055 E. Tropicana Ave., Ste 225, Las Vegas, NV 89119. The school opened in late August, 2011, and voluntarily revoked its charter and closed March 31, 2012.

No Committee members are currently associated with any charter school.

Attachment B.2.2

All members of The Committee to Form Silver State Virtual Academy live in the Las Vegas, NV area.

Members of the Committee:

Margot Allaire, liaison, (teacher), 3209 Kinsale Ct., Las Vegas, NV 89121

Jeffrey Baker, PhD, educational psychologist, (human resources) 5005 Tropical Glen Ct, North Las Vegas, 89130

Wesley Laughlin, (teacher), 484 Jefferson Blvd, Henderson, NV, 89011

Prasad Nair, PhD, nuclear engineer, (general public)

Joe Price, mechanical engineer, (general public) 3209 Kinsale Ct, Las Vegas, NV 89121

Lisa Schiano, PhD (teacher, administrator), 9156 Grand Mountain Circle, Las Vegas, NV 89147

Attachment B.2.3

Statement of Assurances Revised March 25, 2009

1. The charter school herein named, Silver State Virtual 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.

Margot Allaire
Signature of Member of the Committee to Form the School

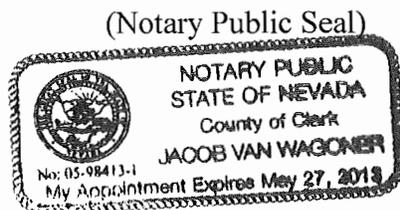
Margot Allaire
Name Printed

Liaison
Title
STATE OF NEVADA
COUNTY OF CLARK

8/27/2012
Date

Subscribed and sworn to before me

This 27 day of August 2012 By MARGOT KAYE ALLAIRE.
date month year



NO: 05-98413-1
EX 05-27-13

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

[Signature]
My Com. Ex 05-27-13

NO FAXED APPLICATIONS WILL BE ACCEPTED

State of Nevada

License for Educational Personnel

License No. 0000016026

This License Certifies That

MARGOT K ALLAIRE

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)
RETIREE PROFESSIONAL	SPECIAL	K-12 4/9/2009	GENERALIST(8/6/1991) SPEC LEARNING DISAB(11/8/1999)	1/16/2019	
RETIREE STANDARD	SPECIAL	K-12 SUB 4/9/2009	SUBSTITUTE(4/9/2009)	1/16/2019	

State of Nevada

License for Educational Personnel

License No. 0000065412

This License Certifies That

WESLEY Z. LAUGHLIN

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)
STANDARD	ELEMENTARY K-8	8/12/2010	TEACHING(8/12/2010)	4/30/2015	
STANDARD	SECONDARY 7-12	8/12/2010	ENGLISH(9/25/2007)	4/30/2015	
STANDARD	SPECIAL K-12 SUB	8/12/2010	SUBSTITUTE(5/19/2005)	4/30/2015	

State of Nevada

License for Educational Personnel

License No. 0000002265

This License Certifies That

LISA A SCHIANO

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	10/3/2008	TEACHING(8/28/1997) LITERACY(2/6/2001)	2/17/2019	
PROFESSIONAL	SPECIAL	K-12 SUB 10/3/2008	SUBSTITUTE(8/28/1997)	2/17/2019	

MARGOT ALLAIRE
3209 KINSALE CT
LAS VEGAS, NV 89121
702 485 5575 HM
702 279 5141 CELL

EMPLOYMENT HISTORY, PAST 20 YEARS:

8/2011-3/2012: Special Education Facilitator, Online Special Education Teacher; Renaissance Academy

11/2010- 8/2011: Online Special Education Tutor, Special Ed Tutoring; retired teacher

2009-6/2010: Online Special Education Teacher; Nevada Virtual Academy

2006- 2010: Self-employed health and life insurance agent, retired teacher

2005-2006: Sales executive for the Marriott Corporation, Las Vegas, NV

1991-2005: Special Education teacher for Clark County School District, Las Vegas, NV
Grades 6-8, all subjects

2004-2005: Self-contained Learning Disabled teacher at Woodsbury Middle School

2003-2004: Resource Room Special Education and Cooperative Consultant
Resource Room Math, Cooperative Consultant for Physical
Science and World Geography at Woodsbury Middle School

1992-2003: Self-contained Learning Disabled teacher at Orr Middle School
Grades 6-8, all subjects

1991-1992: Self-contained teacher of Emotional/Behavioral Disorders at JD
Smith Middle School

RELEVANT ADDITIONAL EXPERIENCE:

1976-1981: Diagnostic/Prescriptive Specialist for Washington County Schools,
Hagerstown, MD. Implemented special education programs in 11 schools: 2
high schools, 3 middle schools, 6 elementary schools

1971-1972: Taught 2 semesters of freshman English at the college level as part of my
Masters program

EDUCATION:

2003: 16 hours co-teaching inservice, Clark County School District

2002: 7 hours CE credits, Southern Utah University, Cedar City, Utah

1994: 35 credits post Masters, Southern Utah University, Cedar City, Utah
1972: M Ed Special Education, University of Cincinnati, Cincinnati, Ohio
1969: BS University of Wisconsin, Madison, Wisconsin

Appendix 1: Margot Allaire

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I will be significantly older than 18 years when Silver State Virtual Academy opens.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I worked as the Special Education Facilitator and teacher for the failed Renaissance Academy. When we, the teachers, became aware of the issues facing the school and the possible loss of its charter, we attended a meeting in February, 2012, for prospective new charter school committees. The present Committee to Form Silver State Virtual Academy grew from that meeting, and I became the liaison for the Committee.

3. Explain why you would like to serve on the board

I do not plan to serve on the Board. I plan to transition to Head of School if approved by the Governing Board..

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not had previous experience, and I do not plan to serve on the Board.

5. What is your understanding of the appropriate role of a public charter school board member?

In Nevada, the Governing Board of a public charter school bears the ultimate responsibility for the school, including all liability.

6. What relevant knowledge and experience will you bring to the board?

I do not plan be a part of the Board.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

First Year Target: What does Silver State Virtual Academy expect to achieve at the end of our first year?

Rating 1: (Does Not Meet Standard) Fewer than 65% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 2: (Approaching Standard) 65% to 80% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 3: (Meets Standard) 82% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 4: (Exceeds Standards) 83% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Fourth Year Target: What does Silver State Virtual Academy expect to achieve at the end of our fourth year?

Rating 1: (Does Not Meet Standard) Fewer than 75%) of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. Fewer than 65% of seniors (grade 12) have graduated and entered college.

Rating 2: (Approaching Standard) 76% to 84% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 66% to 74% of seniors (grade 12) have graduated and entered college.

Rating 3: (Meets Standard) 85% to 94% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 75% to 80% of seniors (grade 12) have graduated and entered college.

Rating 4: (Exceeds Standards) 95% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 81% of seniors (grade 12) have graduated and entered college.

III. Conflict of Interest Disclosure

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

We are actively seeking an attorney to replace a member who decided not to be a Committee member.

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

Yes. I have a previous relationship with David Crist who may be the school's Technical Director.

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

No.

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

N/A

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

N/A

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

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service?

No

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

I would first inform the Chairman of the Board, if he were not involved, and the Charter Board Authority of Nevada if he were.

CURRICULUM / VITAE

Jeffrey Phillip Baker, Ph.D.; C.R.C.
Board Certified Rehabilitation Counselor

**2921 Tech Center Drive
Suite 109
Las Vegas, Nevada 89128
(702) 239-1790
Fax: (702) 228-9237**

SUMMARY OF CLINICAL PRACTICE:

Using skills learned in early years of psychiatric and psychological training have administered to the behavioral, vocational, and psychological needs of injured and emotional disturbed individuals for over 35 years.

As owner and director of Behavioral and Vocational Consultants since 1985, I have been providing behavioral and vocational rehabilitation counseling as well as catastrophic injury case management services for the following Agencies:

**SelectCare – 10 Rehabilitation Centers
Health South – 19 Rehabilitation Clinics
NCEP – A Nevada Brain Injury comprehensive program
Legal Firms both in Nevada and around the nation
Provided Clinical Rehabilitation Counseling in Numerous States**

PRIVATE PRACTICE:

**Behavioral and Vocational Counselor and Therapist
Individual and Family Therapy
Therapy for Posttraumatic Stress Disorder Individuals
Depressed and Anxious Disordered Patients as a result of Injury
Catastrophic Case Management
Transferable Skills Analysis
Assessment of Wage Potential or Wage Loss
Assessment of Vocational Potential in National Labor Market
Community Education for Catastrophic Injures.**

EDUCATION:

B.S. in Physical Education 1971	California State University - Hayward CA
M.S. in Clinical Counseling 1972	California State University - Hayward CA
Ph.D. in Counseling Psychology 1976	Western Colorado University - Grand Junction CO

PRACTICUMS AND INTERNSHIPS:

Practicum – Family Service Agency – Hayward CA. 1972

Practicum - Peralta Psychiatric Clinic Fremont CA. 1974

Pre-Doctorate Internship Peralta Psychiatric Clinic Fremont CA 1975 - 1976

Post-Doctorate Internship Peralta Psychiatric Clinic Fremont CA 1976 - 1978

PROFESSIONAL EXPERIENCE:

1985 - Present Owner/Director: Behavioral and Vocational Consultants

Las Vegas Nevada & Ann Arbor Michigan. Have provided individual, couples, and group psychotherapy to a diverse population of patients over the past 35 years. Most of that practice has focused on the multiplicity of issues that people face after catastrophic injury. Additionally, engaged in relationship and family counseling often as a result of the disruption caused by such injuries. Most of my experience attempts to help people focus and accept their present set of circumstances and to find a modicum of happiness and serenity for themselves and their families.

Additionally as a rehabilitation consultant I had provided vocational assessments, transferable skills assessments, functional capacity studies, vocational plans, behavioral plans, and expert witness testimony to a number of law firms around the United States. 18 - 30 hours weekly

1984 - 1985 Manager: National Rehabilitation Consultants, Inc. Great Falls, Montana

As the manager of rehabilitation consultant firm was responsible for developing western part of the state for rehabilitation consulting services. Supervised a statewide staff of seven in the principles and ethics of professional rehabilitation developed and oversaw the costs of multi-faceted a day to day office accounting and consulting appointments. 36 hours weekly

1981 - 1984 International Rehabilitation Associates Great Falls, Mt. Rehabilitation Specialist:

As a Behaviorally Trained Therapist introduced this discipline with Rehabilitation Counseling.

As an experienced Mental Health provider I was assigned the more difficult injured patients that had many psychological problems as well as physical problems. (38 hours weekly)

EXPERIENCE: (cont

1979 - 1981

Director: Youth and Family Center, Tri-County Mental Health Great Falls, Mt.

Responsible for administering Youth and Family Counseling Services. Provided a wide range of psychotherapeutic services for youth and families.

Supervised a staff of twenty-three mental health Professionals. Developed and administered a 15 bed treatment center for emotionally disturbed adolescents. Provided family and individual counseling to wide range of private citizens.

1977 - 1979

Director: Project VOTTE, Peralta Behavioral Institute San Mateo, California Supervisor Ron Hayman M.D. (Psychiatrist)

Conceived (dissertation project), developed, and implemented a re-entry facility for incarcerated adolescents and adults of the California Youth Authority. The program's mission was to provide a Behavioral and Vocational Treatment milieu approach to provide assistance to this troubled population as they were emerging from their prison sentences.

1973 - 1979

Psychotherapist: Peralta Psychiatric Clinic. Fremont California Supervisor: Ron Hayman

During and after Pre and Post doctorate internships at this busy psychiatric clinic, provided comprehensive psychotherapy to a diverse population of patients with a full continuum of psychiatric maladies.

1972 - 1973

Family Case Worker: Family Service Agency Hayward California Supervisor: Emily Sheehy

Developed and established a low income family counseling agency as completion of Master's in Counseling internship. Provided mental health counseling to adults and adolescents to low income families in the Hayward California. **40 hours weekly**

EXPERIENCE: (cont

1969 – 1971

**U.S. Army 6th Personnel Center Oakland Ca.
Vietnam Era Veteran. Personnel Specialist**
Answered Calls from Congressional Aides about
A certain soldiers' status, as a wife was having
a difficult pregnancy, or a death in the family.
Honorably Discharged: 1971 Rank E-5

Certifications and Licenses

Board Certifications:

The Commission on Rehabilitation Counselor Certification

300 N. Martingate Rd, Suite 460, Schaumburg, Illinois 60173 (847) 944-1325

1987 Board Certified as Rehabilitation Counselor	CRC# 19810
1992 Re Certified	CRC# 19810
1997 Re Certified	CRC# 19810
2002 Re Certified	CRC# 19810
2007 Re Certified	CRC# 4911
2012 Re Certified	CRC# 4911

Licenses:

Application on File - Board Nevada of Marriage and Family Therapists Examiners.
P.O. Box 370130, Las Vegas, NV 89134 (702) 486-7258

PUBLICATIONS:

1. **The Differing Emphasis Placed on Resistance in the Counseling Setting – Master's Thesis, Printed June 1972.**
2. **A Residential Re Entry Facility: Reintroducing Parolees of the California's Youth Authority into the Community – Dissertation Project, Printed April 1976.
Dissertation ended in Criminal Justice Grant Funding for the Transition Facility.**
3. **The Affect of Anxiety on Mental Health. Paper presented to the Council of Mental Health Providers Advocacy Group. Great Falls, MT 1980.**
4. **A Statistical Analysis of The Milieu Approach to a Head Injury Comprehensive Program. Presented to the Commission on Rehabilitation Counselor Certification March 1997.**

REFERENCES:

1. **Mike Gunter, MD – General Practice Physician - (702) 642-0054**
2. **Matt LaVeche – District Manager, Select Care - (702) 228-1694**
3. **Dawn Lozano – Head Injury Attorney (702) 477-7733**

Appendix 1: Jeffrey Phillip Baker, Ph.D.; C.R.C.

I. Background:

I am a practicing Rehabilitation Counselor and have been performing this discipline for the last 20 years. A practicing rehabilitation counselor is challenged by all of the human behavior counseling disciplines, the practitioner often will have to work with distressed adolescents, married couples, depressed individuals, with a vast sort of multidimensional behavioral disorders. Included in that group needing rehabilitation are young adolescents who have not been able to demonstrate any success in the academic arena due to many problems. However this therapist has seen great benefits demonstrated by the students when they are able to enroll into individual educational plans through virtual academies.

I therefore am dedicating my time and experience to helping launch this virtual Academy.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes, I will be significantly older than 18 years when Silver State Virtual Academy opens.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I have been a founding member of the board since Margot Allaire initiated the conversation about providing this type of educational instrument for the Las Vegas Valley. My work with the Academy grew from that meeting, and I became the liaison for the Committee.

3. Explain why you would like to serve on the board

I find there is great relevance in providing academic skills to troubled adolescence, and with my experience in helping run previous similar organizations I believe I can contribute a great deal to the development of the school as well as to the Board of Directors and how they can help provide direction for the school.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served on a number of nonprofit corporations, most aligned with psychiatric or psychological and human behavioral organizations. I believe my experience with nonprofit corporations as well as my executive experience serving as chairman of the board provides a modicum for mentoring may be less experienced individuals interested in serving on the board.

5. What is your understanding of the appropriate role of a public charter school board member?

In Nevada, the Governing Board of a public charter school bears the ultimate responsibility for the school, including all liability.

6. What relevant knowledge and experience will you bring to the board?

I have served on a number of nonprofit corporations, most aligned with psychiatric or psychological and human behavioral organizations. I believe my experience with nonprofit corporations as well as my executive experience serving as chairman of the board provides a modicum for mentoring may be less experienced individuals interested in serving on the board.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

First Year Target:

We will have developed a cadre of professional teachers who are now skilled with providing virtual academic training for children placed at different levels of achievement. We should expect some experience with how to enroll, take attendance, and weather financial problems, find new staff, fire staff not appropriate for the visual Academy experience, and have a governing board that is actually providing guidance and mentoring over the school year.

Fourth Year Target:

By the fourth year we would expect that many of the startup problems will have been alleviated, we will have a veteran professional teaching staff that know the curriculum inside and out, and that we are able to attract a number of students who otherwise would not have the opportunity to finish their education.

III. Conflict of Interest Disclosure

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

No, all of the board members were new to this perspective governing board member.

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

I have a professional as well as personal friendship relationship with Margot Allaire who has been the impetus behind starting this virtual Academy and wish to share in the development of such a program.

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

No.

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

N/A

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

N/A

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

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service?

No

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

I would first inform the Chairman of the Board, if he were not involved, and the Charter Board Authority of Nevada if he were.

Resume - Joe Price

Mailing Address – P.O. Box 370786

Las Vegas, NV 89137

phone – (702) 561-8277 Cell

(702) 485-5575 Home

2010-Present – U.S. Department of Energy (DOE)

Office of Nuclear Energy (NE) Used Nuclear Fuel Disposition R&D Program

I am the Engineered Systems Team Lead for Inventory work packages in the Used Nuclear Fuel Disposition R&D Program (NE-53). I have responsibility for the assessments of commercial spent fuel, DOE government owned spent fuel and defense High Level Waste inventory work packages. I work with our National Laboratory staffs that develop the inventory assessments of the commercial spent fuel and DOE government owned spent and defense high level waste. I review the budget and the work submitted for our fiscal year work packages as well as monitor the milestones associated with the deliverables. I coordinate and have responsibility for the Small Business Innovative Research (SBIR) and Small Business Technology Transfer Programs for activities associated with NE-53 Used Fuel disposition R&D Program. I also develop statements of work and review proposals submitted in response to NE-53 program solicitations.

1999-2010 – U.S. Department of Energy (DOE)

Office of Civilian Radioactive Waste Management (OCRWM) Yucca Mountain Project (YMP)

2006-2010 – Regulatory Lead – Licensing Engineer

Group 2 Regulatory Lead responsible for work on License Application (LA) for Long term deep geologic repository for storage of commercial and defense Spent Nuclear Fuel and High level Waste. Responsibilities included Subsurface design, Waste Form Characterization and Waste Package Design. LA was successfully submitted to the Nuclear Regulatory Commission (NRC) June 2008. During the technical review of the LA by the NRC staff I was responsible for development of responses to Request for Additional Information (RAIs) which aided the NRC staff to develop their Safety Evaluation Report (SER) which would be used to grant the Construction Authorization and ultimately the license to operate the repository following the hearing process before the Atomic Safety Licensing Board (ASLB).

1999-2006 Regulatory Lead Licensing coordinated and facilitated pre-licensing technical meetings with the NRC/Center for Nuclear Waste Acceptance staff discussions on YMP preclosure safety analysis and facility design.

1999-2008 Liaison with Naval Nuclear Propulsion Program (NNPP) and DOE's Office of Environmental Management (EM). These organizations were ultimately to ship their spent nuclear fuel to the proposed repository. During this time was responsible for the Surface Facility Design which would process and package the spent fuel and high level waste for storage underground.

1993-1999 – Program Analyst – DOE – Environmental Management (EM) responsible for budget development for EM 65/72 programs at the Idaho National Engineering Laboratory (INEL). These were Infrastructure and Deactivation programs for the INEL site. I was responsible for coordinating and briefing EM headquarters staff on quarterly/year end budget status. Served on a one year detail representing the National Spent Nuclear Fuel Program/High Level Waste Program with OCRWM on the Yucca Mountain Project ensuring defense/government spent nuclear fuel and high level waste was represented and included correctly in the LA. This was successfully accomplished and spent fuel and high Level waste were captured in the LA that was submitted to the NRC in 2008.

1988-1993 – Contract Specialist –DOE – Negotiated, awarded and administered contracts, grants and interagency agreements for construction, A/E services and support services.

1982-1988 – Small Business Specialist – DOE – Responsible for DOE and oversight of Management and Operating and Prime Contractor Small and Minority, Women-owned business programs. The DOE Idaho Operations Office and Prime Contractor programs were very successful in meeting Prime contractor and DOE small and minority business goals.

1978-1982 – Resident Construction Field Engineer – DOE – During the construction of the FAST facility at the INEL/ CPP site. This is the Flourinel and Storage facility for wet pool storage of government spent nuclear fuel at the INEL and was a Major Systems Acquisition (MSA) project. I was responsible for field coordination with the M&O Construction Manager, A/E group and the M&O Operating Contractor. Coordinated mobilization of the project, field engineering changes and monthly contractor reporting. The facility was constructed on time and within budget.

1977-1978 – Project Engineer – EG&G Idaho (M&O Contractor at the INEL under contract to DOE) Developed General Plant Projects and Line Item Projects proposals for budget submission. Developed test apparatus for Loss of Fluids Test program (LOFT). Test program to replicate nuclear plant coolant pipe burst.

1975-1977 – Assistant Superintendent/Project Engineer – Turner Construction Company and Transbay Engineers and Builders on the Oakland City Center Project [Commercial high rise Office Building (25-story) and plaza development].

1974-1975 – Design Engineer – Kaiser Engineers – Designed mechanical handling systems for Kaiser Aluminum and Coke plants.

Education

1974 – B.S. Mechanical Engineering – University of California – Berkeley

Additional training - Marketing, Accounting, Finance, Project Engineering, Contracting Officers Technical Representative (COTR)

Additional Skills – Source Evaluation Board (SEB) member for selection of A/E services, Support services, Management and Operating Contracts

Advance First Aid – National Ski Patrol Alumni – 17 years

KAPPA Alpha Psi Fraternity Alumni

References available

**Appendix 1:
Request for Information from Prospective Charter School
Board
Members and Members of the Committee to Form the School
(CFS)**

**Responses from CFS member Joe Price to the information
requested.**

I. Background

**1. If true, please affirm that you will be at least eighteen
years old by January 1 of the year in which the proposed
charter school would open.**

I can affirm that I will be at least 18 years old as of January 1, 2013 and that I am actually 61 years.

**2. How did you become aware of the proposed charter
school and the opportunity to serve as a member of its
board?**

I have been discussing the proposed school with Margot Allaire for a number of years now. She asked if I would be interested in being on the Committee to Form Silver State Virtual Academy this year.

3. Explain why you would like to serve on the board.

I'm interested in children's education. As I have three children of my own that are adults (that graduated from high school) and one grandchild; I have become appalled at the lack of high school graduates and the number of students that don't pass the high school proficiency test. Also the number of students that drop out or don't go on to college has gotten my attention. I believe that in order to turn this around you have to become more than just an observer and get involved.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not served on a board of a school district or not for profit corporation. As stated in the last question "I have become appalled at the lack of high school graduates and the number of students that don't pass the high school proficiency test. Also the number of students that drop out or don't go on to college has gotten my attention. I believe that in order to turn this around you have to become more than just an observer and get involved". I also believe I bring a certain passion to the committee from my own upbringing where my mother stressed that I would go to college and that has proven very beneficial to my financial life and life in general. I would like to be involved and help children understand that same benefit as well as continue that theme to others around them.

5. What is your understanding of the appropriate role of a public charter school board member?

That you are an upstanding and ethical citizen and good member of society. That you abide by the laws of the land and put forth a good effort to support the school and the schools mission.

6. What relevant knowledge and experience will you bring to the board?

First of all I am a college graduate in Mechanical Engineering and I love science and math. I respect the English language and the requirements for writing, spelling, grammar, reading and reading comprehension, as well as pronunciation. I also did not come from a rich family and worked my way through college. I also bring the perspective of following through getting that diploma whether it is high school or college. I bring my work experience of 34 years in the federal government plus eight years in the private sector where I have excellent work experience and success.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

First Year

That the school will have achieved success in fulfilling its mission statement and those students will be enjoying the learning process and having success with the tailored curriculum that helps them succeed in meeting the grading and graduation requirements.

Fourth Year

Still experiencing the same success in fulfilling the schools mission statement while students continue to enjoying the learning process and tell their friends to come and participate with them in the Silver State Virtual Academy's fantastic learning environment. That the k-8 students will be achieving success in their curriculums and be better prepared for high school and the requirements to get into college. That a high percentage of 12th graders will be passing the high school proficiency test and going on to college or pursuing alternative career fields/training.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

That the schools mission is to improve the academic achievements of its pupils by accelerating learning and helping to improve high school graduation and college enrollment rates.

We on the committee to form the Silver State Virtual Academy believe that an interactive, fully Internet-based curriculum designed with maximum flexibility to meet the criteria of any individualized learning plan is key to a successful school able to improve academic standing, high school graduation and college enrollment rates. The school plans to use a competency-based learning approach utilizing software curriculum from ODYSSEYWARE. Competency-based pathways are a re-engineering of our educational system around learning; a re-engineering designed for success in which failure is no longer an option. Competency-based approaches build upon standard reforms, offering a new value proposition.

9. Are you familiar with the school's proposed educational program? Yes

How would you describe it?

I would describe the educational program as follows. It will be an interactive, fully Internet-based curriculum designed with maximum flexibility to meet the criteria of any individualized learning plan which is key to a successful school able to improve academic standing, high school graduation and college enrollment rates. The school plans to use a competency-based learning approach utilizing software curriculum from ODYSSEYWARE. Competency-based pathways are a re-engineering of our educational system around learning; a re-engineering designed for success in which failure is no longer an option. Competency-based approaches build upon standard reforms, offering a new value proposition.

10. What are the characteristics of a successful school?

A school that monitors the progress of its students and utilizes the tools that are available to help in the assessment of student progress or failure with the ability to turn that around or furthers their success. Use of the curriculum software we plan to use, ODYSSEYWARE, provides extensive data collection abilities, as well as daily and weekly achievements of individual pupils. This allows teachers and administrators to have an up to the minute accounting of the success and failure of each student, so that problem areas can be quickly dealt with. Additionally, online diagnostic testing is able to pinpoint areas of weakness so that they may be quickly addressed. Silver State Virtual Academy plans to have an accurate measurement of the educational achievement of our pupils by making use of the data described above. The parents/guardians will be involved and knowledgeable of their children's educational progress or lack of progress.

What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The board will have to be knowledgeable of the issue facing the school as it relates to the educational process and the status of student progress or pending failures. The board will have to assess the schools budget as well as financial standing on a regular bases. The board will have to be engaged, status often the schools data and be knowledgeable of how the Head of School and the Administrative staffs are complying with the State of Nevada Charter School Board regulatory requirements and state reporting.

III. Conflict of Interest Disclosure

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

My wife is Margot Allaire
Yes we both know Jeff Baker who is a friend.
I know Prasad Nair who is a friend and work colleague.
My wife knows Lisa Schiano and Wesley Laughlin as former work colleagues.
My wife knows David Crist who is a friend.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? Yes

If so, please so indicate and describe the relationship.

My wife is Margot Allaire
Yes we both know Jeff Baker who is a friend.
I know Prasad Nair who is a friend and work colleague.
My wife knows Lisa Schiano and Wesley Laughlin as former work colleagues.

My wife knows David Crist who is a friend.

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

No

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

N/A

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

N/A

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

N/A

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

N/A

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

I would first bring the issue to the attention of the governing school board and ask for a legal reading or investigation. If not satisfied I would discuss with the governing school board about raising the issue to the State Charter School Board Authority.

Statement of Intent

Over the past ten years I have worked as a part time instructional designer and teaching assistant/ technical assistant. I have several years of experience with online technology, classroom education and adaptive technology, and I would be well adapted to either a career in education, a career in educational design, or a career within the training field. Over the past year I have worked at a small charter school start up where I managed roughly two hundred and twenty secondary age students in the English field.

Contact Information

Wesley Laughlin

Address: 484 Jefferson BVD, Henderson Nevada, 89011

Phone: Cell - (702)-371-2062

Email: murakumo@mail.com (personal email, checked multiple times daily)

Degrees

Bachelors of Arts in English from University of Nevada Las Vegas conferred on 12/25/2004

Master in Education from Sierra Nevada College, Conferred 5/15/2008

Achievements

Ten years working in online education, including experience with Blackboard, Angel, and WebCT systems.

Eight years online instructional designing experience, building web-courses for professors teaching through online web-gates.

Four years of direct in classroom teaching experience through student teaching, full time contract teaching and temporary contract work.

Website creation knowledge.

Advanced technical knowledge, especially with educational technology and adaptive technology.

TESL accreditation.

Licenses and endorsements

Nevada Teaching License in Elementary Education, and Secondary English Education (K-12)

Completed core TESL courses

Work History

1/8/2001-Present University of Las Vegas Nevada instructional design

I am currently working as a distance education facilitator and have been working for over eleven years now, creating and maintaining distance education courses for UNLV. The school uses the Blackboard course system specifically.

1/2/2008-11/15/2011 CCSD sub services Sub teaching experience

I worked for the Clark County School District as a substitute teacher for three years.

7/15/2011-5/28/2012 Renaissance Academy English Teacher

I spent one year working for a start up charter school called Renaissance Academy before it folded in 2012 due to administrator mismanagement. I received training with the K12 and Aventa systems and was considered to be one of the highest performing high school educators within the school.

Examples

<http://weslaughlin.webs.com/>

Reference

Jerry Voltura
employer from UNLV
phone; (541)-232-0836
jvoltura@teacher.com

appendix 1 Wesley Laughlin's answers

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I will be 32 years of age at that time.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was one of the founding members of the organization to form the school. I meet the other members through our work together at a former Charter school.

3. Explain why you would like to serve on the board.

I would like to ensure this charter school is run properly and lasts longer than the last one I worked for.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not had experience as a member before, however as an educator I feel I have the knowledge and drive to work in this capacity.

5. What is your understanding of the appropriate role of a public charter school board member?

The member should aid the school in its endeavors while overseeing the school and ensuring administrators are working properly and within their legal bounds.

6. What relevant knowledge and experience will you bring to the board?

I bring 11 years of education experience along with direct experience teaching in a charter school.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Hopefully by the end of the first year we will be decently established in the community as a charter school providing alternative education needs to students. Within four years I would hope we could expand from our prospective student body of 400 students to a larger number.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The schools mission statement is that we will improve the graduation and college enrollment rates of its pupils by use of effective, innovative methods of teaching and administration; and by providing an accurate accounting of its pupils' academic progress on a continual basis to ensure that improvement.

The schools philosophy revolves around providing students online access to tools that will help foster their creativity while also allowing them to move at their own pace, allowing advanced students the opportunity to move forward while also providing students with instant access to reinforcement if needed.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The schools proposed program provides students 24/7 access to classes online through the Odysseyware system, allowing students to work at an adjustable pace. I have 11 years experience with similar platforms of online education and a full years experience with Odysseyware. The school will operate for 180 days out of each year as per Nevada mandate.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

One of the greatest characteristic is students growth and development throughout the year. We plan to measure this several times in order to ensure student progress and allow students who wish to, the opportunity to advance to more difficult work.

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

III. Conflict of Interest Disclosure

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

I personally know both Margot Allaire and Lisa Schiano from previous work experience. We formally all taught at the same charter school.

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

I personally know both Margot Allaire and Lisa Schiano from previous work experience. We formally all taught at the same charter school.

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

I do not personally know any of the current vendors we have lined up beyond having spoken to them regarding the school itself.

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

N/A

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

N/A

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

N/A

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

I do not foresee any ethical complications.

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

If this were to happen I would bring it to the attention of both the state governing board and the committee itself.

PRASAD K. NAIR, Ph.D., P.E., PMP

10378 Ness Wood Lane
Las Vegas, NV 89135
Telephone: (702) 240-9075
Cell: (210) 601-3862

Summary: Certified Project Management Professional (PMP), Professional Engineer, Consultant and Trainer with over 35 years of extensive experience in the energy industry, high-level nuclear waste management and quality systems consulting and training programs.

Background:

- Technical Consulting in a Regulatory Environment
- Engineering Problem-Solving and Mentoring
- Program Development and Management
- Team Building and Sponsor Relationship
- Training in Quality Systems(ISO 9000)

Education:

B. Tech (Hons), Civil Engineering, 1970
Indian Institute of Technology, Bombay, India

M. S., Civil Engineering, 1971
South Dakota School of Mines & Technology, Rapid City, SD

PhD. Engineering Mechanics, 1974
Virginia Polytechnic Institute & State University, Blacksburg, VA

Professional

As part of the Department of Energy (DOE) team, Dr. Nair has worked on research and development issues related nuclear high-level waste, development of energy efficiency systems and block grant programs.

Dr. Nair has been involved in managing the operations of a quality and management improvement consulting company. The focus of the work involved integrating ISO 9000 with principles of effective quality assurance programs by providing training to automotive suppliers internationally.

While at Southwest Research Institute (SwRI) Dr. Nair managed and developed a highly qualified staff in the engineering, material sciences, and corrosion sciences areas. At SwRI, he directed and participated in developing programmatically and technically significant products.

Prasad K. Nair

Dr. Nair has developed and mentored staff to successfully conduct research and development activities with high quality and satisfaction to clients.

Professional

General Engineer, Department of Energy (9/08 – Current)

Position: Develop and manage federal projects in the nuclear waste program and associated programs.

Senior Associate, JK Research Associates, Inc (5/02)

Position: Responsible for providing technical and regulatory support for Bechtel SAIC Co and Sandia National Laboratory toward preparing license application for a mined geologic repository in Nevada.

Vice President, Systems, Operations and Business Development, Omnex Inc. (12/96 – 8/02)

Position: Responsible for the company's overall development of training and consulting, and operations both domestic and international. Omnex Inc. is a major training and consulting international company using quality (ISO 9000) and management improvement programs for engineering and service sector companies.

Principal EBS Expert, Logicon RDA (8/95 - 3/96)

Position: Principal Staff to Systems Engineering Department for the Management and Operating Contractor to the DOE on the High Level Radioactive Waste Program.

Technical Consultant, PACE Technology (2/95 - 7/95)

Position: Initiated a new company to provide consulting services to government and industry.

Manager, Engineered Barrier System (EBS) and Waste Solidification Systems, Center for Nuclear Waste Regulatory Analyses (CNWRA), Southwest Research Institute (12/87 - 2/95)

Position: Responsible for the development of technical capability to

Prasad K. Nair

facilitate licensing review of DOE application for engineered systems. Conducted research to identify long-term material degradation issues and develop a performance assessment methodology for meeting performance requirements in support of the Nuclear Regulatory Commission's (NRC) licensing mission on high-level nuclear waste.

Senior Research Engineer/Group Leader, Division of Engineering and Materials Sciences, Southwest Research Institute (3/80 - 12/87)

Position: Developed and managed programs in structural mechanics and material sciences. Mentored and developed junior staff. Provided consulting, training and conducted structural life prediction studies for various industrial clients.

Senior Engineer/Engineer, Nuclear Power Generation Division Babcock & Wilcox Co (6/74 - 3/80)

Position: Responsible for developing fracture mechanics technology and computer applications for nuclear reactor systems. Developed and delivered training for company staff in the fracture mechanics area.

Professional
Licenses &
Memberships:

Project Management Professional (#1310924)
Registered Professional Engineer (Virginia)
Registered Professional Engineer (Texas) – Inactive Status
American Society of Mechanical Engineers - Member
American Society for Testing and Materials - Ex-Member, E-10 Committee
Society for Experimental Mechanics, Inc., - Ex- Member
Sigma Xi - Life Member

Personal Statement
From
Prasad K. Nair, Ph.D., PE, PMP

I. Background

1. *If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.*

Response:

Yes, I am considerably older than eighteen years old now.

2. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*

Response:

Ms. Margot Allaire, a founding member of the proposed charter school, initially approached me to provide advice and counsel on organization and overall strategy for starting the school. Following the decision to develop the charter school, Ms. Allaire asked if I would serve as a member of its board, which I accepted.

3. *Explain why you would like to serve on the board.*

Response:

Over forty years I have watched the educational system evolve from a privilege and revered system to one of entitlement and dysfunction. I would like to see the trend reversed and the focus be on learning and educating. In the current period of fiscal constraints, a charter school like the one proposed here provides the best opportunity for making a greater impact on a large number of students in a meaningful way. I believe that with my educational background and life experiences, I can make a serious contribution to the success of the proposed charter school. That is why I chose to accept Ms. Allaire's offer.

4. *Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.*

Response:

I have not served on a board of a school district or of a school related not-for-profit corporation. However, I have worked for a not-for-profit engineering research and development organization, Southwest Research Institute (SwRI), San Antonio, Texas, for about fifteen years. Here at SwRI and at other organizations (OMNEX and Babcock & Wilcox) I have developed and delivered training to staff of industrial clients in the US and around the world. I feel that I bring a unique perspective to teaching and learning on what works from a field experience point of view. In addition, my technical and business experience will enable the charter school to operate in an effective and financially stable manner.

5. *What is your understanding of the appropriate role of a public charter school board member?*

Response:

Public charter school board member is expected to provide advice and support to the school administrators. The board ensures that the charter school lives up to its mission, educational goals and plans. Important aspects for the board is to provide oversight for

maintaining the financial viability of the school, conduct period review of the school metrics and meet the responsibilities assigned to the board.

6. *What relevant knowledge and experience will you bring to the board?*

Response:

In addition to the strengths described in item 4 above, my extensive educational and experience background will provide the charter school staff in curriculum review and advice, support for resolution of student performance issues, support and champion excellence in the charter school system, and encourage innovative thinking and continuous improvement for the school. With a strong mathematics and science background, I expect to take a special interest in the development of students in these areas. I am also interested in seeing the students grounded in developing skills they can use in future academic or work environments.

7. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

Response:

Silver State Virtual Academy charter school is expected to very successful starting with the first year. Once the charter school agreement is signed with the school district the administrative and infrastructure work to get ready for the start of the new school year will start. It is hoped that the start of the school will be as seamless as possible for the enrolled students. True some flexibility will be needed during the early phase of the school to adjust to circumstances that were not anticipated. By the end of the first year a shakedown of the curriculum, understanding of unique student needs and any training needs for the teaching staff will be addressed. The school progress will always be marked by lessons learned and continuous improvement in all performance areas, with the goal to excel. It is anticipated that within four years Silver State Virtual Academy will be a model, high performing charter school in Nevada that will meet and exceed performance expectations.

II. Educational Philosophy

8. *What is your understanding of the school's mission and/or philosophy?*

Response:

The proposed Silver State Virtual Academy plans to improve the academic achievement of its pupils by accelerating learning and helping to improve high school graduation rates and college enrollment rates Nevada. The Academy will provide a flexible and an effective educational opportunity for students using a competency-based approach system through ODYSSEYWARE. With a highly skilled and motivated teaching staff the school will develop the learning and knowledge skill levels of the enrolled students to meet and exceed the proficiency testing requirements of the State, and where failure is no longer an option.

9. *Are you familiar with the school's proposed educational program? How would you describe it?*

Response:

Yes, I am. The school's proposed educational program is well thought out and meets all the State's charter school requirements. The planned curriculum software, ODYSSEYWARE, provides extensive data collection capabilities, as well as track daily and weekly achievements and any learning problems of individual pupils. Online diagnostic testing tools will provide timely intervention to resolve areas of weakness. The application has proposed many novel techniques and ideas to enhance the learning experience of the students. The parental involvement and ease of access to the school staff for the students is an important

feature of the school. The proposed school curriculum is robust and the data generated will provide accurate measurement of the educational achievement of students.

10. *What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?*

Response:

A successful school will need to do two basic things. One, meet and exceed all State charter school standard rating requirements for grades 3 and higher, and two be able to demonstrate that it is a viable, long-term institution of value to society. During the first year of the school, the board should provide help and direction to school operations staff on processes and systems that build a school culture that will at the core of the school's identity. The board in the early stages, one through four years of the school will provide the necessary support to the operational staff to stay on track with the achievement plans of the school. The Board would recommend changes to plans should improvements be needed.

III. Conflict of Interest Disclosure

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

Response:

Yes. Mr. Joe Price. I have known Joe over a ten year period as a professional colleague in the engineering field.

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

Response:

No.

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

Response:

No.

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

Response:

N/A

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

Response:

N/A

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

Response:

N/A

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

Response:

No.

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

Response:

Initially, I would bring it up to the member/members in question to cease the activity, failing which bring it to the entire Board to take action. If satisfactory resolution is not obtained, the circumstances would be documented and presented to the Board and School Operators, and depending on the gravity of the ethical violation resign from the Board. The resignation letter and documentation will be shared with the State Public Charter School Authority (SPCSA).

LISA A. SCHIANO, PH.D.

9156 Grand Mountain Circle • Las Vegas, Nevada 89147 • (702) 595-2460 • laschiano@cox.net

PROFILE

Manager • Analyst • Educator • Trainer

Innovative and strongly committed leader with twenty years experience in introducing and managing innovative educational programming at the university and middle and elementary school levels. Education experience is complemented by more than 10 years experience in business management that includes purchasing and management of purchasing for a leading fashion retail organization and administrative support in a fast-paced advertising environment. Broad knowledge of computer applications in education and management; in coordinating the work of team members with diverse and possible competing interests; and in achieving buy-in for innovative programs by parents, students, and faculty. Skilled in curriculum planning and implementation, staff development, and project leadership

**Organizational Leadership & Development • Team Building • Team Leadership
Education • Project Management • Supervision • Training • Classroom Instruction
Development of Online Educational & Training Curricula • Assessment • Budgeting
Grants Administration • Fundraising • Strategic Planning**

EDUCATION

Nova Southeastern University Fischler Graduate School of Education & Human Services	Doctor of Education, 2004 Organizational Leadership/Management
Dowling College	Master of Science, Summa cum Laude, 1996 Education / Reading
State University of New York College, Old Westbury	Bachelor of Science, 1993 Education
Columbia University, Teacher's College Lucy Calkin's Reading & Writing Workshop	1995

PROFESSIONAL EXPERIENCE

BOARD OF DIRECTORS - Crescent Academy (Autism) - North Las Vegas, Nevada Al-Maun Foundation - Las Vegas, Nevada	Present
--	---------

CLARK COUNTY SCHOOL DISTRICT – LAS VEGAS, NEVADA Substitute teacher K-12 all subjects	2009-PRESENT
--	--------------

NOVA SOUTHEASTERN UNIVERSITY – LAS VEGAS, NEVADA	2005-2010
--	-----------

Broad faculty responsibilities with a leading and fully accredited university offering a broad range of online and on-site courses at the undergraduate, graduate and post-graduate levels.

Adjunct Faculty / Professor, Fischler Graduate School of Education & Human Services

Plan and teach online and classroom-based graduate courses in a wide variety of disciplines that include Management of Educational Processes, Literature for Children and Adolescents, early Childhood Reading, Leadership in Management, Literacy and Early Reading Experiences, Educational Measurement, Assessment, Curriculum Development, Administration and Interpretation of Instructional Assessments, and Teaching Language Arts in the Secondary School.

CLARK COUNTY SCHOOL DISTRICT – LAS VEGAS, NEVADA

1997–2010

Increasingly responsible assignments in a primary public school system in a major urban area. Earned reputation for innovation in bringing improved learning programs to troubled and special-needs campuses.

Instructor, 7th Grade U.S. & World History, Lawrence Middle School, 2007–2010

Instructor, Canarelli Middle School 6th & 7th Grade Reading, 2005–2006

Plan and teach courses in U.S. and World History and Reading.

- Served as Lead for the Drama Club, the Homework Hotline, and the National Junior Honor Society.

Lisa A. Schiano, Ph.D.

Page 2

CLARK COUNTY SCHOOL DISTRICT (CONTINUED)

K-8 Teacher / Coordinator, Odyssey Charter School, 2002–2004

Pioneered the introduction of a fully American academic curriculum in a mosque-based Muslim school for children ages K-8 years.

- Planned curriculum and schedules to balance the unique requirements of an intensely religious instructional environment that included multiple regularly scheduled prayer sessions daily while maintaining an effective academic schedule that incorporated both classroom and individualized instruction.
- Key participant in securing grant funding to implement the “Words of the City” cultural and historical research project in partnership with UNLV and UCSB.
- Implemented the Columbia Reading & Writing Program.
- Served as K-8 Lead for planning and coordinating a historical research program with administration at UCSB, UNLV, parents, students, and sister schools in California.
- Interviewed and recommended new academic faculty for program.

4th & 5th Grade Teacher, Parson Elementary, 2000–2002

5th Grade Reading Teacher / At Risk, Rose Warren Elementary School, 1998–2000

4th Grade Teacher / At Risk, Paradise Professional School, 1997–1998

Successfully implemented the Columbia Reading & Writing with Success Program in a series of troubled educational settings. Deployed the Entirely Authentic Use of Phonic methodology and a variety of other innovative programs to improve academic success in self-contained the team-teaching settings.

- Served as Grade-level Chair in all three schools.
- Key participant in securing and administering grant funding for special programs.
- Leader for Project Life Literacy Intervention.

ESTÉE LAUDER COMPANY – NEW YORK, NEW YORK

1980–1991

A leading cosmetics and fragrance manufacturer.

Coordinator, Estée Lauder, Clinique, & Prescriptives

Coordinated buying for buyers in three divisions with a major cosmetics and fragrance retailer and manufacturer.

- Interviewed, trained, and supervised new staff,
- Monitored sales trends and made recommendations regarding purchases, special promotions, and product mixes at the regional and store levels.

MCCANN-ERICKSON ADVERTISING – NEW YORK, NEW YORK

1978–1980

A leading New York-based advertising firm.

Administrative Assistant to the President

Provided a broad range of administrative support to the president in a fast-paced industry. Was responsible for all scheduling, travel arrangements, correspondence, and meeting coordination.

Appendix 1:

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

Instructions

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

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

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

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

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

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **Yes, 2-17-59**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **I have been involved with school from the start, first charter and planning of opening such school with Margot Allaire.**
3. Explain why you would like to serve on the board. **I am committed to the betterment of children and believe that Silver State Virtual Academy will fill the needs of the student where they have not been addressed or successful previously.**
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this

capacity. **Yes, Al- Maun Foundation in Las Vegas, Nevada through ILM Foundation in California; a Muslim community that serves the needs of at-risk students. I am a consultant and monitor student progress.**

5. What is your understanding of the appropriate role of a public charter school board member? **One must be kept well-informed of the happenings and financial status of the school at all times.**

6. What relevant knowledge and experience will you bring to the board? **I have twenty years of experience in education, many observations and beliefs that I would like to follow through with in Silver State Virtual Academy.**

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

What will it be like after four years? **We will have met all state mandated requirements and gone beyond in both circumstances.**

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? **We are committed to enhancing children's lives and the betterment of. Silver State Virtual Academy's goals are to see children thrive where they have never done so previously. We would like to see the sparkle in their eyes when they succeed.**

9. Are you familiar with the school's proposed educational program? How would you describe it? **Yes, the school will focus on the betterment and commitment to youngsters who have not been successful in the past. They will learn to love themselves and see and feel success in their education building their self-esteem for their future and long lives ahead.**

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful? **The board must keep a very close eye on the happenings and financials of the school to ensure it is successful. All must be continually monitored and shall be.**

NEVADA MODEL CHARTER SCHOOL APPLICATION

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

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. **Yes, Margot Allaire and Wesley Laughlin, colleagues.**

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. **No.**

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. **No, I do not.**

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the

individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A"). **No. I do not have any affiliations with any other .**

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

NEVADA MODEL CHARTER SCHOOL APPLICATION

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

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. **No, I do not. All involved are working for the betterment and success of the school.**

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in selfdealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends. **I would bring such to the attention of all other board members and have them dismissed.**

B.3 Management and Operation 27

Narrative B.3.1 27

Narrative B.3.2 27

Narrative B.3.4 33

Narrative B.3.5 33

Narrative B.3.6 34

Narrative B.3.7 34

Narrative B.3.8 35

Narrative B.3.9 35

Attachment B.3.3

B.3 Management and Operation

Narrative B.3.1 Organizational structure of the school and its day to day operation, with the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.

The main office of Silver State Virtual Academy will be located in downtown Las Vegas and will occupy about 5000 square feet. The Head of School, Administrator and Technical Director will each have an office. There will be front office people who answer the phone, solve problems, direct calls, and greet visitors. There will be space for equipment, and a space for testing of small groups, holding staff meetings that are not online, and teacher training.

Students will work on their loaned laptops remotely. Each student will have a personal calendar that notes upcoming or past-due assignments. Teachers have access to these calendars and will post weekly messages. Teachers will have weekly, if not daily contact with students and their families to assist with coursework, answer questions, and grade assignments. Teachers will monitor their student's login times and assignments to make sure students are completing their work.

Initially, Silver State Virtual Academy will have a Head of School, an Administrator, an Office Manager, a Technical Director, and 9 teachers. The budget will include 2 additional office staff.

The Head of School will also function as the Special Education Facilitator and will be a parallel position to the Administrator.

Narrative B.3.2 Describe the primary responsibilities for each key management position and identify critical skills or experience that will be priorities for fulfillment of those responsibilities

Head of School Philosophy:

The Head of School will serve as a centralizing leadership figure within the school and the local community. The Head of School will work closely with, and report directly to, the Board of Directors ("Board"). The Head of School will tend to the issues that concern the school as a whole and will facilitate communication/build consensus among the teachers, staff, families and Board. The Head of School should have a larger vision for the future direction of the school. The Head of School will be a parallel position to the school Administrator.

Responsibilities of Head of School/Special Education Facilitator:

(Note: The list is not exhaustive and may be supplemented.)

- Responsible for the administrative success of all school programs with the Administrator.

- Ensures that the school is in compliance with all applicable governmental laws and regulations with the Administrator.
- Applies for and maintains grants.
- Assists in coordination and execution of fund-raising plans
- Responsible for handling the school's financial liability
- Draws all orders for the payment of money belonging to the charter school
- Coordinates scheduling of, and attends, all required school functions and activities with the Administrator.
- Directs and coordinates all Special Education personnel
- Attends all Special Education IEP meetings
- Maintains the physical Special Education files in the office

Administrator Philosophy:

The school Administrator serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are involved in a learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Administrator work collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

Responsibilities of Administrator:

(Note: The list is not exhaustive and may be supplemented.)

- Ensure compliance with all laws, board policies and civil regulations.
- Monitor and verify full-time student enrollment, and student participation in a full course load, credit accrual, and course completion for each grade level.
- Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Supervise the instructional programs of the school, to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current
- Establish procedures for evaluation and selection of all teachers, instructional materials and equipment, approving all recommendations.
- Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
- Keep the Board advised of employees not meeting their contractual agreement
- Keep the staff informed and seek ideas for the improvement of the school. Conduct

meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.

- Establish and maintain an effective inventory system for all school supplies, materials and equipment.
- Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities.
- Assume responsibility for the health, safety, and welfare of students, employees and visitors. Maintain a master schedule to be posted for all teachers.
- Establish schedules and procedures for the supervision of students in testing areas, field trips and other extra-curricular events.
- Maintain visibility with students, teachers, parents and the Board.
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- Use effective presentation skills when addressing students, staff, parents, and the community.
- Complete in a timely fashion all records and reports as requested by the Board and Charter Board Authority.
- Maintain accurate attendance records.

Special Education Facilitator Philosophy:

The goal of the Special Education Facilitator is to promote and support professional adherence to the legal requirements of state and federal regulations; to protect the procedural safeguards of students and their parents; to provide technical assistance to parents, teachers and administrators regarding special education issues and concerns; and to assist with communication regarding special education topics. The Facilitator understands the school system and its obligations, parental rights, and acts as an ombudsperson to facilitate this collaboration. The Facilitator understands state standards and promotes evidence-based practices in the Least Restrictive Environment.

Responsibilities of Special Education Facilitator:

(Note: The list is not exhaustive and may be supplemented.)

- Provide ongoing support to special education teacher(s) and team(s) to promote appropriate specially designed instruction and related services.
- Provide feedback and training for staff related to IEP development and implementation
- Provide specialized professional development to staff related to providing evidenced based practices.
- Collaborate with special education team(s) to assess and address parent concerns.

- Consult with special education team(s) and Administrator on issues related to special education law and procedures and special education programming.
- Report to Special Education administrative staff regarding system-wide and targeted professional development needs.
- Maintain current knowledge of Special Education regulations.

Technical Director Philosophy:

The Technical Director is responsible for providing leadership and management for all information technology services and operations within the Silver State Virtual Academy. The Technical Director oversees Networking, Telecommunications, School Technology Deployment, Information Systems, Database Administration, Help Desk, and User Support. The Technical Director is directly responsible to the School Administrator.

Responsibilities of Technical Director:

(Note: The list is not exhaustive and may be supplemented.)

- Direct, manage, and provide oversight of the operations of the Silver State Virtual Academy's (SSVA) Technology and Information Systems Division.
- Direct, manage, and provide oversight to ensure SSVA standards and the cost-effective utilization of Technology and Information Systems resources are met and maintained.
- Develop information technology policies and procedures and ensure compliance with local, state, and federal laws and regulations.
- Establish guidelines and programs for effective information technology management.
- Provide strategic and tactical planning, development, evaluation, and coordination of the information and technology systems.
- Provide leadership in the selection, design, implementations, integration, and ongoing support for all information systems.
- Provide vision, leadership, and direction to all employees within the division.
- Supervise and evaluate the performance of assigned staff.
- Perform other duties related to the position, as assigned.
- Manage vendor agreements and communications.
- Serve as liaison with other departments and divisions, communicating regularly to ensure maximum efficiency in the delivery of services.

Special Education Teacher Job Requirements:

Special Education teachers must live and be licensed in Nevada and be familiar with Microsoft Excel and Word and have basic computing skills. They are responsible for the day-to-day case management and instruction of their caseload of Special Education students and their families.

Special Education teachers must have an M Ed in Special Education, preferably Learning Disabilities. They must have experience in an online learning environment. They will report first to the Special Education Facilitator, then to the School Administrator.

Responsibilities of Special Education Teacher:

(Note: The list is not exhaustive and may be supplemented.)

- Case Manager to Special Education students, K-12th grade
- Provide direct services as needed to special needs students; obtain present levels/baselines; find skill weaknesses using diagnostic tests
- Review and print monthly online school snapshot of progress for each student and send to school office for student file
- Follow up with providers to confirm that IEP attendance, reports, and services are being completed and report to Special Education Facilitator
- Be available for Special Education families on an as needed basis via phone and online
- Email Prior Notices to parents
- Schedule IEPs, coordinate with Special Education Facilitator, set up online meetings, and follow up on attendees
- Ensure all documents are in prior to IEP meeting (psych report, DIS provider reports/goals, GE/Parent progress) and forwarded to Special Education Facilitator for approval
- Email all approved reports to parents one week before IEP
- Complete academic testing for initials and tri-annuals and writing of reports and IEPs
- Obtain signatures online during IEP meetings
- Hold transition meetings with Special Education Facilitator
- Follow up with parental or teacher concerns
- Keep IEP files compliant
- Test students as necessary during state testing
- Attend all professional developments
- Attend all special education meetings
- Attend SELPA training as needed
- Update caseload spreadsheet and IEP Master Calendar once a month
- Maintain office hours as indicated by Special Education Facilitator
- Respond as soon as possible but no later than 24 hours to parent, student, teacher and admin inquiries via phone and/or e-mail during regular work week.
- Support parents and students through basic computer troubleshooting

Teachers K to 12th grade Philosophy:

Teachers are responsible for ensuring that students achieve mastery of learning objectives. They provide guidance, instruction and support, manage the learning process and focus on students' individual needs. Teachers monitor student progress through ODYSSEYWARE's interactive lessons and daily assessments and they actively work with students and parents to advance each child's learning. Teachers must live and be licensed in Nevada. Teachers must have previous online teaching experience and be familiar with Microsoft Excel and Word and have basic computing skills.

Responsibilities of K-12th grade Teachers:

(Note: The list is not exhaustive and may be supplemented.)

- Learn the curriculum in its entirety for assigned grade levels, or subject.
- Be familiar with ODYSSEYWARE's diagnostic tests, and be able to utilize them to customize individual student coursework.
- Demonstrate knowledge of the state standards and how both align with the ODYSSEYWARE curriculum.
- Understand overall diversity of assigned families and individual characteristics of students/parents
- Support parents with student curricular and instructional issues.
- Responsible for student academic progress and attendance.
- Conduct conferences with parents/responsible adults and students.
- Individualize instruction to help each student achieve ODYSSEYWARE curricular objectives.
- Collect and review work samples. Grade work, as appropriate.
- Alert administrators to any concerns about student performance and progress.
- Maintain at least weekly contact with students and families.
- Create and manage home office.
- Implement school policies and procedures.
- Organize social and educational activities for students and families, including sponsorship of one virtual club.
- Establish and maintain a positive rapport with assigned families.
- Support parents with school set-up and logistics questions.
- Support parents and students through basic computer troubleshooting.

Narrative B.3.4 How the charter school will carry out the provisions of NRS 386.500 through 386.610

Silver State Virtual Academy will abide by its Bylaws on a daily basis. It is the responsibility of the Administrator and Head of School to ensure the Bylaws are being followed, and to notify the Governing Board if they are not.

The Administrator and Head of School will keep abreast of up-coming conferences and technical assistance meetings that may benefit the school or its teachers. They will also avoid conflicts of interest with employees, students, families and the community. They, along with the teachers and other staff, will make sure that students' interests and academic achievement are the top priority of the school.

The Committee to Form Silver State Virtual Academy intends the school's employees to function as a team, with everyone having the opportunity to express their observations and requests regardless of position on the organizational chart. With this plan, employees are encouraged to ask for assistance when in doubt, without fear of retribution, or "marks" against them. The school's budget has room for individual bonuses for jobs well done. The Committee wants to encourage transparency in all operations by supporting the team approach.

As the Committee to Form Silver State Virtual Academy transitions into the school's Governing Board, it is important that diversity be continued with new members. The Governing Board must cooperate with its sponsor and the Nevada Department of Education at all times.

Narrative B.3.5 Method by which disputes will be resolved between the governing body of the charter school and the sponsor of the charter school

In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and 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 resolution to the complaint. If the charter school 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 complaint and if so, whether 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 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.

Narrative B.3.6 Identify the kind of school, as defined in subsections 1 to 4, inclusive, of NRS 388.020, for which the charter school intends to operate.

A charter school is a public school that is formed pursuant to the provisions of NRS 386.490 to 386.610. Silver State Virtual Academy will be a Distance Education Public Charter School serving students in Kindergarten through 12th grade for all students in Nevada, age 5 to 22.

Narrative B.3.7 Description of the lottery system that the proposed charter school will use pursuant to NRS 386.580 if more eligible pupils apply for enrollment in the charter school than the number of spaces for pupils which are available.

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 May 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.

Narrative B.3.8 State whether the application was prepared by a person who is not a member of the committee to form the charter school.

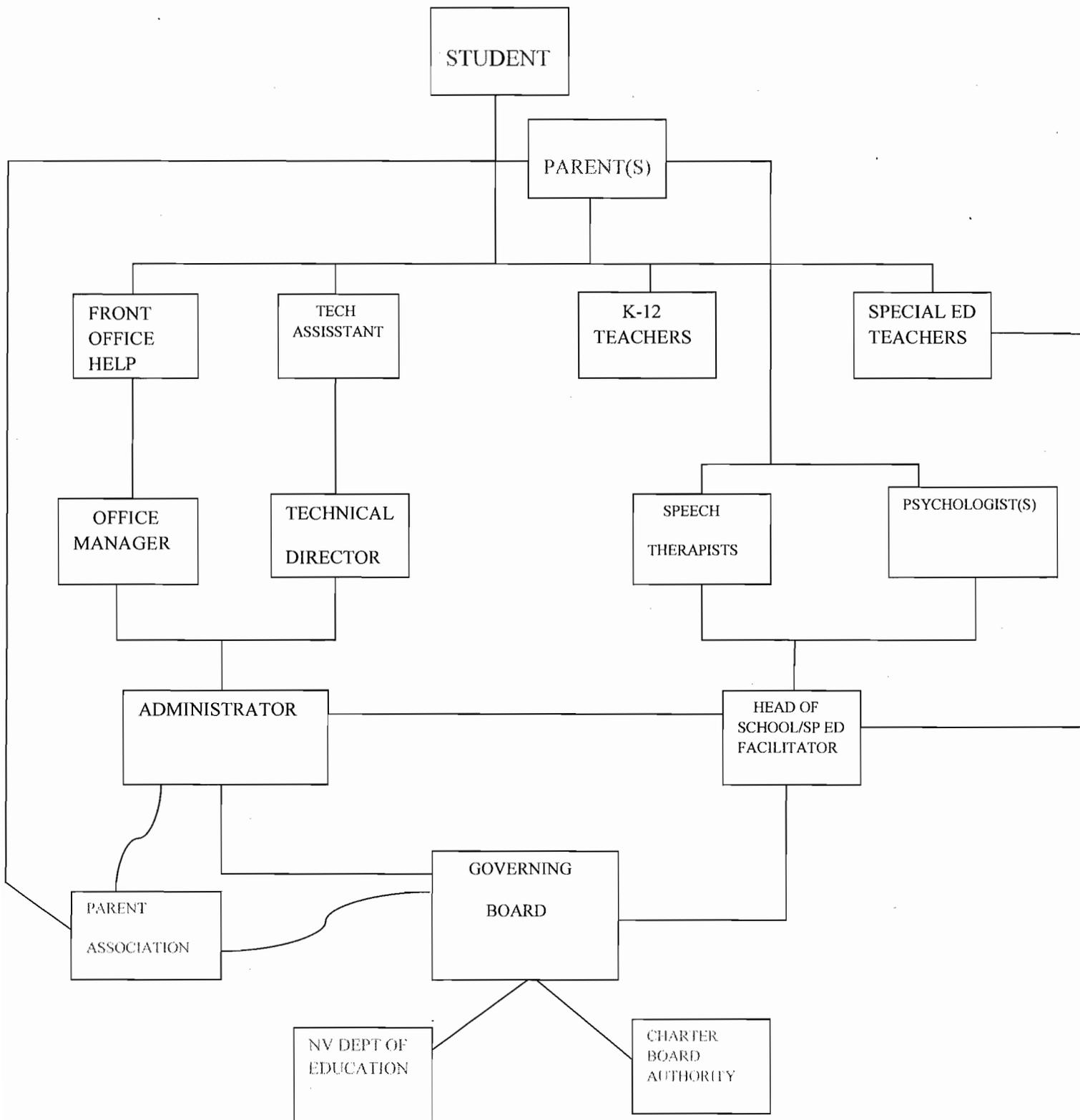
This application was entirely prepared by Margot Allaire, liaison for The Committee to Form Silver State Virtual Academy.

Narrative B.3.9 State whether the school will limit the enrollment of pupils to a specified number or ratio of teachers to pupils pursuant to Section 2 of R071-10 and NAC 386.180(7). If so, what is that number per grade, and for the entire school; or that ratio?

Silver State Virtual Academy will not limit enrollment of pupils to the school.

Attachment B.3.3

SILVER STATE VIRTUAL ACADEMY ORGANIZATIONAL CHART



STUDENT TRAFFIC PATROLS 539
PRACTICE EVACUATION OF SCHOOL BUSES 540

Not appropriate for a Virtual school using Distance education

STUDENT DISCIPLINE 541

State law charges every teacher and administrator with maintaining order and discipline among students; therefore, rules, regulations, and procedures are developed to establish and to maintain an orderly learning environment in each school. These rules, regulations, sanctions, and due process procedures are designed to protect all members of the educational community in the exercise in their rights and duties in all aspects of their experience, including participation in extracurricular activities, interschool athletic competition, and the school transportation program.

The administrator has the overall responsibility for the discipline and welfare of students. Imposition of serious disciplinary action on any student, including, but not limited to, suspension from school, and suspension from inter-scholastic activities are governed by the sections of this manual titled SUSPENSION OF TEN DAYS OR LESS 549 and EXPULSION AND LONG TERM SUSPENSION 550. These procedures are available in each school, distributed to teachers and students, and made available to parent(s) or guardian(s) upon request.

The primary responsibility for discipline in the classroom rests with the teacher, who shall use reasonable and professional judgment in maintaining order and in administering disciplinary measures.

The governing body of each charter shall adopt written rules of behavior required of and prohibited for pupils attending the charter school, and that body shall adopt appropriate punishments for violations of the rules. Please refer to the section of this manual titled SCHOOL RULES 542.

School organizations, clubs, and athletic teams may adopt and distribute to their members rules to govern student conduct which are in accord with state and federal law, the policies in this manual and school rules adopted by the charter school's governing body.

Every effort should be made to resolve potential disciplinary problems through discussion, counseling, and psychological services.

Legal References:

NRS 386.585

NRS 391.270

SCHOOL RULES 542

It is expected that all students of charter schools will conduct themselves in a proper and exemplary manner. Administrators, teachers, other educational personnel, support staff, parents, and the charter school's governing body are expected to work together to develop general rules of conduct for the welfare and safety of all students.

Under NRS 392.4644 the administrator of each public school shall establish a plan to provide for the progressive discipline of pupils and on-site review of disciplinary decisions. That plan must

1. Be developed with the input and participation of teachers and other educational personnel and support personnel who are employed at the school, and the parents and guardians of pupils who are enrolled in the school;
2. Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463;
3. Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school; and
4. Provide for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645 through NRS 392.4648.

On or before October 1 of each year, the administrator of each charter school shall

1. Review the plan in consultation with the teachers and other educational personnel and support personnel who are employed at the school;
2. Based upon the review, make revisions to the plan, as recommended by the teachers and other educational personnel and support personnel, if necessary;
3. Post a copy of the plan or the revised plan, as applicable, in a prominent place at the school for public inspection and otherwise make the plan available for public inspection at the administrative office of the school;

4. Submit a copy of the plan, or of the revised plan, if it has been revised, to the sponsor of the charter school.

It is recommended that a committee including representation from the charter school's governing body be formed each year to develop or review the school's progressive discipline plan.

Under NRS 386.585 the charter school's governing body shall adopt rules of behavior, prescribed punishments, and procedures to be followed in imposing punishments. When those rules, punishments, and procedures have been adopted they must be distributed to each pupil at the beginning of the school year and to each new pupil who enters school during the year. Those rules, punishments, and procedures must also be available for public inspection at the charter school.

Legal References:

NRS 386.585
NRS 392.4644
NRS 392.4645
NRS 392.463
DRESS 543

Not appropriate for a Virtual school using Distance education

PROHIBITED CONDUCT 544

Committing, participating in or unlawfully attempting any of the following activities or acts in school buildings or on school property is prohibited and may constitute cause for disciplinary action. In addition, students at school-sponsored, off campus events and those using charter school sponsored transportation shall be governed by the policies, rules, regulations, and procedures established in this manual. Any criminal act shall be reported at once to the local police or sheriff's office. The student's parent(s) or guardian(s) shall also be notified, if possible. The school will take disciplinary action, whether or not criminal charges result.

CRIMINAL OFFENSES (As defined in applicable statutes or ordinances)

Violations of local, state or federal laws shall be enforced on school properties or at activities sponsored by charter schools. Examples of such laws are indicated below:

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
4. BATTERY: An unconsented touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another.
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.
15. MARIJUANA: The possession of, sales or furnishing marijuana.
16. NARCOTICS: The possession of, sales or furnishing a controlled substance.

17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing or use of.
18. PROFANITY: Use of vile or indecent language.
19. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.
20. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.
21. ROUT/RIOT: Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.
22. STOLEN PROPERTY: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
23. TAMPERING WITH MOTOR VEHICLES: Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.
24. THROWING SUBSTANCE AT VEHICLE: To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.
25. TRESPASS: To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.
26. WEAPONS:
 - a. Brandishing any knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other deadly weapon in a rude, angry or threatening manner or to use same in any fight or quarrel.
 - b. Concealed - it is unlawful for any person to carry any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger,

pistol, revolver or other firearm, or other dangerous weapon. For the purpose of this section, nunchaku are included herein.

- c. Possession - it is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon.

- 27. Violation of other federal or state criminal laws or local ordinances at school, at school-sponsored activities or on school-sponsored transportation is prohibited.

CHARTER SCHOOL OFFENSES

The following non-criminal activities may also lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community.

- 1. ALCOHOLIC BEVERAGES: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having consumed an alcoholic beverage.
- 2. DISOBEDIENCE, INSOLENT AND INSUBORDINATION: Students must obey the instructions of school personnel.
- 3. DISRUPTIVE CONDUCT: Conduct that interferes with the educational process. Serious situations may be handled under criminal sanctions.
- 4. FIGHTING.
- 5. FORGING OR USING FORGED PASSES, EXCUSES OR OTHER SCHOOL DOCUMENTS.
- 6. GUM CHEWING AND EATING FOOD AT INAPPROPRIATE TIMES OR IN INAPPROPRIATE PLACES AS DETERMINED BY THE ADMINISTRATOR.
- 7. HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.
- 8. ILLEGAL SUBSTANCE: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having used an illegal substance.
- 9. INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.

10. MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or distracts the attention of the driver.
11. PLAGIARISM AND CHEATING.
12. POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.
13. RADIO PAGERS (BEEPERS) AND PORTABLE PHONES: Students may possess or use electronic signaling devices, including but not limited to pagers, beepers, and cellular/digital telephones, provided that the use of such devices is confined to areas outside school buildings—before and/or after school hours or during lunch break. Electronic signaling devices shall not be carried into classrooms during assessments, semester exams or other testing situations.

CONSEQUENCES

First Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- The policy shall be reviewed with this student and his/her parent/legal guardian.
- A warning shall be given regarding the consequence(s) for any future violation of the policy.

Second Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for “administrative insubordination” or “disregard for school rules.”
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

Third Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.

- School-determined consequence for second offense for “administrative insubordination” or “disregard for school rules.”
- Electronic signaling device privileges shall be revoked for a period of 90 school days.
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

Fourth Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for third offense for “administrative insubordination” or “disregard for school rules.”
- Electronic signaling device privileges shall be revoked for remainder of student’s school career.

Appeals:

A parent or legal guardian shall have the right of appeal to the administrator or his/her designee regarding fourth offenses. Said request for appeal shall be submitted in writing directly to the administrator within ten (10) working days after the determination of a fourth offense.

14. Inside school buildings and during the school day, electronic signaling devices shall be in the “off” position at all times. Electronic signaling devices should be stored in the student’s locker, if possible. When not possible, the electronic signaling devices may be carried in the “off” position in the student’s backpack or other carry item.
15. Outside of the school instructional hours or during school activities, electronic signaling devices may be carried in the “vibrate” or “silent ringer” notification mode.
16. **SEXUAL HARASSMENT:** A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of 1972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be

denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

17. SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.
18. TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.
19. TRUANCY: Being absent from school without a valid excuse acceptable to the administrator.
20. GANG ACTIVITY: As set forth in the section of this manual titled GANGS AND GANG ACTIVITY 557.

Legal Reference:

NRS

392.4

DRIVING 545

Driving and parking on school grounds are privileges that may be given to students by a charter school. Students disregarding the following driving regulations may lose these privileges.

Students driving over posted speed limits, or driving/parking in any unauthorized areas, driving in any reckless manner or in violation of school policies shall be subject to disciplinary action, determined by the administrator. Furthermore, students in violation of state traffic laws may be referred to the proper authorities.

DISCIPLINARY SANCTIONS 546

When it has been determined that a school rule, a policy or procedure in this manual, or a law has been violated appropriate disciplinary action will be taken. Disciplinary action may include, but is not limited to, the alternatives described within this manual and the school's discipline policy.

NOTIFICATION OF LAW ENFORCEMENT OFFICIALS 547

Schools shall work closely with law enforcement agencies in the control of student behavior. In general, these agencies shall be called upon to assist in handling situations involving theft, physical danger, or dangerous search, or seizure. Please refer to the section of this manual titled SEARCHES OF STUDENTS 552 for additional information.

An incident that may constitute the commission of a felonious act shall be reported at once to the appropriate local law enforcement agency, and the student's parent(s) or guardian(s) shall be notified.

When emergency conditions require the school to take action before the arrival of an officer, a follow-up referral should be made to the appropriate agency.

Any call for assistance or for the investigation of an offense occurring on school property or at a school sponsored event will be immediately followed by the administrator, or the administrator's designee, writing a statement to document the details of the situation and placing that statement either in the appropriate student(s) files or in a separate file kept for such reports.

SUSPENSIONS - GENERAL INFORMATION & DEFINITIONS 548

Suspension is the temporary removal of a student from school or from school-sponsored activities. Students may be suspended for the following reasons:

1. Violation of any state law or local ordinance in a school building, on school grounds, or at a school-sponsored activity. Examples of these violations are listed in the section of this manual titled PROHIBITED CONDUCT 544.
2. Violation of rules, policies, and procedures established for charter schools as outlined in this manual. Examples of these violations are listed in the section of this manual titled PROHIBITED CONDUCT 544.
3. Student actions or inactions at school or a school-sponsored activity that disrupt, interfere with, or pose a threat to the educational program, other students, staff, visitors, or the student personally.

The primary purpose of suspension is to give the student, his/her parent(s) or guardian(s), and the school the time needed to resolve a problem. The duration of suspension is related to a course of action designed to resolve the problem.

Types of Suspension:

1. **Emergency Suspension:** The administrator, or his or her designee, may suspend any student whose conduct is determined to be a clear threat to the physical safety of others or to the property interests of others or is so extremely disruptive as to make the student's temporary removal necessary to preserve the right of the other students to pursue an education.
2. **Long-Term Suspension:** A student may be suspended from school or from an interscholastic activity for more than ten (10) days by the school's governing body. Please refer to the section of this manual titled EXPULSION AND LONG TERM SUSPENSION 550.
3. **Short-Term Suspension:** A student may be removed from school and/or from interscholastic activities for no more than ten (10) days by the administrator.
4. **In-School Suspension:** A student may be removed from his/her classes and all school activities for no more than ten (10) days and during the term of suspension the student will remain in a separate supervised area of the school. The primary intention of this action

is to gain cooperation with the student's parent(s) or guardian(s) and to isolate the student from all regular academic and social activities. If this action seems warranted after an investigation and after consultation with the parent(s) or guardian(s), the administrator, or his or her designee, shall take action.

5. **Guidance Suspension:** A student may be removed from school and all related activities for no more than ten (10) school days. Students placed on a guidance suspension will be referred to appropriate mental health professional(s) for assistance. Such guidance suspension will occur when a student's prior actions have indicated the need for intervention or assistance, and that intervention by a counselor and school psychologist has failed to provide a positive change. These suspensions will not be considered disciplinary in approach and consequently will not be treated as emergency suspensions.

SPECIAL CONDITIONS OF SUSPENSION:

1. A student may not participate in extracurricular activities during the term of his/her suspension.
2. Suspensions may be reflected in the student's class citizenship or school citizenship grade.
3. Notations of suspensions from school will be made in the student's cumulative folder.
4. Schoolwork missed as a result of suspensions that last 10 days or less may be made up through the completion of make-up work in the manner and to the extent described in the section of these policies titled ATTENDANCE CHECKING, ABSENCES, MISSED INSTRUCTION, TRUANCY, MINIMUM ATTENDANCE, MAKE-UP WORK AND PARENT/SCHOOL RESPONSIBILITIES 506 under MAKE-UP WORK. Any work that cannot be made up, or is not made up, will result in the lowering of the academic grade for the grading period, and it may result in loss of credit.

Legal References:

NRS 386.585
NRS 392
NRS 392.466
NRS 392.467

SUSPENSION OF TEN DAYS OR LESS 549

A pupil may be removed from school immediately for any of the following:

1. Posing a continuing danger to persons or property,
2. Posing an ongoing threat of disrupting the academic process,
3. Selling or distributing any controlled substance, or
4. Being found in possession of a dangerous weapon as provided in NRS 392.466.

When a student is removed for any of these reasons the student shall be given an explanation of the reasons for his or her removal. The student shall also be given an explanation of pending proceedings, to be conducted as soon as practicable after removal, for his or her suspension or expulsion.

In all other cases involving suspension the administrator shall:

1. Tell the student you are meeting with him/her to investigate allegations that the student has violated laws, rule(s), state charter school policies, or the school's policies.
2. Tell the student the specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there will be consequences up to and including suspension from school. Ask if he/she understands the allegation(s).
3. Explain to the student the evidence you have regarding the alleged violation(s).
4. Ask the student if he/she admits or denies the allegation(s). If the student admits to violation(s), assign appropriate consequences. If the student denies the allegation(s), give him/her the chance to explain and present his/her side of the story. The administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further. (This does not mean that the student can secure counsel, confront, and cross-examine witnesses, or call witnesses on his/her behalf to present his/her case.)

5. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before making a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
6. If the student has a behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
7. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) commencing (starting date).
8. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file

Legal Reference:

NRS 386.585

EXPULSION AND LONG TERM SUSPENSION 550

When it is determined that a student's behavior seriously interferes with the educational program or the safety or welfare of school personnel or other students, the charter school's governing body may remove the student from further attendance in the charter school in accordance with NRS 386.585.

STATE-MANDATED SUSPENSIONS:

A student shall be suspended for at least a period equal to one (1) semester from the school s/he attends if:

1. On the first occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
2. On the first occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
3. On the first occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
4. In one school year, there is written evidence that the student has threatened or extorted or attempted to threaten or extort another student, teacher or other personnel employed by the school.
5. In one school year, there is written evidence that the student has been suspended for initiating, without provocation, at least two (2) fights on school property.
6. In one school year, there is written evidence that the student has a record of five (5) suspensions from the school for any reason.

Any student who commits any the conduct described in 1 through 6 above will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

STATE MANDATED EXPULSION:

1. One Year Expulsion

The school must expel any student for a period of not less than one (1) year from the school he or she attends if at any time, the student is found in possession of a firearm or an explosive device while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

There is an exception for possession of a firearm with the prior approval of the administrator.

2. Permanent Expulsion

The school must permanently expel a student from the school he or she attends if:

- a. On the second occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;
- b. On the second occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;
- c. On the second occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

Any student who commits the conduct described above in No. 1, No. 2.a., No. 2.b., or No. 2.c. will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

EXPULSION AND LONG TERM SUSPENSION HEARINGS:

If after an investigation it is determined by the administrator that a long term suspension or expulsion is appropriate the student will be provided a hearing before the school's governing body. The governing body will decide in accordance with procedures in NRS 392.467 whether or not the student shall be put on a long term suspension or be expelled as recommended by the school administrator.

The hearing shall be closed to the public. A tape recording of the hearing will be made by the governing body. Upon request the student may obtain a copy of the hearing recording.

The student shall have the right to be represented by an advocate of his/her choosing.

Both the student and the administrator may call witnesses and present evidence.

The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

RE-ADMITTANCE TO SCHOOL:

Students may apply for re-admittance, within 45 school days from the one year anniversary day of their expulsion by the charter school's governing body. Such request should be made to the administrator. During this period of time, the administrator will direct appropriate staff personnel to conduct a review of the request to ensure that any special conditions for re-admittance, such as a psychological evaluation, are completed as well as determining that the student has been a good citizen during the period of expulsion. When this review has been completed the governing body will decide near the end of the expulsion period whether or not the student may be re-admitted. The charter school's governing body will provide written notification of its decision to the student, parent(s) or guardian(s), and the administrator of the charter school.

Legal References:

NRS 386.585

NRS 392

CORPORAL PUNISHMENT 551

NRS 392.465 prohibits corporal punishment of students. Under this state law and under this charter school policy, the governing body of a charter school shall not permit corporal punishment of students in charter schools. This policy does not prohibit any teacher, administrator, other licensed person, or classified person from defending himself if attacked by a pupil. As used in this policy, "corporal punishment" means the intentional infliction of physical pain upon or the physical restraint of a pupil for disciplinary purposes.

Corporal punishment does not include the use of reasonable and necessary force:

1. To quell a disturbance that threatens physical injury to any person or the destruction of property,
2. To obtain possession of a weapon or other dangerous object within a pupil's control,
3. To defend oneself or another person, or
4. To escort a disruptive pupil who refuses to go voluntarily with the proper authorities.

Legal Reference:

NRS 392.4633

SEARCHES OF STUDENTS 552

The primary function of the public schools is education. In order to serve this function, the schools must maintain discipline and order, and the schools must provide students with physical safety and security.

School officials and teachers act in loco parentis to the students during the time students are under their supervision.

To provide an orderly and safe school environment, the school must control the behavior of students and prevent the introduction by students of harmful, damaging, unlawful, or deleterious items onto the school premises or testing sites. The law, therefore, permits school authorities to search students, their personal possessions under appropriate circumstances.

A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the following guidelines:

STUDENT'S RIGHTS AND RESPONSIBILITIES

The student has a right of privacy in his/her person, his/her personal belongings and effects, and his/her personal automobile parked on school grounds; but that right is limited by the needs of all students for a safe, calm, and orderly school environment.

Students shall not carry, conceal, or bring onto the school premises or testing sites any material that is prohibited by law, published school rules, regulations, or policies; nor shall they carry, conceal, or bring onto the school premises any material that will detract from the maintenance of a calm, orderly, and safe school environment.

SEARCHES

A teacher, administrator, or other school employee designated by an administrator may search the person of any student, the personal effects in the student's possession, or the student's automobile parked on school grounds, under any of the following circumstances:

1. The search is made in connection with a lawful arrest.
2. The search is made with the voluntary consent of the student.
3. The search is conducted on the reasonable suspicion that the student is:
 - a. Engaged in an activity that violates a law or published charter school rule, regulation, or policy; or
 - b. Carrying, concealing, or sequestering material the possession of which is prohibited by law or by published charter school rule, regulation, or policy.

If the search is made with the consent of the student, there should be a witness to the obtaining of the consent and to the search.

The teacher, administrator or other designated school employee making the search shall be of the same sex as the student searched, unless the need for an immediate search requires a search by a teacher, administrator, or school employee of the other sex. When the search is made by someone of a different sex than the student searched, there should be a witness to the search.

The search of a desk or locker assigned to a student may be done at any time pursuant to either of the following rules:

1. The search is made to maintain discipline and protect the students from the introduction into the school of offensive or undesirable materials, or
2. The search is made on the reasonable suspicion that the student is
 - a. Engaged in an activity that violates a law or a published charter school rule, regulation, or policy; or
 - b. Using the school property in the form of a locker or desk for illegal or wrongful purposes or to sequester material the possession of which is prohibited by law or by published charter school rule, regulation, or policy.

In all other cases, a search warrant should be obtained before a search is conducted.

REASONABLE SUSPICION

In those cases requiring a reasonable suspicion as the basis for the search, the school official, or employee authorizing the search, shall have a reasonable suspicion that the fruits or implements of a crime or unlawful act will be found, or that a weapon or other material the possession of which is prohibited by law or by charter school rules, regulations, or policies will be found. A reasonable suspicion is a subjective, good faith belief supported by objective facts which may include, but are not limited to, the student's age, history, and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school. The required "reasonable suspicion" must be based on facts relating to a particular student whose person, belongings, automobile, desk, or locker is to be searched and such suspicion must arise immediately prior to the proposed search.

LIMITATIONS ON RIGHT OF PRIVACY: LOCKERS AND DESKS

Not appropriate for a Virtual school using Distance Education

CANINE SEARCHES

The school may conduct canine searches of school hallways, lockers, classrooms, buildings, parking lots, and other school property through the use of a canine unit. A canine unit consists of a qualified handler and a dog specially trained to detect illegal or prohibited substances, weapons, or bombs.

If a teacher, administrator, other school official, employee, school police, or security personnel, have a reasonable suspicion to believe that a student or students have in his/her/their possession a weapon or a controlled substance or material that is prohibited by law or charter school rules, regulations, or policies, a search may be conducted of a student by the canine unit on campus. Such a search of a student may only be conducted on reasonable suspicion, described above under REASONABLE SUSPICION.

ROLE OF LAW ENFORCEMENT AGENCIES

School personnel should call for assistance from local law enforcement authorities when there is reason to believe the situation is dangerous.

If a search by school personnel results in the discovery of materials the possession of which law prohibits, local law enforcement officials shall be notified and the materials shall be turned over to them.

RESTITUTION FOR DAMAGES AND THEFT 553

The administrator should handle acts of theft, forced entry, or destruction of property in the manner most suited to the development of respect for law and civic responsibility. This requires taking into consideration the age and background of the student, the specific nature of the offense, and other circumstances, but does not allow condoning such action in any way.

Any student who steals school property, enters a locked building or enclosure, or destroys or defaces any school property shall be subject to suspension, transfer, expulsion, or other disciplinary action under the procedures set forth in the sections of these policies titled SUSPENSIONS – GENERAL INFORMATION & DEFINITIONS 548, SUSPENSION OF TEN DAYS OR LESS 549, AND EXPULSION AND LONG TERM SUSPENSION 550. If it appears that a law may have been violated, the student's parent(s) or guardian(s) shall be notified, if possible, and local law enforcement officials shall be notified.

The student and his or her parent(s) or guardian(s) shall be held responsible within the limits of the law for restitution for damages to school property. State law (NRS 393.170) provides specifically that students and parent(s) or guardian(s) are responsible for instructional supplies and material loaned to students. It specifies further (NRS 393.070) that willfully and maliciously injuring, marking, or defacing any public property is illegal.

The administrator may deal with minor damage, which does not exceed fifty dollars (\$50), in a manner he or she deems most suitable. He or she will then file a report of the incident in the student's permanent file. Whenever possible, the student should take full responsibility for restoring damages.

If the damage exceeds fifty dollars (\$50) and the student or his or her parent(s) or guardian(s) does not voluntarily make restitution, the school may pursue recovery of costs as provided under provisions of NRS 193.155.

Legal Reference:

NRS 193.155

REMOVAL FROM A SPECIFIC CLASS 554

As part of the school's progressive discipline plan, and as required under NRS 392.4645, if in the judgment of the teacher, the pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and with the ability of the other pupils to learn. The teacher may remove the pupil from the classroom, or have the pupil removed.

Upon the removal of a pupil from the classroom the administrator of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil the administrator shall notify the parent or legal guardian of the removal.

If the administrator finds that the pupil should be suspended or expelled the student may be suspended and expelled, as appropriate, following the procedures in the sections of this manual titled SUSPENSION OF TEN DAYS OR LESS 549 and EXPULSION AND LONG TERM SUSPENSION 550.

If the pupil is not suspended, the pupil must be assigned to a temporary alternative placement in which the pupil:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate school personnel; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Legal Reference:

NRS

392.4645

INELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES 555

Students who are suspended or expelled from school are not allowed to participate in extra-curricular activities or allowed to attend school-sponsored, off-campus events during the term of their suspension or expulsion.

In addition to state and federal laws and regulations, these policies, and individual charter school rules, extracurricular organizations may have rules to govern the conduct of their members so long as those rules are in accord with state and federal laws and regulations, these policies, and individual charter school's rules and policies. Infractions of any state or federal law or regulation, charter school policy, or individual charter school rule may lead to suspension or removal from participation in the organization's activities.

In the event any state or federal law or regulation, charter school policy or individual charter school rule prescribes a mandatory penalty for a specified violation, the administrator, or his or her designee, shall be required to follow the prescribed mandate.

See also EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY 530.

STUDENT CONDUCT ON SCHOOL BUS 556

The transporting of students in school owned or operated transportation equipment is regarded as an extension of the school proper and, as such, the charter school staff and administrator have disciplinary jurisdiction.

Proper behavior on a school bus is a matter of student safety. Students will behave in a safe and orderly manner on school buses. Students will follow all bus rules and the driver's instructions, just as they are expected to follow school rules and directions of other school staff members.

GANGS AND GANG ACTIVITY 557

The presence of gangs and gang activities can cause a substantial disruption of or material interferences with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts.

Any gang-related clothing, apparel, attire, jewelry, insignias, colors, paraphernalia, and materials may vary from school to school and may change from year to year. The school shall consult with local law enforcement agencies and other agencies to ascertain the changes in gang appearances and activities no less than two times per year.

At the beginning of each school year, or upon enrollment, each student and his/her parent/guardian shall be mailed or provided a copy of the policies and procedures concerning gangs and gang activity. These policies shall be printed in the charter school's student manual.

No student on or about school property, testing site or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, tattoo, sign, or other things that are indicators of membership in or affiliation with any gang;
2. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang;
3. Shall place graffiti on or otherwise deface property on school grounds. For purposes of this regulation, the term "graffiti" means any unauthorized inscription, word, figure, or design that is marked, etched, scratched, drawn, painted on or affixed to the public or private property, real or personal, of another that defaces the property; or

4. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - a. Soliciting others for membership in any gangs;
 - b. Requesting any person to pay protection or otherwise intimidating or threatening any person;
 - c. Committing any other illegal act or other violation of charter school rules, regulations, or policies; or
 - d. Inciting other students to act with physical violence upon any other person.

In implementing and enforcing this regulation, the following procedures shall be followed:

1. If a student is suspected of violating this regulation, the violation should be reported to the administrator's, or his or her designee's, office.
2. The administrator, or his or her designee, shall observe the student and/or talk with the student or others in order to make an initial determination whether the student may be violating this regulation.
3. If a violation is observed, the administrator, or his or her designee, shall call the student to his/her office for a conference or otherwise contact the student.
4. During the conference or other contact with the student, the administrator, or his or her designee, shall attempt to resolve the problem informally. The student shall have the opportunity to rebut the contention that this regulation has been violated.
5. If required by circumstances, the administrator, or his or her designee, may make a reasonable effort to contact the student's parent/guardian and inform him/her of the suspected violation of this regulation and/or initiate more extreme disciplinary action under any part of the Behavior & Discipline section of this manual depending on the nature and severity of the suspected violations.

DISCRIMINATION, HARASSMENT/SEXUAL HARASSMENT 558

Any student, parent, or guardian who has a question or concern or would like a copy of the charter school's policy or procedures regarding discrimination, harassment or sexual harassment or retaliation should contact the administrator or other school administrator. Notice of this policy and procedures shall be posted in prominent locations in all charter school buildings, including information on how to receive copies. Notices shall also be included in student handbooks given annually to families. Notices will be updated annually with the names, locations and numbers of contact persons in the school.

The charter school is committed to a discrimination and harassment free, working, and learning environment. Discrimination and harassment adversely affect morale and productivity and interfere with students' ability to learn. Discrimination and harassment of any person on the basis of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Harassing behavior including sexually harassing behavior between members of the same or opposite sex is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Charter schools will act promptly on reports, (including informal reports), complaints, and grievances of discrimination, harassment/sexual harassment, or retaliation, that come to their attention. Charter school staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Charter school staff will also report such apparent violations to the charter school's sponsor.

Charter schools will prohibit retaliation against any person who has made a report of alleged discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender.

The charter schools will provide regular education about harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Charter schools will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the school in a manner calculated to reach all staff, with periodic updates as needed. The Nevada Equal Rights Commission may be contacted to provide staff training at no cost to the school.

This policy applies to discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

DISCRIMINATION

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference.

HARASSMENT

Harassment is defined as behavior consisting of verbal, non-verbal, or physical conduct that ridicules, degrades, etc., a person because of his/her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Nothing contained in herein shall be construed or interpreted to prohibit or in any way to discourage the genuine discussion of issues or use of materials for academic, educational, or instructional purposes.

Prohibited harassment exists when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive school environment;
2. Has the purpose or effect of substantially or unreasonably interfering with a student's educational development or performance; or
3. Otherwise adversely affects a student's educational opportunities.

Examples of general harassment include, but are not limited to, behaviors that ridicule, degrade, or harass a person because of his/her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference such as:

1. Unwelcome comments; ethnic, racial, or anti-gay slurs, and jokes; threats;
2. Cartoons, graffiti, posters, visuals, etc., with offensive connotations; though nothing in this regulation shall be interpreted to prohibit use of such materials for genuine academic, educational, or instructional purposes;
3. Sabotage, criticism, unreasonable monitoring of a student's work, etc.;
4. Hitting;
5. Intentionally blocking the path of;
6. Body, hand, or facial gestures; or
7. Contact.

SEXUAL HARASSMENT

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of an student's educational progress;
2. Submission to, or rejection of, that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

The following are some examples of sexual harassment or intimidation:

1. Sexual advances that are unwanted (this may include situations which began as reciprocal, but later ceased to be reciprocal);
2. Sexual gestures, verbal abuse, sexually-oriented jokes, innuendos, or obscenities;
3. Displaying of sexually suggestive objects, pictures, cartoons, or posters;
4. Sexually suggestive letters, notes, threats, or invitations;
5. Benefits effected in exchange for sexual favors;
6. Physical conduct such as assault, attempted rape, impeding, or blocking movement, or unwelcome touching; and
7. Hazing, or daring to engage in unsafe practices, particularly directed toward students in nontraditional settings.

RETALIATION

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

PROCESS FOR RESOLVING COMPLAINTS BASED ON DISCRIMINATION, HARASSMENT, AND RETALIATION

Because parents, educators, and members of the public share the goal of making school experiences rewarding for students, it is in the best interest of all parties to resolve school-related concerns as quickly and effectively as possible. The best solutions are those that involve input from those closest to the concern, typically, the students, the parent, and/or guardian, teacher, and administrator.

At any time, a student may choose to initiate the following grievance procedure along with having the legal right to file a grievance with the Office of Civil Rights or a court of competent jurisdiction at any time. The student will be informed of the options and timelines available to him/her in this grievance procedure. All students are permitted and encouraged to have a parent, counselor, or advisor present with them for moral support during any level of the grievance procedure and investigation. At no time shall a student's reluctance to initiate the grievance procedure be used to delay or excuse the school's responsibility to investigate in a prompt and equitable manner allegations of harassment and to report allegations that are violent or criminal in nature to law enforcement officers.

LEVEL I:

Level I consists of informal discussion between the person having a concern and personnel at the school or location of the concern. Individuals with concerns should bring them to the attention of the administrator as quickly as possible. Timelines for resolution can be mutually established at that time. It is not necessary to complete the "Complaint Form for Grievances Based on Discrimination, Harassment, and Retaliation", if the individuals involved are attempting to resolve, or have resolved, a concern at this level. A brief summary and outcome of the meeting/resolution process will be sent to the complainant by the administrator within five (5) calendar days of the meeting to resolve. The Level I informal resolution process is not a prerequisite to filing a level II complaint. At the request of the complainant or the administrator, support is available from the school's sponsor to help mediate Level I issues.

The sponsor has inherent discretion to conduct a formal investigation of any allegation of harassment even if the student desires an informal resolution under Level I.

LEVEL II:

At Level II, a “Charter School Complaint Form for Grievances Based on Discrimination, Harassment, or Retaliation” must be completed and filed with the president of the school’s governing body. A copy of this form is included at the end of this policy. Complainants not satisfied with a Level I resolution file a formal Level II complaint with the president of the school’s governing body within forty-five (45) calendar days of the level I meeting. If a Level I meeting has not been held, complainants must file a formal complaint with the president of the school’s governing body within forty-five (45) calendar days of the alleged discrimination, harassment, or retaliation.

Within fourteen (14) calendar days of the original Level II filing, a meeting with the school’s governing body will be held. The purpose of the meeting will be to gather information about the complaint, clarify the complainant’s desired outcome, and identify how the complaint will be resolved. Within five (5) calendar days of the meeting, the governing body will send a report regarding the outcome of the meeting to the complainant, the charter school administrator, and any relevant staff persons. If the report determines the complaint will be resolved without investigation, the written report will identify why the complaint is not being investigated and, if necessary, designate the staff persons responsible for any additional charter school actions. Complaints that can be resolved without investigation include those that do not raise an issue under the policy, are untimely, are being mediated, or have been resolved at the meeting with the complainant.

If an investigation of the complaint is necessary, the governing body will initiate an impartial investigation consistent with due process standards. As part of this investigation the complainant shall be asked to:

1. Provide a list of the names of witnesses who have information about the case,
2. Provide any evidence they believe supports their complaint, and
3. Have the opportunity to be interviewed and present his/her issues of complaint.

Within thirty (30) calendar days of the governing body having a written report recommending an investigation, the investigation shall be completed. If good cause exists the school’s governing body may extend the time of the investigation with notice to the complainant. Within fifteen (15) calendar days following the completion of the investigation the governing body will provide a written response, based on the investigation findings, to the complainant, the charter school administrator, and other charter school staff as appropriate.

The investigation report will identify the complaint allegations, the witnesses, the evidence considered, the findings, and the investigation conclusions. If the investigation finds that the complainant's allegation(s) was substantiated by the evidence, the report will also include a specific plan to provide remediation for the victim and for charter school's action to address the situation that gave rise to the complaint and prevent future recurrence, as appropriate. The report will also include a notice of the complainant's right to appeal.

LEVEL II DUE PROCESS HEARING PROCEDURES FOR DISABILITY DISCRIMINATION COMPLAINTS IN ACCORDANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED BY ADA.

If a parent wishes to file a grievance regarding to identification, evaluation, or placement of a student under Section 504, the parent has the right to an impartial due process hearing with representation by counsel and right of appeal. The grievance needs to be in writing using the "Charter School Complaint Form for Grievances Based On Discrimination, Harassment, and Retaliation ". A copy of this form is included at the end of this policy.

An impartial hearing officer will be appointed by the charter school's governing body and the grievant shall be notified of the hearing. The hearing officer will conduct the hearing and issue the decision. The hearing procedures include the:

1. Right of each party to representation and assistance,
2. Right of each party to present witnesses and evidence,
3. Right of the parent to decide if the hearing is to be open to the public, and
4. Tape recording of the hearing or transcripts thereof will be made available.

The parties involved, along with the hearing officer, will establish the time and place for the hearing.

The grievance decision will be made by the hearing officer in writing and include what corrective action, if any, must be taken. The resolution of the grievance will take place no more than forty-five (45) calendar days after the receipt of the grievance unless both parties agree in writing to an extension of this time frame.

CONFIDENTIALITY

A report of discrimination, harassment, or sexual harassment and the investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved.

The school's obligation to investigate and take corrective action may supercede an individual's right of privacy.

Pending the completion of the investigation, the school may take any action necessary to protect the alleged victim, consistent with the requirements of applicable regulations and statutes.

SANCTIONS

If an investigation determines that a charter school student, staff member, or administrator engaged in harassment, sexual harassment, or retaliation, the governing body may take any necessary and appropriate action that is consistent with the requirements of applicable regulations or statutes. All parties involved in the investigation shall be notified of the governing body's decision.

A substantiated charge against a student shall subject that student to disciplinary action consistent with the student discipline policies and procedures in this manual. Successive violations by a perpetrator shall lead to progressively more severe discipline. If there is a recommendation for expulsion of a student, the final disposition of the case may be by action of the governing body. The due process rights of all individuals will be protected.

REMEDIATION

Victims and witnesses of discrimination, harassment, sexual harassment, and retaliation will be provided support services to help deal with the effects of discrimination or harassment. Available remedial measures may include increased adult supervision of activities in which incidents have occurred, regular observations of the victim's and perpetrator's classes and activities, regular school counselor contact with the victim, exclusion of the perpetrator from participating in extracurricular activities, increased parental involvement, and monitoring by school authorities of the victim's security. Such remedial measures shall not include changing the victim's class or school assignments or extracurricular activities as a means for protection unless specifically requested in writing by the victim.

NOTIFICATION

Notice of this policy, procedures, and grievance procedures shall be posted in prominent locations in all charter school buildings. All such postings shall also include information on how to receive copies of the postings, policies, procedures, and grievance procedures. Notices shall also be included in student handbooks given annually to families. Notices will be updated annually with the names, locations, and numbers of contact persons in the school.

PROCEDURAL DUE PROCESS RIGHTS OF DISABLED STUDENTS

This policy does not affect the other procedural due process rights of disabled students and parents in regard to identification, evaluation, or placement of disabled students under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disability Education Act.

QUESTIONING OF STUDENTS 559

Representatives of recognized agencies find it necessary or convenient to interview or question students during school hours on school grounds and it is charter school policy to assist and cooperate with such agencies. A student may be interviewed or questioned by representatives of the following agencies during school hours on school grounds provided the representative contacts the student's administrator, or his/her appointed representative, prior to the questioning.

1. Local, state, and federal law enforcement agencies and probation departments
2. Local and regional fire departments
3. Recognized welfare agencies
4. Any branch of the armed forces
5. Other appropriate governmental agencies

Permission from the parent(s) or guardian(s) shall be obtained prior to the questioning, except no parental permission shall be required in the following cases:

1. Continuing interviews conducted by a probation department of a student on probation,
2. Cases involving crimes allegedly committed by a student's parent(s) or guardian(s) where the student is the victim,
3. Child abuse cases,
4. Emergency situations where the health or safety of another person is at issue,
5. Emergency situations where the identity or apprehension of a criminal offender other than the student being questioned or a member of his or her family is at issue,
6. Situations where the student is the victim of a crime,
7. Situations in which the student is a witness and not a suspect, and
8. Cases involving referrals made by the school.

When students are questioned by a representative of such an agency, the administrator, or his/her appointed representative, shall be present at all times unless the administrator feels that such presence is unnecessary or inappropriate. The only exception hereto is when the investigator invokes the provision of NRS 432.B.270(1) (child abuse/neglect).

Attachment A.7.2 Explanation and evidence to support the enrollment projections provided in the cover sheet and budget

Clark County, Nevada, has a current student enrollment of 308447, which makes it the fifth largest school district in the United States. Currently, only 1% of these students attend a K-12 public school that is not a public school in one of the counties. (see page 6, Attachment A.7.2a from 2011 Nevada Education Data Book)

The Committee to Form Silver State Virtual Academy believes there is sufficient interest throughout Nevada in an alternative educational school to fulfill our projected first year enrollment of 450.

Additionally, many of the families who attended the failed Renaissance Academy have expressed interest in another online Charter school, should it become available.

As previously mentioned, the Committee plans to travel Nevada during 2012 and 2013 to pre-enroll and orient families to the new school.

The Committee to Form Silver State Virtual Academy plans to use May1, 2013, as a deadline to have 450 students pre-enrolled in the school. If there are not sufficient students pre-enrolled as of May1, 2013, the Committee plans to delay the opening of the school until Fall of 2014.

Attachment A.7.4 Plan for the recruitment of students. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families and prospective students.

The Committee To Form Silver State Virtual Academy plans to travel Nevada in an executive motor coach during the 2012-2013 school year prior to the school's opening to meet with parents and students to involve them in the planning, program design and implementation of the charter school. We will be able to incorporate the ideas of parents and students, as well as orienting the. Externally, the executive motor coach will display the school identity and contact information. Orientations to the ODYSSEYWARE system and the school will be available through the video systems onboard the coach. The coach will have literature and enrollment information available to give to interested parents and students.

We will contact the Chamber of Commerce in the towns we plan to visit ahead of time so that we can post information as to where the coach will be so families can visit us.

Silver State Virtual Academy plans to partner with local companies, ideally Zappo's Downtown Project, with whom we have met to discuss the joint creation of a community center for parents and students. The center would offer parent training, tech support, and a place for students to "hang out".

Additionally, we plan to market the school through use of email and address lists we will purchase, and through the internet on the school's website. We have purchased several domains for use of the school's website.

B.3.1 Educational Management Organizations (EMO), Charter Management Organization (CMO),or other Educational Service Providers (ESP)	36
B.3.2 Distance Education (also known as Virtual or Cyber Schools)	36
Narrative B.3.2.1 and B.3.2.2	36
Narrative B.3.2.3	37
Narrative B.3.2.4	37
Narrative B.3.2.5	38
Distance Education Application	
Quote from ODYSSEYWARE	

B.3.1 Educational Management Organizations (EMO), Charter Management Organization (CMO), or other Educational Service Providers (ESP)

Silver State Virtual Academy **will not** contract with any Educational Management Organizations, Charter Management Organizations, or other Educational Service Providers.

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

Narrative B.3.2.1 and B.3.2.2 Describe how the school will monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion

Silver State Virtual Academy will follow the requirements set forth in **Attachment A.3.5** (Designation of the courses that a student must complete for promotion to each grade level and high school) which includes the requirements from NAC 389.659.

The Administrator of the school will monitor the enrollment of all students to ensure coursework and classes meet the requirements of Attachment A.3.5.

The following list of reports is available through the ODYESSYWARE software:

- Course Percentage Complete – Enables the teacher to quickly track how far along a student is in one or more assigned courses.
- Detailed Student Grading - Shows the teacher current grade information for the student at a unit level.
- Login/Logout Report – Provides a list of selected users, their login and logout times, and the duration of each session, for each day during the selected date range.
- Student Activity Daily Breakdown – Lists the amount of time students worked on each course by day, along with the total time spent in all selected courses.
- Student Activity Summary – shows the total amount of time selected students spent in each course for the date range or selected term, along with the total time spent in all courses.
- Student Lesson Plan– provides a breakdown of all assignment(s) for each selected course for a student. Report lists the course, teacher assigned, assignment title, unit, status of assignment due date and completed date if appropriate.
- Student Unit Grades – displays the score for each unit by selected course for each student selected. Teachers have the option to select completed units only. Completed means all assignments (including projects) have been submitted and all items requiring teacher-grading have been scored.) Also, the course score to date is displayed.

Both the Administrator and teachers have access to the above data, and the Administrator may select what data teachers use.

Weekly virtual meetings are planned where teachers may show the data of their students' progress in competition with other teachers. Contests and rewards will be used to encourage progress of students through their teachers.

Narrative B.3.2.3 Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities and English learners

Silver State Virtual Academy will diagnostically test **all** its students at the beginning of the academic year. This diagnostic testing is built into the curriculum software and is an excellent way to screen students for identification of ELL, Special Education, GT, and special needs students.

Students who come to the school previously identified with the above criteria will have a customized curriculum created for them by the appropriate teacher or teachers using the ODYSSEYWARE software to match whatever documentation they bring, such as an Individualized Educational Plan (IEP), or a 504 plan.

Silver State Virtual Academy will have a team made up of the K-8 Department Chairperson, the High School Department Chairperson, the Special Education Teacher, the Special Education Facilitator, the ELL teacher, and the school's administrator. The team will meet as needed through referrals by teachers and parents to determine needed curriculum changes and possible psychological or other testing for referred students. The team will also determine the need for other ancillary programs such as speech therapy.

Speech therapy will be provided virtually according to students' IEPs. We plan to use Beyond Speech Therapy, LLC (BST) as our provider. The company provides licensed speech therapists that interact with students using webcams, GoToMeeting and Skype. They are a nationwide company with over 11 years of experience.

Silver State Virtual Academy will have a certified ELL teacher on its staff.

Narrative B.3.2.4 Describe how the school will conduct parent-teacher conferences.

Silver State Virtual Academy teachers will be in weekly contact with students and parents, if not daily. Because of this close working relationship, the need for a scheduled, formal parent-teacher conference is unnecessary. Parents may request a telephone or virtual meeting with their student(s)' teacher(s) anytime during the teacher(s)' office hours. Teachers will have open time weekly where students or parents may login to their virtual classroom for help or questions.

Narrative B.3.2.5 Describe how the school will administer state-required assessments to all students in a proctored setting.

Silver State Virtual Academy will provide safe, clean, well-lighted assessment areas through local libraries, and in remote locations, the student's home school. We plan to coordinate with other virtual schools whenever possible to utilize sites together. Our office will have space for some testing for Las Vegas students, and our motor coach will be set up for testing in areas where a local facility is not available. Teachers and temporary workers will proctor the assessments, and will comply with orientation requirements before assessments are given

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:

Margot Allaire, Liaison
Name and Title (Please type)


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 14, 2012

APPLICANT INFORMATION

Applicant (Name of School District or Charter School)	Mailing Address (Street, P.O. Box, City/Zip) (temporary)
Silver State Virtual Academy	3209 Kinsale Ct, Las Vegas, NV 89121
Name and title of authorized contact person	Telephone number of authorized contact person
Margot Allaire, Liaison	702 279 5141
	Fax Number
	702 722 6010
	Email address
	mkallaire@cox.net

Date Received By Department:

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

Silver State Virtual Academy will be using ODYSSEYWARE software, Kindergarten through 12th grade. Currently, Nevada's Department of Education has courses from 3rd to 12th grade, with Math courses in 4th to 6th grade missing. I have addressed this with the company, and they plan to have their new K-2nd grade courses available soon. They should have addressed the missing Math classes by now. I have a complete list of courses I will attach with this document.

Silver State Virtual Academy also plans to use ReadingEggs, StudyIsland, and the Kahn Academy science and math courses as supplements to the main curriculum.

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

Students from all over Nevada, grades kindergarten to 12th, will be able to enroll in Silver State Virtual Academy through our website. Necessary documents may be emailed, faxed, or brought to the office in person. In addition, parents, or students 18 or older, will be signing an agreement for loaned equipment.

Silver State Virtual Academy will be a public school, and subject to all Nevada requirements for public schools. There will be no reimbursement agreement between the school and other charter schools in Nevada.

Silver State Virtual Academy expects to follow the regular process in obtaining records and other documentation from other schools.

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.

The schools records will be uploaded as appropriate into the State of Nevada's SAIN system, which is described in NRS 385.650. Additionally, the school will use PowerSchool, as required, for its weekly attendance records, to be accessed by teachers.

Teachers are required to keep spreadsheets of student contact, and turn them in to the school's Administrator weekly.

Teachers will access student logins weekly, and report progress weekly, to the school's Administrator in staff meetings.

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

Narrative A.4.2 A list of the instruments (tests, diagnostics, survey, other) to be used as formative or summative assessments

Silver State Virtual Academy will use the following tests:

- Criterion Reference Tests (CRT) 3rd – 8th grade;
- Nevada High School Proficiency Exams in Math, Reading and Science, 10th, 11th and 12th grades;
- Nevada Writing Exam for 5th and 8th grade;
- Nevada High School Proficiency Exam in Writing, 10th, 11th and 12th grades;
- English Language Proficiency Exam, (ELPA) (if applicable) Kindergarten to 12th grades

Silver State Virtual Academy will use the diagnostic tests found in the ODYSSEYWARE software to determine grade level and instructional “holes”.

Silver State Virtual Academy may use online Scantron diagnostic tests to determine yearly progress.

Narrative A.4.3 Narrative explaining the school’s approach to assessments, including a clear plan for the ongoing use of student data to drive improved student achievement and growth

Skills Diagnostic Testing and Prescriptive Remediation is a combination software and courseware option that tests a student’s understanding of essential concepts, or skills, in English Grammar and Math. The product is designed to indicate high school readiness in these subjects through a series of diagnostic tests covering specific skills. The program provides remedial materials targeting each skill if test results are below a specified benchmark (threshold).

The Math and English Grammar Skills Diagnostic Tests are designed to identify learning gaps tied to essential concepts, mastery of which is essential for moving on to higher-level concepts. Identifying such gaps is particularly important in math and language arts, since skill builds on skill in both of these disciplines. The tests correlate with Math or English Grammar remedial materials which may be assigned automatically by the application or manually by the teacher. These remedial materials provide concise summaries (mini-lessons), rather than a lengthy presentation of the concepts. After the student studies the remedial material in the skill unit, he takes a mastery test to see if he learned the concept.

A minimum score of 80%, achieved on all the mastery tests, is an indicator that a student should be ready to begin high school coursework. If the minimum score is not achieved, the teacher must decide the best course of action, such as additional tutoring or reworking the skills unit.

If more intensive remediation is needed, supplemental ODYESSWARE lessons, already located in the skill unit, can be assigned to cover the needed concept. The student may require some or all of these supplemental lessons depending on the amount of growth and progress required.

At the beginning of each skill unit the student is automatically assigned a diagnostic pretest specific to that skill. If the student achieves at or above the threshold (80%) on the diagnostic pretest, the program records the score and automatically skips to the next diagnostic pretest for the following skill. If the student scores below the threshold, the application requires the student to complete a remedial lesson and a follow-up test. If the student fails the retest, the teacher may manually assign the supplemental coursework. The student should take the entire Math and English Grammar skills diagnostic tests.

Silver State Virtual Academy plans to correlate the above student data with Criterion Reference Tests, Nevada Writing Tests and High School Proficiency Exams over time as is explained in the next Narrative.

Narrative A.4.4 Explanation of how the school will use longitudinal data analysis to measure success

Longitudinal data analysis is collected over a significant period of time. The Committee to Form Silver State Virtual Academy has the following questions: Will individualizing curriculum and making the learning process more flexible result in increased graduation and college enrollment rates? Will individualizing curriculum and making the learning process more flexible result in improved Criterion Reference Tests, Nevada Writing Tests, and High School Proficiency Exam scores?

First Year Target: What does Silver State Virtual Academy expect to achieve at the end of our first year?

Rating 1: (Does Not Meet Standard) Fewer than 65% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 2: (Approaching Standard) 65% to 80% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 3: (Meets Standard) 82% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Rating 4: (Exceeds Standards) 83% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments.

Fourth Year Target: What does Silver State Virtual Academy expect to achieve at the end of our fourth year?

Rating 1: (Does Not Meet Standard) Fewer than 75%) of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. Fewer than 65% of seniors (grade 12) have graduated and entered college.

Rating 2: (Approaching Standard) 76% to 84% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 66% to 74% of seniors (grade 12) have graduated and entered college.

Rating 3: (Meets Standard) 85% to 94% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 75% to 80% of seniors (grade 12) have graduated and entered college.

Rating 4: (Exceeds Standards) 95% of students in grades 3 and higher have achieved an acceptable or standard score on the above listed assessments. 81% of seniors (grade 12) have graduated and entered college.

Narrative A.4.5 Clear, realistic strategies to ensure data are used in improving student achievement and closing achievement gaps for all groups of students

Silver State Virtual Academy will use the following reports for data analysis, and for improving and closing achievement gaps in its student population.

The following list of reports is available through the ODYESSYWARE software:

- Course Percentage Complete – Enables the teacher to quickly track how far along a student is in one or more assigned courses.
- Detailed Student Grading - Shows the teacher current grade information for the student at a unit level.
- Faculty Progress – Displays outstanding alert items for each faculty member selected.
- Login/Logout Report – Provides a list of selected users, their login and logout times, and the duration of each session, for each day during the selected date range.
- Student Activity Daily Breakdown – Lists the amount of time students worked on each course by day, along with the total time spent in all selected courses.
- Student Activity Summary – shows the total amount of time selected students spent in each course for the date range or selected term, along with the total time spent in all courses.
- Student Lesson Plan– provides a breakdown of all assignment(s) for each selected course for a student. Report lists the course, teacher assigned, assignment title, unit, status of assignment due date and completed date if appropriate.
- Student Unit Grades – displays the score for each unit by selected course for each student selected. Teachers have the option to select completed units only. Completed means all assignments (including projects) have been submitted and all items requiring teacher-grading have been scored.) Also, the course score to date is displayed.

Silver State Virtual Academy plans to make full use of the reporting options available through ODYESSWARE to continually track the progress of its pupils. Teachers are able to quickly see when a student is falling behind, and may then use diagnostic testing to determine what previous skill is needed to help the student progress. That unit may then be added to the course.

Parents are able to see their student's progress in any class, as well as login minutes at any time. Parents are encouraged to discuss their student's progress with their teachers in an ongoing basis, through telephone or email.

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

The following information is taken from **Student Policy Manual**

"PUPIL PROGRESS 510

Kindergarten

Kindergarten is generally the child's first contact with the school and the first opportunity for the school staff to evaluate the student's potential for learning. It is expected that the vast majority of students would move to the first grade after one year of kindergarten. When, in the judgment of the teacher and **administrator**, there is reason to believe the level of maturity is such that the student may not be successful in learning the reading skills called for in first grade, the parent(s) or guardian(s) should be advised. This should be done by conference at the earliest practical date. If progression through the school year confirms the earlier observations, then the staff should recommend that the student spend a second year in kindergarten level classes.

Grades 1-8

The general policy is that a student should take eight years to complete the elementary and middle school after kindergarten. It may be necessary for a student to take an additional year to complete the eight grades if there is unsatisfactory achievement in the basic skills areas.

It shall be the obligation of the teachers and **administrator** to make an early assessment of the skill level of each student. Where there is evidence that the student's level of skill development is such that he or she may not successfully complete a grade, three steps shall be taken:

1. The parent(s) or guardian(s) will be called into conference and apprised of the teacher's concern and be given a summary of the area of weakness. This conference will be held before the middle of the school year.
2. The teacher(s) will outline a program of remediation and an explanation of this program will be given to the parent(s) or guardian(s).
3. Periodic reports will be given to the parent(s) or guardian(s) (in addition to the report card) to inform them of the pupil's progress.

If, after the above steps have been taken, the student is still not ready to go into the next grade by the end of the school year the teacher(s) and **administrator** may recommend retention of that student in the same grade for the next year. Parent(s) or guardian(s) will be given this recommendation in conference with the teacher(s) and **administrator**. If the parents do not

agree with this recommendation, the teacher and the **administrator** in joint agreement have the final authority to retain a pupil.

When a recommendation is made for non-promotion, the parent(s) or guardian(s) shall be asked to acknowledge receipt of the recommendation. A copy of the recommendation and of the parent's or guardian's acknowledgment will be kept on file.

At any time during a child's academic career in grades kindergarten through eighth grade, the **administrator**, working in conjunction with a child study team including the parent(s) or guardian(s), may promote a student based upon academic and/or social reasons.

Placement of New Children IN GRADES K-8

Upon receiving a student who is new to the school, the **administrator** will accept the grade placement designation provided by the school from which the student transferred unless the parent(s) or guardian(s) and the **administrator** agree that the student should be placed in a lower grade for good reason. It should then be explained to the parent(s) or guardian(s) that this is a trial placement and that diagnostic testing will confirm it.

If, at the end of a trial period, the student is not able to perform successfully in the grade placement made, or if the student has demonstrated ability through diagnostic testing to perform well at a higher grade, it may be necessary to make a revised assignment. This change of assignment shall be made in consultation with the parent(s) or guardian(s). The final decision on the placement of the student rests with the **administrator** in consultation with the teacher(s), but it is always best to have parent(s) or guardian(s) agreement, if possible, regarding student placement.

UNITS OF CREDIT REQUIRED FOR HIGH SCHOOL GRADE PROMOTION

Under NAC 389.659 the state requires that each student's class status will be determined by the number of credits that student has earned. The following units of credit are required for grade promotion in high school.

1. Students who have been promoted from eighth grade, but who have earned less than five units of high school credit will be ninth graders.
2. To be promoted to the tenth grade, a student must have earned a minimum of five units of credit.
3. To be promoted to the eleventh grade, a student must have earned a minimum of eleven units of credit.
4. To be promoted to the twelfth grade, a student must have earned a minimum of seventeen units of credit.

A credit deficient student is defined as a pupil who has not earned the minimum number of credits in any given year to qualify as a member of the next higher grade in the following year.

In charter middle schools that have ninth graders attending the **administrator** may waive the credit requirement for ninth graders to be promoted to tenth grade if it is determined that extenuating circumstances exist

Charter high schools shall evaluate the transcripts of high school students who transfer from other schools to determine the appropriate grade placement of those students through use of diagnostic testing.

Charter high school **administrators** may waive the credit requirement for transfer students to be considered twelfth graders if extenuating circumstances exist.”

Legal References: NRS 386.583 NAC 389.659

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

Silver State Virtual Academy will use the following tests:

- Criterion Reference Tests (CRT) 3rd – 8th grade;
- Nevada High School Proficiency Exams in Math, Reading and Science, 10th, 11th and 12th grades;
- Nevada Writing Exam for 5th and 8th grade;
- Nevada High School Proficiency Exam in Writing, 10th, 11th and 12th grades;
- English Language Proficiency Exam, (ELPA) (if applicable) Kindergarten to 12th grades

Silver State Virtual Academy will use the diagnostic tests found in the ODYSSEYWARE software to determine grade level and instructional “holes”.

Silver State Virtual Academy may use online Scantron diagnostic tests to determine yearly progress.



Per Student Per Course License Quote
OdysseyWare® Representative

School/District: Silver State Virtual Academy
 Contact: Margot Allaire
 Phone: 702-279-5141
 Fax: 702-722-6010
 Email: mkallaire@cox.net
 Address: 3209 Kinsale Ct.
 Las Vegas, NV 89121

Date: 8/23/2012
 Contact: Jordan Nemmers
 Phone: 866-849-0138 ext 4023
 Fax: 480-735-7860
 Email: jnemmers@odysseyware.com
 New Customer Existing Customer

OdysseyWare® Online Licenses					
Section 1	OdysseyWare® Online : Licenses of OdysseyWare® Full Academic content for core curriculum (Social Studies/History, Science, Math, Language Arts), Electives, Placement Testing, CRX, Prescriptive and GED Prep Course. 24/7 Online Access, Technical Support, and OdysseyCare Included.				
	Number of Students		Cost	\$ 200	
	Other	460		\$ 90,000	
				Subtotal \$ 90,000	
Content Delivery Network (CDN)					
Section 2	DART (1-100 Users) Single Site	Qty	\$4500 with 1 year Maintenance Program	\$ -	
	E85 (1-1000 Users) Single Site	Qty	\$6000 with 3 year Maintenance Program	\$ -	
		Qty	\$7000 with 1 year Maintenance Program	\$ -	
		Qty	\$8500 with 3 year Maintenance Program	\$ -	
	1 YR Maintenance Plan \$995 <input type="checkbox"/>				
3 Yr Maintenance Plan \$2600 <input type="checkbox"/>					
				Subtotal \$ -	
Professional Development and Training					
Section 3	Expedite Fee	Will be mandatory when customer requests training date that is less than 21 days from their PO arriving in our office. No Exceptions. Applies to On-Site only.		<input type="checkbox"/> \$1,600	
	Conversion Training	Please Select Type Of Training (Click Here for DropDown)			
	BRONZE				
	BRONZE A	<input type="checkbox"/>	6 Hour Webinar	T10002	
	BRONZE B	<input type="checkbox"/>	4 Hour Webinar 1 Day On-Site	T10003	
	SILVER				
	SILVER A	<input type="checkbox"/>	10 Hour Webinar	T10005	
	SILVER B	<input type="checkbox"/>	2 Day On-Site (Consecutive Days) 2 Hour Webinar Follow-up	T10006	
	SILVER C	<input type="checkbox"/>	4 Hour Webinar, 2 Day On-Site (Non-Consecutive Days)	T10009	
	GOLD				
	GOLD A	<input type="checkbox"/>	20 Hours Webinar	C10001	
	GOLD B	<input type="checkbox"/>	3 Days On-Site training: 2 Consecutive Days, 1 Non-consecutive Day, Plus a 2 Hour Follow-up Webinar	C10002	
	PLATINUM				
	PLATINUM	<input checked="" type="checkbox"/>	6 Days Total Training 2 Days Consecutive On-Site, 1 Non-consecutive Day, 2 Hour Follow-up Webinar 16 Additional Hours of Webinar training	C10003	\$ 10,000
	Additional Professional Training Options - Existing Customer (Select Minimum of 6 Hours Options from Dropdown List)				
	Onsite Modules Click for Course Descriptions	Professional Development & Training - up to 6 Hours with 12 Trainees. OdysseyWare will invoice School/District \$250.00 for each ADDITIONAL ATTENDEES above 12 (twelve).			
1	Course (Click Here for Dropdown)			\$ -	
2	Course (Click Here for Dropdown)			\$ -	
3	Course (Click Here for Dropdown)			\$ -	
T10012	TRAINING ADDITIONAL ATTENDEES	Enter Number of Additional Attendees	0	\$ -	
Webinar Modules (Select Up to 4 Hours with 12 Trainees Options from Dropdown List)					
	Webinar Modules Click for Course Descriptions				
1	Course (Click Here for Dropdown)			\$ -	
2	Course (Click Here for Dropdown)			\$ -	
3	Course (Click Here for Dropdown)			\$ -	
				Subtotal \$ 10,000	
Section 4	Comments: Implementation for August 2013 - a post dated purchase agreement will secure commitment and pricing. Training will consist of: 2 consecutive on-site days and 1 follow-up session - 1 day implementation & administrative mode, 1 day teacher/student modes and 1 - 2 hour follow-up session (webinar)				
				Total \$ 100,000	
	Basic Terms: This proposal is good for 30 days. Total may be adjusted as necessary to reflect applicable state and local taxes. Professional Development & Training: OdysseyWare will invoice School/District \$260.00 for each additional attendees above 12 (twelve). Training requires minimum three-week lead time. Rush training subject to additional charges. Changes to scheduled training dates are subject to a rescheduling fee.				
Signature		Date			

B.4 Staffing and Human Resources	39
Narrative B.4.1	39
Narrative B.4.2	39
Narrative B.4.3	39
Narrative B.4.4	40
Narrative B.4.5	41
Narrative B.4.6	41
Narrative B.4.7	41
Narrative B.4.8	41
Narrative B.4.9	42
C.1 Budget	42
Narrative C.1.4	42
Narrative C.1.6	42
Attachment C.1.1	
Attachment C.1.2	
Attachment C.1.5	
Insurance Quote	

B.4 Staffing and Human Resources

Narrative B.4.1 The staffing plan for the term of the charter including anticipated staffing needs and recruitment and retention strategies

Initially, Silver State Virtual Academy will have a Head of School, an Administrator, an Office Manager, a Technical Director, and 9 teachers, including a Special Education teacher. The budget will include 2 additional office staff. The Committee to Form Silver State Virtual Academy plans for a minimum of 450 students for its first year.

The Head of School will also function as the Special Education Facilitator.

Silver State Virtual Academy plans to recruit retired, experienced educators and administrators with online teaching experience when possible through PERS and Teacher-Teacher, as well as within the community.

The Committee to Form Silver State Virtual Academy believes the opportunity to be part of a team creating a unique virtual school to be an incentive for staying. The entire staff of the school will have opportunities for bonuses and contests for motivation and jobs well-done.

Narrative B.4.2 Process by which the governing body of the charter school will negotiate employment contracts with the employees of the charter school.

The Governing Body of Silver State Virtual Academy will comply with all parts of NRS 386.595 in negotiating contracts with potential employees of the school.

Narrative B.4.3 Qualifications of instructors

Special Education Teachers:

Bachelors degree or higher
Nevada state teaching license, Generalist or other equivalent
Strong knowledge of IDEA requirements
An ability to support and guide adults, as well as students
Strong written and verbal communication skills
Organization and time-management skills
Proficiency in Excel, Word, and Outlook, and experience using them in a professional capacity

Kindergarten through 6th grade Teachers:

- 3+ years teaching experience
- Bachelor's degree or higher

- Appropriate state certification
- Meets state's NCLB's Highly Qualified Teacher requirements
- Proficient in MS Excel, Word, and Outlook
- Experience in a customer service environment
- Experience using search engines (Internet)
- Strong written/verbal communication skills
- Very self-motivated
- Flexible schedule
- Experience coordinating academically-oriented clubs and extracurricular activities
- Ability to travel several times per year to attend designated meetings, and training

7th-8th grade Teachers:

All of the K-6 requirements, including:

- Masters and/or professional experience in subject area
- 3+ years teaching in middle school

9th-12th Grade Teachers:

- 3+ years teaching experience
- Bachelor's degree and/or professional experience in subject area
- Appropriate state certification
- Meets state's NCLB's Highly Qualified Teacher requirements
- Proficient in MS Excel, Word, and Outlook
- Experience in a customer service environment
- Strong written/verbal communication skills
- Flexible schedule
- Valid AZ fingerprint clearance card (if resides in AZ)
- Experience coordinating academically-oriented clubs and extracurricular activities
- Ability to travel at least once per month within and between assigned geographic areas to support students, attend regularly scheduled meetings, and participate in school activities, open houses and orientations.

Note: The ideal teacher candidates will also have:

- Experience working with the proposed age group
 - Experience supporting adults and children in the use of technology
 - An ability to learn new technology tools quickly (e.g., database and web-based tools)
- An ability to support and guide adults as well as students

Narrative B.4.4 Teacher evaluation procedure

Silver State Virtual Academy will follow the procedures of NRS.391.3125 when evaluating its teachers.

Narrative B.4.5 Name, title, address and telephone number of the person selected to function as the administrative head of the charter school pursuant to NAC 386.100

Margot Allaire, Head of School/Special Education Facilitator

3209 Kinsale Ct, Las Vegas, NV 89121

Note: the school will have a licensed Administrator as well as a Head of School

Narrative B.4.6 Administrator position description (Head of School)

The Head of School will serve as a centralizing leadership figure within the school and the local community. The Head of School will work closely with, and report directly to, the Governing Board. The Head of School will tend to the issues that concern the school as a whole and will facilitate communication/build consensus among the teachers, staff, families and Board. The Head of School should have a larger vision for the future direction of the school. The Head of School will be a parallel position to the school Administrator.

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

Narrative B.4.7 Process for employing administrators

Silver State Virtual Academy plans to recruit experienced administrators with Nevada licenses and Distance Education credentials or experience through PERS and Teacher-Teacher, as well as within the community. Positions will be advertised throughout Nevada.

Narrative B.4.8 Process for employing instructors and others

Silver State Virtual Academy plans to recruit experienced teachers with Nevada licenses and Distance Education credentials or experience through PERS and Teacher-Teacher, as well as within the community. Positions will be advertised throughout Nevada.

Other staff members will be recruited through online sites, and positions will be advertised in the Las Vegas area.

Narrative B.4.9 Information about licensed and non-licensed staff

At this time, it is intended that the school Administrator will hire all teachers and office staff, with the exception of the Head of School/Special Education Facilitator, Special Education teacher(s), and Technical Assistant positions.

C.1 Budget

Narrative C.1.4 As a narrative, please submit an assurance that the school will use the Nevada Chart of Accounts

The Committee to Form Silver State Virtual Academy assures that the school will use the Nevada Chart of Accounts, which can be found at <http://nde.doe.nv.gov/Resources.htm>.

Narrative C.1.6 The school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.

The Committee to Form Silver State Virtual Academy has a May 15, 2013 deadline to achieve a 450 student pre-enrollment through its efforts to travel Nevada advertising the school and determining interest in enrollment. The Committee feels this number of students is crucial in creating the school we envision. Should we have considerably less interest as of May 15, 2013, we plan to hold off enrollment until the following Fall.

Tentative plans are underway to create a non-profit foundation to help support the school, and Committee members are approaching local businesses for donations and/or sponsorship. The Committee is well aware of the requirements of conflict of interest in regard to business sponsorship.

The Committee has written a Federal start-up grant for funds to be used prior to the school's opening.

Attachment C-1.1 (2013-2014)

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

SATELLITE OFFICE
ADDRESSES/MAPS
<http://www.doc.nv.gov>

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

Silver State Virtual Academy _____ herewith submits the TENTATIVE
budget for the fiscal year ending June 30, 2014

This budget contains _____ governmental fund types with estimated expenditures of \$ _____ and
_____ proprietary funds with estimated expenses of \$ _____.

Per NAC 387.730:

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 **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial
operations of this Local Government are
listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

Attachment C.1.1 (2013)
2014

Silver State Virtual Academy Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/13 FINAL APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS						
1000 Instruction						
100 Salaries	610,000	2 administratos, 8 regular ed teachers				
200 Benefits	190,500	health insurance and PERS				
300/400/500 Purchased Services						
600 Supplies	20,000	office supplies				
700 Property	534,533	466 laptops with hotspots, 16 staff cell phones				
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries	185,000	Technical Dir, Tech asst, Office Mgr, Office Asst				
200 Benefits	24,000	health insurance for 4 staff				
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	10,000	bus, cab for students, parents				
100 TOTAL REGULAR PROGRAMS	1,574,033		0	0	0	0
140 Summer School for Reg Programs						
1000 Instruction						
100 Salaries	50,000	2 summer school teachers				
200 Benefits						
300/400/500 Purchased Services						
600 Supplies	3,000	office, summer school				
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	53,000		0	0	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

Silver State Virtual Academy PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING	01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS						
1000 Instruction						
100 Salaries	50,000	Special Ed teacher				
200 Benefits	17,875	health insurance and PERS				
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	90,000	Speech therapists (online), contracted school psychologists				
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	157,875	0	0	0	0	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	0	0

Silver State Virtual Academy _____

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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	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	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED 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	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries	50,000	1 ELL teacher			
200 Benefits	17,875	health insurance and PERS for 1 ELL teacher			
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	67,875	0	0	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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 Inst	0	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	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/13	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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	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	0

Silver State Virtual Academy _____

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/1 2	ESTIMATED CURRENT YEAR ENDING 06/30/1 2	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	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	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	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	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	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	0

Silver State Virtual Academy _____

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/13 FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	10,000	office maintenance			
2600 SUBTOTAL	10,000	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	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	60,000	student contests, teacher bonuses			
2900 SUBTOTAL	60,000	0	0	0	0
2000s TOTAL SUPPORT SERVICES	70,000	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	15,000	Free lunches, food baskets			
3100 TOTAL FOOD SERVICES	15,000	0	0	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/13 AMENDED 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	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	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	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	100,000	Odyssey Ware curriculum software licenses			
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	100,000	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	55,000	office supplies, telephone equipment, and furniture			
700 Property	6,000	video equipment for training in office and motor coach			
800 Other	100,000	office rent and utilities			
4500 SUBTOTAL	161,000	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	75,000	accounting, lawyer fees			
600 Supplies					ATTACHMENT C.1
700 Property					
800 Other	65,000	1.5% administrative fee; insurance			
4900 SUBTOTAL	140,000	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	401,000	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	486,000	0	0	0	0
TOTAL ALL EXPENDITURES	2,338,783	0	0	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	2,338,783	0	0	0	0

CHECKS: Contingency cannot exceed: XXXXXXXX 0 0 0 0
Calculated Total Ending Fund Balance: (2,338,783) 0 0 0 0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

Attachment C.1.2 Budget Narrative (Budget Supplementary Schedules) for each year providing an explanation of expenditures in each of the Object Codes listed

School Year 2013-2014 Expenditures

REGULAR PROGRAMS:

1000 Instruction

100 Salaries: 610,000

2 Administrators: 100,000 each; 8 regular teachers at 50,000 each

200 Benefits: 190,500

Health insurance is estimated at 500/month/person for 12 months: 60,000

PERS is estimated at 11,875/year per teacher: 95,000

PERS is estimated at 23,750/year per administrator: 47,500

600 Supplies: 20,000

Fireproof filing cabinets for student records (4)

Miscellaneous office supplies such as paper, pens, etc.

Materials needed for testing throughout the year, ie rolling filing carts

700 Property: 534,543

466 laptops with built-in hot spots 1 time cost: 46,595

Cell phones for staff that can sync to the curriculum software 1 time cost: 3199

Service charges and insurance for laptops, cell phones and built in hotspots: 489,547

2100-2600 Other Support Services

100 Salaries: 185,000

1 Technical Director 60,000; 1 Office Manager 48,000; 1 Technical Assistant 42,000; 1 Front Office "Can-Do" 35,000

200 Benefits: 24,000

Health insurance is estimated at 500/month/person for 12 months: 24,000

2700 Student Transportation

800 Other

Bus tokens and cab fare for students and parents are estimated at 10,000

100 TOTAL REGULAR PROGRAMS

1,488,480

140 Summer School for Reg Programs

1000 Instruction

100 Salaries: 50,000

2 summer school teachers estimated at 25,000 each

600 Supplies: 3000

Miscellaneous office supplies for summer school

2700 Student Transportation

800 Other 2000

Bus tokens and cab fare for students during summer school

140 TOTAL SUMMER SCHOOL-REG PROGRAMS

65,000

200 SPECIAL PROGRAMS

1000 Instruction

100 Salaries: 50,000

1 Special Education teacher

200 Benefits: 17,875

Health insurance and PERS for 1 teacher

2100-2600, 2900 Other Support Services

300/400/500 Purchased Services: 90,000

Speech Therapists (online) and contracted school psychologists

200 TOTAL SPECIAL PROGRAMS

157,875

000 UNDISTRIBUTED EXPENDITURES

2600 Operating/Maintenance Plant Service

800 Other: 10,000

Maintenance of the office space

***2600 Operating/Maintenance Plant Service SUBTOTAL* 10,000**

2900 Other Support (All Objects)

Other: 60,000

Teacher bonuses, student contests and rewards

2000 TOTAL SUPPORT SERVICES 70,000

3100 FOOD SERVICE

800 Other: 15,000

Free lunches and food baskets

TOTAL FOOD SERVICE 15,000

4400 Educational Specifications Dev

300/400 Purchased Services: 100,000

450 Odysseyware curriculum software licenses for students; 2 on site and 16 webinar hours of teacher and administrative training

***4400 Educational Specifications Dev SUBTOTAL* 100,00**

0

4500 Building Improvement

600 Supplies: 55,000

Office furniture and equipment	
<i>700 Property: 6,000</i>	
Video equipment for training in office and motor coach	
<i>Other: 100,000</i>	
Yearly rent and utilities on main office space	
4500 Building Improvement SUBTOTAL	161,000
<i>4900 Other (All Objects)</i>	
<i>300/400 Purchased Services: 75,000</i>	
Accounting and Payroll services; Legal services; audit	
<i>Other: 55,000</i>	
Estimated 1.5% administrative fee; insurance for school	
4900 Other (All Objects) SUBTOTAL	140,000
FACILITIES TOTAL	401,000
EXPENDITURES	486,000
TOTAL ALL EXPENDITURES	2,338,783

Attachment C1.1a (2014-2015)

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

SATELLITE OFFICE
ADDRESSES/MAPS
http://www.doe.nv.gov

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

Silver State Virtual Academy herewith submits the TENTATIVE budget for the fiscal year ending June 30, 2015

This budget contains governmental fund types with estimated expenditures of \$ and proprietary funds with estimated expenses of \$

Per NAC 387.730:

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 SUBMITTED by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

I certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

Silver State Virtual Academy Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS							
1000 Instruction							
100 Salaries	800,000	12 regular ed teachers; 2 administrators					
200 Benefits	268,000	health insurance for 13 staff; PERS for 14					
300/400/500 Purchased Services							
600 Supplies	20,000	office					
700 Property	793,792	laptop and cellphone service					
800 Other							
2100-2600, 2900 Other Support Services							
100 Salaries	260,000	Technical director; 2 Technical asst; Office Mgr; 2 Front office					
200 Benefits	36,000	health insurance for 6 staff					
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	10,000	bus, cab for students, parents					
100 TOTAL REGULAR PROGRAMS	2,187,792	0	0	0	0	0	
140 Summer School for Reg Programs							
1000 Instruction							
100 Salaries	100,000	4 summer school teachers					
200 Benefits							
300/400/500 Purchased Services							
600 Supplies	4,000	office summer school					
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	104,000	0	0	0	0	0	

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

Silver State Virtual Academy	(1)	(2)	(3)	(4)	(5)
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	100,000	2 Special Education teachers			
200 Benefits	35,700	health insurance, PERS 2 teachers			
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	175,000	Speech Therapists (online); contracted school psychologists			
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	310,700	0	0	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries	25,000	1 Special Ed teacher			
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	25,000	0	0	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs						
1000 Instruction						
100 Salaries	50,000	GATE teachers				
200 Benefits	17,875	Health insurance, PERS 1 GATE teacher				
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	67,875	0	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	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries	50,000	1 ELL teacher			
200 Benefits	17,875	Health insurance, PERS 1 ELL teacher			
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	67,875	0	0	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)	
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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 Inst	0	0	0	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	0	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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	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	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	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	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	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	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	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	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	10,000	Office maintenance			
2600 SUBTOTAL	10,000	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	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	90,000	teacher bonuses; student contests and rewards			
2900 SUBTOTAL	90,000	0	0	0	0
2000s TOTAL SUPPORT SERVICES	100,000	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	20,000	Free lunches, food baskets			
3100 TOTAL FOOD SERVICES	20,000	0	0	0	0

Silver State Virtual Academy _____

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/13 AMENDED 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	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	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	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	150,000	Odyssey Ware curriculum software licenses			
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	150,000	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	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Silver State Virtual Academy _____

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	55,000	office supplies, telephone, equipment			
700 Property					
800 Other	100,000	Office rent and utilities			
4700 SUBTOTAL	155,000	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	75,000	accounting, payroll; legal			
600 Supplies					
700 Property					
800 Other	55,000	1.5% administrative fee; insurance for school			
4900 SUBTOTAL	130,000	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	435,000	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	555,000	0	0	0	0
TOTAL ALL EXPENDITURES	3,318,242	0	0	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	3,318,242	0	0	0	0
CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	0	0
	Calculated Total Ending Fund Balance:	(3,318,242)	0	0	0

Silver State Virtual Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

6/21/2012

Attachment C.1.2 Budget Narrative (Budget Supplementary Schedules) for each year providing an explanation of expenditures in each of the Object Codes listed

School Year 2014-2015 Expenditures

REGULAR PROGRAMS:

1000 Instruction

100 Salaries: 800,000

2 Administrators: 100,000 each; 12 regular teachers at 50,000 each

200 Benefits: 268,000

Health insurance is estimated at 500/month/person for 12 months: 78,000

PERS is estimated at 11,875/year per teacher; 23,750/year per administrator: 190,000

600 Supplies: 20,000

Filing cabinets for student records in teacher's home offices (16)

Miscellaneous office supplies such as paper, pens, etc.

700 Property: 793,792

Laptop and cell phone services

2100-2600 Other Support Services

100 Salaries: 260,000

1 Technical Director 60,000; 1 Office Manager 48,000; 2 Technical Assistant 42,000 each; 2 Front Office "Can-Do" 35,000 each

200 Benefits: 36,000

Health insurance is estimated at 500/month/ for 6 people for 12 months: 36,000

2700 Student Transportation

800 Other

Bus tokens and cab fare for students and parents are estimated at 10,000

100 TOTAL REGULAR PROGRAMS

2.187.792

140 Summer School for Reg Programs

1000 Instruction

100 Salaries: 100,000

4 summer school teachers estimated at 25,000 each

600 Supplies: 4000

Miscellaneous office supplies for summer school

140 TOTAL SUMMER SCHOOL-REG PROGRAMS

104,000

200 SPECIAL PROGRAMS

1000 Instruction

100 Salaries: 100,000

2 Special Education teachers

200 Benefits: 35,700

Health insurance and PERS for 2 Special Education teachers

300/400/500 Purchased Services: 175,000

Speech therapists (online); contracted school psychologists

200 TOTAL SPECIAL PROGRAMS

310,700

240 SUMMER SCHOOL FOR SPECIAL PROGRAMS

1000 Instruction

100 Salaries: 25,000

1 Special Education teacher, summer school

240 TOTAL SUMMER SCHOOL FOR SPECIAL PROGRAMS

25,000

270 GIFTED AND TALENTED PROGRAMS

1000 Instruction

100 Salaries: 50,000

1 Gifted and Talented teacher at 50,000

200 Benefits: 17,875

Health insurance and PERS for 1 GATE teacher

272 TOTAL GIFTED AND TALENTED PROGRAMS

67,875

420 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

1000 Instruction

100 Salaries: 50,000

1 ELL teacher

200 Benefits: 17,875

Health insurance and PERS for 1 ELL teacher

TOTAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

67,875

2600 Operating/Maintenance Plant Service

800 Other: 10,000

Maintenance of the office space

2600 Operating/Maintenance Plant Service SUBTOTAL

10,000

2900 Other Support (All Objects)

Other: 90,000

Teacher bonuses, student contests and rewards

2000 TOTAL SUPPORT SERVICES

100,000

3100 FOOD SERVICE

800 Other: 20,000

Free lunches and Holiday food baskets	
TOTAL FOOD SERVICE	20,000
<i>4400 Educational Specifications Dev</i>	
<i>300/400 Purchased Services: 150,000</i>	
600 Odysseyware curriculum software licenses for students; 2 on site and 16 webinar hours of teacher and administrative training	
<i>4400 Educational Specifications Dev SUBTOTAL</i>	150,000
<i>4500 Building Improvement</i>	
<i>600 Supplies: 55,000</i>	
Office supplies, telephone and equipment	
<i>Other: 100,000</i>	
Yearly rent and utilities on main office space	
<i>4500 Building Improvement SUBTOTAL</i>	155,000
<i>4900 Other (All Objects)</i>	
<i>300/400 Purchased Services: 75,000</i>	
Accounting and Payroll services; Legal services; audit	
<i>Other: 55,000</i>	
Estimated 1.5% administrative fee; insurance for school	
<i>4900 Other (All Objects) SUBTOTAL</i>	130,000
FACILITIES TOTAL	435,000
EXPENDITURES	555,000
TOTAL ALL EXPENDITURES	3,318,242

Attachment C.1.5 Pre-Opening Budget

Note: This narrative was submitted to the Start-Up Grant for Charter Schools (B) June 6, 2012. The grant requested is \$200,000.

The Committee To Form Silver State Virtual Academy plans to use \$65,000.00 to purchase a used, executive motor coach. These coaches are typically used by traveling executives, and are outfitted to provide a conference room and lounge seating areas. They have video screens and electronic hookups, and usually a bathroom and galley. We plan to use the coach to reach students and parents in all of Nevada to provide services, orientations, information and equipment.

The Committee plans to advertise Silver State Virtual Academy by “wrapping” the executive coach in graphics that provide the name and contact information, as well as the type of school, and the curriculum. These wraps cost \$10,000.00 to \$12,000.00 depending on the size and configuration of the coach, and last 6 to 9 years.

The Committee estimates \$30,000.00 for fuel and maintenance for the first year. Nevada is a very large state. It is a 9 hour trip by road from Las Vegas to Reno, or from Las Vegas to Elko. We are planning 10 trips around the state prior to the school opening, starting in January, 2013.

Depending on the weight of the coach, a Commercial Driver’s License may be needed. We do not plan to transport students or parents in the coach the first year, so our insurance costs should be around \$10,000.00

The Committee plans to train teachers the month of August prior to the school’s opening. We will most likely not receive state funding for this purpose. We have budgeted \$45,000.00 for the 8 teachers we plan to hire.

\$23,000.00 has been budgeted to start up the school’s office.

CPM

INDICATION OF TERMS

REFERENCE NUMBER: CFC121102633
 COMPANY NAME: SILVER STATE VIRTUAL ACADEMY

TOTAL PAYABLE: USD2,475.00

Premium breakdown:

CPM: USD2,250.00

Fee breakdown:

CPM: USD225.00

BUSINESS ACTIVITIES: Virtual charter school

LEGAL ACTION: Worldwide

TERRITORIAL SCOPE: Worldwide

RETROACTIVE DATE: Inception

WORDING: CPM US v1.5

ENDORSEMENTS: PREMIUM PAYMENT CLAUSE
 SUBJECTIVITY CONDITION CLAUSE

SUBJECTIVITIES: SATISFACTORY SIGNED AND DATED VERSION OF THE APPLICATION FORM
 SUBMITTED
 FULL DETAILS OF THE SURPLUS LINES BROKER INCLUDING NAME, COMPANY
 NAME, ADDRESS, LICENSE NUMBER, STATE OF FILING AND EXPIRY DATE

POLICY PERIOD: 12 months

DATE OF ISSUE: 22 Aug 2012

ADDITIONAL NOTES: Optional ERP available for: USD2,250 for 12 months

SECURITY: 100% CERTAIN UNDERWRITERS AT LLOYD'S

THIS INDICATION OF TERMS IS ONLY VALID FOR 30 DAYS FROM THE DATE OF ISSUE

PLEASE REFER TO THE FOLLOWING PAGES FOR A FULL BREAKDOWN OF LIMITS, RETENTIONS AND APPLICABLE CLAUSES

CPM

LIMITS OF LIABILITY AND DEDUCTIBLES

INSURING CLAUSE 1: CYBER & PRIVACY

SECTION A: CYBER LIABILITY

Aggregate limit of liability: USD2,000,000 including costs and expenses
Deductible: USD5,000 each and every claim, including costs and expenses

SECTION B: PRIVACY LIABILITY

Aggregate limit of liability: USD2,000,000 including costs and expenses
Deductible: USD5,000 each and every claim, including costs and expenses

SECTION C: PRIVACY BREACH NOTIFICATION COSTS

Aggregate limit of liability: USD1,000,000 each and every loss
Deductible: USD5,000 each and every loss, including costs and expenses

SECTION D: SYSTEM DAMAGE

NO COVER GIVEN

SECTION E: SYSTEM BUSINESS INTERRUPTION

NO COVER GIVEN

SECTION F: THREATS OR EXTORTION

Aggregate limit of liability: USD2,000,000 including costs and expenses
Deductible: USD5,000 each and every loss

INSURING CLAUSE 2: MULTIMEDIA LIABILITY AND ADVERTISING INJURY

Limit of liability: USD2,000,000 including costs and expenses
Aggregate limit of liability: USD2,000,000 including costs and expenses
Deductible: USD5,000 each and every claim, including costs and expenses

INSURING CLAUSE 3: ERRORS & OMISSIONS

NO COVER GIVEN

INSURING CLAUSE 4: LOSS MITIGATION

Limit of liability: USD2,000,000 including costs and expenses
Aggregate Limit of liability: USD2,000,000 including costs and expenses
Deductible: USD5,000 each and every claim, including costs and expenses

INSURING CLAUSE 5: COMMERCIAL PROPERTY

SECTION A: PROPERTY DAMAGE

NO COVER GIVEN

SECTION B: BUSINESS INTERRUPTION

NO COVER GIVEN

CPM

INSURING CLAUSE 6: COMMERCIAL GENERAL LIABILITY

SECTION A: BODILY INJURY AND PROPERTY DAMAGE LIABILITY

NO COVER GIVEN

SECTION B: PRODUCTS AND COMPLETED OPERATIONS LIABILITY

NO COVER GIVEN

SECTION C: POLLUTION LIABILITY

NO COVER GIVEN

SECTION D: TENANTS' LEGAL LIABILITY

NO COVER GIVEN

SECTION E: NON-OWNED AND HIRED AUTOMOBILE LIABILITY

NO COVER GIVEN

SECTION F: LIABILITY FOR DAMAGE TO HIRED OR LEASED AUTOMOBILES

NO COVER GIVEN

SECTION G: MEDICAL PAYMENTS

NO COVER GIVEN

SECTION H: EMPLOYEE BENEFITS LIABILITY

NO COVER GIVEN

INSURING CLAUSE 7: COURT ATTENDANCE COSTS

Amount insured: USD100,000 sub-limited to USD2,000 per day

Deductible: NIL each and every claim

INSURING CLAUSE 8: BRAND PROTECTION COVER

Aggregate limit of liability: USD100,000

Deductible: NIL each and every claim or loss

PREMIUM PAYMENT CLAUSE

ATTACHING TO POLICY
NUMBER: -

THE INSURED: SILVER STATE VIRTUAL ACACEMY

WITH EFFECT FROM: -

You undertake that the Premium and Policy Administration Fee will be paid in full to CFC Underwriting Ltd within 60 days of the Inception Date (or if incepted retrospectively, this 60 day period will be extended to represent 60 days from the date of instruction).

If the Premium and Policy Fee due under this Policy have not been paid to CFC Underwriting Ltd by the 60th day after the Inception Date (or if incepted retrospectively, this 60 day period will be extended to represent 60 days from the date of instruction) then **we** shall have the right to cancel this Policy by providing **you** with 14 days prior notice of cancellation in writing via **your** broker.

If the Premium and Policy Fee are paid in full to CFC Underwriting Ltd before the notice period expires, notice of cancellation shall be revoked. If not, the Policy shall automatically terminate at the end of the notice period.

In the event of cancellation, the Policy Fee is due in full and the Premium is due on a pro rata basis for the period that the Policy was in force.

SUBJECT OTHERWISE TO THE TERMS AND CONDITIONS OF THE POLICY



8/21/2012

Policy Form: BAM Non-Profit
(Copy of the Specimen Policy Form)

To: Jay Horoshak - Swett & Crawford - Los Angeles

From: Joseph Kinsley

Re: Silver State Virtual Academy

E-Risk Services, on behalf of Scottsdale Indemnity Company, is pleased to provide the below indication of terms and conditions for coverage on the above captioned. Please note that the limits of liability below are separate Limits of Liability for each of the Coverage Sections.

Any of the below Coverage Sections may be elected in any combination of limits and corresponding premiums, subject to the applicable minimum premium.

BAM Non-Profit
(Copy of the Policy Form)

Employment Practices
(Coverage Highlights)

<u>Limit</u>	<u>Retention</u>	<u>Premium</u>
\$500,000	\$5,000	\$1,526
\$1,000,000	\$5,000	\$2,035
\$2,000,000	\$5,000	\$2,544
\$3,000,000	\$5,000	\$2,849
\$4,000,000	\$5,000	\$3,154
\$5,000,000	\$5,000	\$3,561

- Continuity Date: Inception
- Effective 2/1/2010, the E-Risk EPL HELPLINE has now been enhanced with an Online Unlawful Harassment Training module available to all managers and supervisors. The self-managed training module meets California's AB1825 requirements, as well as other state requirements. When EPL coverage is bound, to get started or simply log in to www.eriskeplhelpline.com and access the Training or E-Risk EPL HELPLINE representative at 1-877-568-6655.
- In the event that EPL coverage section is purchased, you will have access to a state-of-the-art EPL Risk Management service that provides Insureds the ability to access to an Online Resource Portal and more. To learn more about the E-Risk EPL HELPLINE, please visit: <http://www.eriskhrhelpline.com/hroverview/>.
- Third Party EPL is included.

Insured Person And Organization
(Coverage Highlights)

<u>Limit</u>	<u>Retention</u>	<u>Premium</u>
\$500,000	\$5,000	\$757
\$1,000,000	\$5,000	\$1,009
\$2,000,000	\$5,000	\$1,261
\$3,000,000	\$5,000	\$1,413
\$4,000,000	\$5,000	\$1,564
\$5,000,000	\$5,000	\$1,766

- Continuity Date: Inception

Fiduciary
(Coverage Highlights)

Limit	Retention	Premium
\$500,000	None - See Note Below	\$113
\$1,000,000	None - See Note Below	\$150
\$2,000,000	None - See Note Below	\$188
\$3,000,000	None - See Note Below	\$210
\$4,000,000	None - See Note Below	\$233
\$5,000,000	None - See Note Below	\$263

- Continuity Date: Inception
- Note: In the event the EPL coverage section is not purchased, a retention of \$1,000 shall apply.

Endorsements:

(Click on any item below to view the document content)

1. Declarations (EKI-D-2 (04/08))
2. General Terms and Conditions (EKI-326 (04/08))
3. Employment Practices Coverage Section (EKI-P-7 (04/08))
4. Insured Person and Organization Coverage Section (EKI-P-8 (04/08))
5. Fiduciary Coverage Section (EKI-P-9 (04/08))
6. Advisory Board Extension (EKI-99 (04/08))
7. Allocation Provision (Non Profit) (EKI-804 (01/09))
8. Amend Discovery Election - 90 Days - IPO (EKI-803(01/09))
9. Amend Insured Versus Insured Exclusion (Non-Profit) (EKI-255 (08/09))
10. Amend Notice Provision - EPL (Non-Profit) (EKI-266 (04/08))
11. Amend Notice Provision - Insured Person and Organization (Non-Profit) (EKI-267 (04/08))
12. Amend Subrogation Provision - Final Judgment (EKI-805 (01/09))
13. Amend Warranty Provision Non-Rescindable Coverage (Non-Profit) (EKI-261 (04/09))
14. Amendatory Endorsement - Nevada (EKI-334-NV (04/08))
15. Amended Insured Versus Insured Exclusion - Foreign Jurisdiction - IPO (EKI-814 (05/09))
16. Amended Insured Versus Insured Exclusion Whistleblower Carveback - IPO (EKI-930 (02/11))
17. Amended Insured Versus Insured Exclusion with Creditor Committee Carveback (EKI-806 (01/09))
18. Cost of Investigations Coverage (Non-Profit) - IPO (EKI-807 (04/09))
19. Excess Benefit Transaction Excise Tax Coverage Endorsement (EKI-104 (04/08))
20. Immigration Claim Endorsement (Non-Profit) - \$100,000 Sub-Limit (EKI-869 (08/09))
21. Outside Entity Coverage for Non-Profit Companies - IPO (EKI-355 (06/08))
22. Priority of Payments Provision (Non-Profit) (EKI-238 (04/08))
23. Professional Services Errors and Omissions Exclusions (EKI-121 (04/08))
24. Sexual Misconduct, Child Abuse, Neglect Exclusion (Non-Profit) (EKI-110 (04/08))
25. Sexual Misconduct, Child Abuse, Neglect Exclusion - EPL (Non-Profit) (EKI-111 (04/08))
26. State Amendatory Inconsistent - General Terms & Conditions (EKI-848 (05/09))
27. Tolling or Waiving the Statute of Limitations (EKI-802 (01/09))
28. Wage and Hour Claim Endorsement - Non-Profit - \$250,000 Sub-Limit (EKI-866 (07/09))
29. TRIA Disclosure Notice (NOTI0164CW (1-08))

Subject to Information:

1. Prior to binding: Confirmation of receipt of 501c tax-exempt status
2. Signed ERisk Application

Discovery Period:

- 365 days (1 year) at 30% additional premium
- 730 days (2 years) at 125% additional premium
- 1,095 days (3 years) at 150% additional premium

Run Off Options:

- 1 Year at 100% additional premium
- 2 Years at 125% additional premium
- 3 Years at 150% additional premium
- 4 Years at 165% additional premium
- 5 Years at 185% additional premium

- 6 Years at 200% additional premium

Indication Expiration Date: 9/20/2012, 30 days from the date of this letter.

Notes:

- Please be advised that a minimum total policy premium charge of **\$500** will apply in the aggregate for all coverages bound
- The premium for certified acts of terrorism coverage under the Terrorism Risk Insurance Act of 2002 is 1% and is included in the premium stated above. You may decline to purchase terrorism coverage for certified acts of terrorism, however, you will have no coverage for losses resulting from certified acts of terrorism. If you decline the coverage a 1% premium reduction will apply.

Thank you for considering E-Risk Services for your insurance needs. If you have any questions regarding this indication or coverage, please feel free to call me.

Sincerely,
Joseph Kinsley

jkinsley@ERiskServices.com

**Northwest Professional Center
227 US Hwy 206, Suite 302
Flanders, NJ 07836-9174
Telephone: (800)-689-2550 / (973)-252-5141
Fax: (800)-689-2839 / (973)-252-5146
www.ERiskServices.com**

Combine EPL and IPO Coverage

C.2 Financial Management	43
Narrative C.2.1	43
Narrative C.2.2	43
Narrative C.2.3 and C.2.4	43
Narrative C.2.5	43
Narrative C.2.6	44
Narrative C.2.7	44
C.3 Facilities	44
Narrative C.3.1	44

C.2 Financial Management

Narrative C.2.1 position title (and name if known) of the individual at the school, along with the name of the accounting firm, who will be the contact person for handling the school's financial liability

Silver State Virtual Academy Bylaws state: "(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."

At the time of this application, a Governing Board does not exist for the school, so an accounting firm has not been selected.

Head of School/Special Education Facilitator Margot Allaire will be the contact person for handling the school's financial liability.

Narrative C.2.2 Closing procedures for the school

Silver State Virtual Academy will follow all requirements of NAC 386.335 which is included as **Attachment C.2.1**

Narrative C.2.3 and C.2.4 The name of the audit firm the school will use. The name of the local, Nevada bank the school will use.

At the time of this application, a Governing Board does not exist for the school, so an audit firm has not been selected, nor has a local bank.

Bank of America has been named as the bank that will receive funds from the start-up grant the Committee applied for, should it be approved.

Narrative C.2.5 A list of any fees, charges and deposits, including without limitation, fees, charges and deposits for course materials or equipment

The Committee to Form Silver State Virtual Academy does not anticipate any fees, charges or deposits to be required of families and students enrolled in the school.

Narrative C.2.6 The name, title, address, telephone number, fax, e-mail, position description and qualifications of the person who is designated to draw all orders for the payment of money belonging to the charter school pursuant to NRS 386.573.

Margot Allaire, Head of School/Special Education Facilitator

3209 Kinsale Ct, Las Vegas, NV 89121

702 279 5141 (cell)

702 722 6010 (fax)

mkallaire@cox.net

The Head of School will serve as a centralizing leadership figure within the school and the local community. The Head of School will work closely with, and report directly to, the Board of Directors ("Board"). The Head of School will tend to the issues that concern the school as a whole and will facilitate communication/build consensus among the teachers, staff, families and Board. The Head of School should have a larger vision for the future direction of the school. The Head of School will be a parallel position to the school Administrator.

Narrative C.2.7 Identification of the minimum number of enrolled pupils necessary for financial viability of the school

The Committee to Form Silver State Virtual Academy has determined an enrollment of 450 students to be the minimum number necessary for the financial viability of the school. The Committee has further determined the date of May 15, 2013 to be the deadline as to whether the school will open in the Fall of 2013, depending on the number of pre-enrolled and enrolled students.

C.3 Facilities

Narrative C.3.1: NAC 386.140(4): If the proposed charter school has not obtained a suitable facility, personnel or equipment provide:

(a) Statement describing why the proposed charter school has not obtained a suitable facility, personnel or equipment:

The Committee to Form Silver State Virtual Academy does not have a budget. It is a committee of Las Vegas professionals who want to improve high school graduation and college enrollment rates for Nevada's children. Forming a state-sponsored public charter school is a way to

accomplish these goals. Some of the Committee members will transition to positions on the Governing Board or within the proposed school.

The Committee has written and submitted an application for a charter school start-up grant through the Federal government. If approved, it will provide funding for start-up costs of the school.

(b) A plan for obtaining a suitable facility, personnel or equipment

The Committee has written and submitted an application for a charter school start-up grant for \$200,000 through the Federal government. If approved, it will provide funding for start-up costs of the school.

Tentative plans are being made to create a non-profit foundation to support Silver State Virtual Academy.

Silver State Virtual Academy will be a virtual school, with its students working remotely from home. As such, the school does not require a facility that would be considered “brick and mortar”. The school initially plans to occupy 4 to 5000 square feet of office space in downtown Las Vegas, with 3 offices, an front desk and space for equipment and training. The school plans to be a part of the Zappo Company’s Downtown Project, and has initially approached the company.

(c) The date on which it is anticipated that the charter school will open

Silver State Virtual Academy plans to open in Fall of 2013, on the same date that the Clark County School System opens for that year.

(d) A description of the equipment that will be used at the charter school

Silver State Virtual Academy will provide loaned laptops with internet connections (hot spots) to its students. That equipment will initially be set up in the Las Vegas office, and it is anticipated that there will be some of the laptops with hot spots in storage at the office. Additionally, the office will store all student records and special education records in locked, fireproof filing cabinets. Office equipment for 3 offices, ie desks, chairs, storage, etc. will be used at the office. A telephone system and computers for the office staff will be used.

C.4 Transportation, Health Services and Emergency Services	46
Narrative C.4.1	46
Narrative C.4.2	46
Narrative C.4.3	46
Attachment C.4.4	
Attachment C.4.5	

C.4 Transportation, Health Services and Emergency Services

Narrative C.4.1 As a narrative provide a description of the manner in which pupils will be transported to the proposed charter school

Silver State Virtual Academy is a Distance Education school and will not be transporting students. The school budget does have money for bus tokens and cab fare for students or parents to travel to the school or school events. This money is provided to those families who have no other means of transportation.

Narrative C.4.2 As a narrative provide a description of the manner in which the proposed charter school will provide health services to pupils

As a Distance Education school, Silver State Virtual Academy does not plan to provide health services to its pupils.

Narrative C.4.3 As a narrative provide a description of the manner in which the proposed charter school will maintain records related to the immunization of pupils that is required pursuant to NRS 392.435 to ensure that pupils are immunized in a timely manner (NAC 386.170(2)(b)).

Silver State Virtual Academy plans to keep student's immunization records with the rest of each student's permanent records in locked, fireproofed filing cabinets in the school's office. It is the responsibility of the Administrator to establish procedures for safe storing and integrity of all public and confidential school records, and to ensure that student records are complete and current.

Attachment C.4.4 Description of the manner in which the proposed charter school will provide drills for the pupils in the charter school and will instruct those pupils in the appropriate procedures to be followed in the event of a fire or other emergency.

Silver State Virtual Academy plans to have its teachers go over procedures for emergency exits on field trips, state assessments or other school outings. The procedures will need to comply with whatever location events will be held, so it will be an ongoing process.

Attachment C.4.5 Silver State Virtual Academy Emergency Plan

When field trips or other event are planned through the school, it is the responsibility of the teacher(s) involved to prepare appropriate procedures in the event of a fire or other emergency. These procedures must be approved by the school's Administrator prior to the event, and the students and any accompanying parents must be aware of this procedure.

During school assessments, which will be held in various locations throughout the state, students and parents must be made aware of emergency procedures for the location they will be attending before the assessments. This will be the responsibility of the Testing Director.