

# Nevada Charter School Application Cover Sheet Page 1 of 3

## Part 1: Basic Information

Name of Proposed Charter School

Sterling Charter High School

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

Tammy Lancaster

Mailing Address of Liaison

2713 Kayne Avenue, Minden, NV 89423

Telephone for Liaison (Primary)

714-315-0860

Email Address for Liaison

tmylynn@gmail.com

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

Rite of Passage, Inc.

Physical Address of School (If Known)

2560 Business Pkwy., Ste. A, Minden NV 89423

Geographic Region or Neighborhood Where Proposed School Will be Located

Douglas County, Nevada

School District in Which the School Will Be Located

Douglas County School District

Title/Relationship to Committee to Form School

Committee Member of Committee to Form Sterling Charter High School

Telephone for Liaison (Secondary)

775-267-9411

Fax for Liaison

775-392-2441

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? \_\_\_\_\_

## Enrollment Projections

School year 1

Grade Levels Served

9-12

Projected Enrollment per grade

(This response may be provided On a separate sheet of paper)

24

School year 2

9-12

30

Ultimately, the school expects to serve a total of 60 pupils in grades 9 to 12.

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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

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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

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Vocational education status (NAC 386.415):

Is this an application for the vocational education charter school?

Yes  
 No

If yes, respond to A.10

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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.

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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](http://nde.doe.gov/SD_CharterSchools_Forms.htm)

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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?

Limit enrollment to 24 first year; ratio of 1:25.

If yes, state your plan in B.3, Required Element 9.

**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.

Sterling Charter High School will serve students in grades 9-12 with a mission of improving academic achievement by providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within their community.

The school will target students who are disadvantaged and at-risk of academic failure due to academic, social, or economic factors. At the core of Sterling's educational philosophy is the belief that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities.

With Sterling's primary focus on academic achievement, our philosophic approach also considers the needs of the whole child. We believe integrating education with social skills and interpersonal skills empowers each student to fulfill his or her potential and fosters success in school and in other areas of the student's life.

**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:

8/24/12

Printed Name:

Tammy Lancaster

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## **A.1 MISSION, VISION AND EDUCATIONAL PHILOSOPHY**

**Narrative A.1.1:** Sterling Charter High School was established for the purpose of improving the academic achievement of Nevada's at-risk students through use of effective and innovative teaching methods that are based on research and best practices.

**Narrative A.1.2:** The mission of Sterling Charter High School is to improve academic achievement by providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within their community.

Aligned with Sterling's mission, the school will target students who are disadvantaged and at-risk of academic failure due to academic, social, or economic factors. We will also work with youth referred to Sterling because of disciplinary issues, such as school expulsions, and will work with students who have dropped out of high school and are involved in the juvenile justice system.

**Narrative A.1.3:** Our vision for accomplishing this mission represents our values and what our school hopes to become. Sterling Charter High School will utilize small learning communities that will provide individualized instruction, goal setting, and explicit teaching in social skills and leadership. Our school will facilitate community collaboration and parent engagement thereby providing opportunities and supports for students to develop into responsible citizens.

**Narrative A.1.4:** At the core of Sterling's educational philosophy is the belief that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities. With Sterling's primary focus on academic achievement, our philosophic approach also considers the needs of the whole child. We believe integrating education with social skills and interpersonal skills empowers each student to fulfill his or her potential and fosters success in school and in other areas of the student's life.

This philosophy will guide our school and our program of instruction which are based on five principles and concepts. These principles are also based by research and best practices in education:

- 1. A rigorous, relevant curriculum and appropriate instructional support are essential to high academic achievement.** A thoughtful implementation of Response to Intervention (RtI) in addition to staff training in research-based instructional practices, culturally relevant pedagogy and Sheltered Instruction Observation Protocol (SIOP) will result in effective individualization and differentiation of instruction that will make learning and achievement possible for all students.
- 2. School culture and climate are a s i mportant t o a cademic success a s t he quality o f th e instructional program.** Our culture and climate will be built around cognitive behavioral therapeutic practices, clear standards of conduct and Positive Behavioral Interventions and Supports (PBIS) within the RtI framework. Sterling will operate within the theoretical framework of Positive Youth Development (PYD) which is a strengths-based way of viewing adolescents. PYD emphasizes the development of skills and competencies as well as safe, positive group interactions.
- 3. To develop internal standards for judging behavior, pro-social skills and academic performance, students need to begin by receiving a lot of feedback in a short period of time.** Staff will provide positive feedback at a 5 to 1 ratio of positive feedback to constructive feedback, as well as provide instruction in pro-social communication and character development.
- 4. Small, intimate learning communities provide the structure and personal attention that encourage learning and promote academic success.** Sterling will create focused learning communities where students get support and build relationships with Teachers, Behavioral Mentors, and Administrators.
- 5. Fostering connections with the family and community is essential for providing the broad spectrum of opportunities and supports adolescents need for development and learning.** Sterling will promote parent involvement and community outreach projects. Sterling will invite families to discuss academic performance, classroom behavior and the student's long-term goals.

## A.2 SCHOOL-SPECIFIC GOALS AND OBJECTIVES

**Narrative A.2.1:** Sterling Charter High School has set the following goals for its students related to educational performance:

**Goal 1: Student Gains.** Students will average a minimum of 2 RIT gains a year in reading, language and math as measured by three administrations of the Measures of Academic Progress (MAP) assessment per year.

**Goal 2: Student Performance.** Approximately 80% of students enrolled at Sterling for two consecutive years will achieve Proficient or Advanced status on the state's annual assessment.

**Narrative A.2.2:** The following are the goals and objectives related to organizational and management performance:

**Goal 3: Professional Development.** 100% of all teachers will achieve their professional goals as recorded and documented in their Professional Development Portfolios.

**Goal 4: Parent Satisfaction.** Sterling will demonstrate an 80% overall satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school during each academic year.

**Narrative A.2.3:** The following discusses the assessment tools, data and artifacts used to measure progress or attainment of each of the four goals identified:

**Goal 1:** Based on results of the Measures of Academic Progress, in which the actual RIT gain is compared during three testing dates – one at the beginning of the school year, one in the middle of the school year and one at the end of the school year.

**Goal 2:** Based on Nevada's state annual assessment information.

**Goal 3:** All Teachers will maintain Professional Development Portfolios with review during formal Teacher Evaluation.

**Goal 4:** Based on an annual customer surveys created by Sterling Administration and approved by its Board.

**Narrative A .2.4:** Sterling Charter High School will be managed by an Educational Management Organization (EMO), which has over 28 years of experience with the education of at-risk youth within year-round residential programs. Based on this experience and the EMO's data and outcomes (reflective of a 250-day school year), the Sterling Charter High School goals are not only reasonable, but will push the target population and the teachers to continuous achievement. Below are recent RIT gains:

Name	Location	Grade Levels	MAP Assessment RIT Gain*		
			Reading	Lang.	Math
Lookout Academy	LMYSC (Golden, CO)	High School	3.1	4.2	2.9
Ridge View Academy Charter School	Ridge View YSC (Watkins, CO)	High School	2.8	3.2	4.1
Ridge View Academy	Betty K. Marler YSC (Denver, CO)	High School	4.9	5.1	3.2
Rite of Passage Charter High School	Silver State Academy (Yerington, NV)	High School	3.4	2.8	3.3
Canyon State Academy	Canyon State Academy (Queen Creek, AZ)	6 <sup>th</sup> – 12 <sup>th</sup> Grade	6.1	4.3	4.1
Canyon State Academy	Sycamore Canyon Academy (Oracle, AZ)	6 <sup>th</sup> – 12 <sup>th</sup> Grade	5.2	4.2	3.8
Prestige Day School	(Queen Creek, AZ)	K - 12	4.2	3.9	3.9
Silver Oak Academy	Silver Oak Academy (Keymar, MD)	High School	3.9	3.3	3.4

In addition, the goals were formulated based on our knowledge of the target population, and similar schools. Similar goals were established for the newest school presently operated by our EMO in New Orleans.

## **A.3 CURRICULUM AND INSTRUCTION**

**Narrative A.3.1:** Sterling Charter High School will utilize Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics adopted by the Nevada Department of Education for the 2013-2014 school year. (Although the Nevada Department of Education is not requiring full implementation of mathematics CCSS for grades 11 and 12 in the 2013-2014 school year, Sterling will follow CCSS in all four of its required mathematics classes upon opening.) We will also utilize curriculum that aligns with Nevada State Standards in Science and Social Studies, Physical Education, and Health. To meet the learning needs of English Language Learners, the English Language Development courses will combine the Nevada ESL English Language Proficiency Standards for 9<sup>th</sup> through 12<sup>th</sup> Grades with the ELA Common Core State Standards. Guided by the work of Heidi Hayes Jacobs, Teachers and Administrators will then design curriculum maps using the state standards and assessment information (i.e., assessment blueprints/Smarter Balanced test frameworks, testing dates). Content Area Teachers will embed applicable standards within their content area curriculum maps. The curriculum maps will have the following components: Dates (of instruction), Essential Questions, Content, Levels of Understanding, Activities, Assessment and Modifications/Accommodations. Available instructional materials will include new content area textbooks and Teacher materials from Pearson. Through the curriculum mapping process, Teachers are given the opportunities to analyze their curricula, and make informed decisions regarding scope and sequence. The maps become tools for implementing school-wide instructional initiatives and improvements and for identifying cross-curricular connections.

**Narrative A.3.10:** Sterling will work with other high schools to ensure each transferring student receives the appropriate award of credits earned. All courses taught for credit receive a letter grade on a quarterly basis and Sterling will use the PowerSchool student information system to maintain grades and generate transcripts. To facilitate the transfer of credit, upon notice to the Registrar, he/she will provide information from PowerSchool including transcripts, courses, grades, grade point average and other relevant information to facilitate successful transfer of credits.

**Narrative A.3.12:** To promote academic achievement, the instructional strategies emphasize a rigorous curriculum with extensive instructional support and consideration for the needs of the whole child. Strategies will include:

**1. Response to Intervention (RtI) Model.** This will be a school-wide initiative that will utilize all available resources for students in need of academic and/or additional behavioral support. RtI provides students the opportunity to make significant progress whether they are at-risk for failure or are not meeting their full potential. Although the Individuals with Disabilities Education Act (IDEA) encourages utilizing the RtI process as an alternative approach for the identification of students for special education services, the intent of the process at Sterling Charter High School will be geared to identifying effective avenues for all students' success and for maximizing their potential. Tier 2 and Tier 3 targeted interventions will include cognitive behavioral strategies, which have been vital, effective components of all Rite of Passage programs. These interventions will be provided by the Teachers and school administrators.

**2. Reinforcing efforts and providing recognition:** As explained by Walberg (1984), positive reinforcement of student effort influences student achievement, and it is best to recognize students for specific examples of an accomplishment (Marzano, 2003). Praise should not be overly general. We will encourage staff and Teachers to utilize a 5 to 1 positive feedback to constructive correction/feedback ratio when communicating with students.

**3. Setting objectives and providing feedback:** When Teachers communicate what is to be learned, students usually expend more effort and consequently increase their learning, especially if they know why it is important to them (Hunter, 1982). Effective standards-based instruction is dependent upon the Teacher's ability to communicate the objective and learning criteria as part of the lesson (Jamentz, 2002). In addition, the single most effective instructional modification that enhances achievement is feedback (Hattie, 1992). To accurately assess student performance and provide effective feedback, Sterling Charter High School will issue regular academic grades and detailed performance feedback

in each class on a weekly basis. Teachers will receive staff development to remain informed about how to ensure feedback is criterion-referenced, timely and specific. According to research, effective feedback explains what students are doing correctly, provides an explanation of what students are doing incorrectly and helps them learn how they may correct it (Marzano, 2003). Additional strategies will be studied throughout the year through a professional book study of *Classroom Instruction That Works*.

**4. Culturally-Relevant Pedagogy:** Darling-Hammond (2005) states that race is one of the predominant issues in our society and suggests that Teachers cannot pretend to be colorblind. Teachers must understand that learning may differ across cultures. As defined by Gay (2000), culturally responsive teaching involves “using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.” This philosophy of instruction calls for Teachers to avoid cultural stereotypes and become thoroughly informed of the various cultures within their classrooms. Teachers must have deep knowledge of their content in order to deliver subject matter in various ways, in representations that connect to students’ everyday lived experiences at home, within their communities, and in global settings.

**5. SIOP Pedagogy for English Language Learners (ELL):** The English Language Development (ELD) Program provides students with an equal opportunity to complete an academically rigorous high school program with challenging, yet comprehensive, instruction in all content areas. Student diversity is addressed through a variety of services including Sheltered English Immersion (SEI) instruction and mainstream content classes. The ELL program at Sterling will allow ELL students to achieve English proficiency in a supportive environment that will emphasize learning English in context rather than in isolation. Sterling Charter High School’s administrative staff and Teachers will be trained in Sheltered Instruction Observation Protocol (SIOP), a set of research-based strategies to assist in planning and delivering effective lessons for English language learners. Students with a



home language other than English will be assessed for proficiency in oral language, reading, comprehension and written communication through the Nevada English Language Proficiency Assessment. Based on the results of this assessment, students may be placed in the English Language Development (ELD) program designed to aid them in acquiring English. Students will be required to take a mainstream English course, an ELD core course and an ELD Elective course each semester.

**Narrative A.3.13:** At Sterling, professional development will embody the following principles:

- In addition to formal evaluation measures, professional development will include coaching that taps into the ways adults learn.
- It will encourage teacher reflection and ownership of professional learning through Professional Development Portfolios, which each teacher will maintain to record professional goals and document professional development workshops, job-embedded coaching sessions, certificates awarded for recertification hours, and “reflection” notes for each professional development experience.
- Feedback will be embedded in practice, as administrators as well as teachers carry out informal classroom observations and job-embedded coaching sessions.
- Professional development will include observational protocols and lesson plan rubrics for quantitatively measuring implementation of new instructional strategies and qualitatively documenting effectiveness.
- Sterling will create a bi-weekly Professional Learning Community (PLC) where administrators and Teachers meet for learning, support and inspiration. The primary focus will be on student learning goals documented in the school management plan. The PLC’s agendas will be guided by the following questions: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?

In addition to the PLC, Teachers and Administrators will meet every third Friday afternoon for professional development workshops/sessions. Staff development will center on the Sterling Charter

High School's mission, vision, curriculum and instruction initiatives, and school goals and objectives.  
Every professional development topic will tie directly to a curriculum and instruction initiative.

## A.4 ASSESSMENT AND ACCOUNTABILITY

**Narrative A.4.2:** Sterling Charter High School will implement an assessment process that is aligned with the Nevada Department of Education, applicable Nevada Revised Statutes, Nevada Administrative Codes, and other federal and state laws.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>• Daily Observations</li> <li>• Teacher Questioning and class discussions</li> <li>• Quizzes</li> <li>• Classwork, including bell work, Tickets Out the Door, daily assignments, cooperative learning activities, projects and performance assessments</li> <li>• Homework</li> <li>• Student self-reflections/self-evaluations</li> <li>• Quarterly and unit pre-assessments</li> <li>• Tools and interim assessments developed by the Smarter Balanced Assessment Consortium</li> <li>• Activities within systematic intervention programs (READ 180, <i>CatchUp Math</i>)</li> <li>• Surveys and motivational interviewing to gauge student interests, motivation, and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-unit tests</li> <li>• Project artifacts and performance-based assessments</li> <li>• Student Portfolios</li> <li>• End-of-quarter or semester exams</li> <li>• Measures of Academic Progress (MAP)</li> <li>• Intervention program assessments, including Scholastic Reading Inventory (SRI) and <i>CatchUp Math</i> assessments</li> <li>• Nevada assessments which include the Criterion-Referenced test (CRT), the High School Proficiency Examination (HSPE), the Nevada Alternative Assessment (NAA), the English Language Proficiency Assessment (ELPA) and SBAC assessments in 2014-2015</li> <li>• If selected, Sterling will administer the National Assessment of Educational Progress (NAEP) and field testing of SBAC assessments</li> <li>• Positive Achievement Change Tool (PACT) which measures risks and protective factors</li> </ul>

**Narrative A.4.3:** Sterling Charter High School will implement a thorough assessment program to monitor student achievement and to plan curriculum and instruction accordingly. Upon enrollment, students will take assessments in math and language arts. These assessments are part of the Measures of Academic Progress (MAP), a computer-based norm-referenced assessment program designed by

Northwest Evaluation Association that is aligned with state standards and has a record of reliability and validity. This assessment data will provide immediate information about student learning and supply baseline data for student performance. Students will take the MAP assessments three times during the school year: at the beginning of the year, mid-year, and at the end of the school year. Teachers will also create quarterly pre- and post-assessments, unit pre-tests and summative assessments for classroom use. During instruction, Teachers will design and use formative assessment methods, and these assessment methods will be documented in their lesson plans. In conjunction with MAP performance data, and later with state performance data, Teachers and Administrators will revise curriculum maps on a recurring basis throughout the year using data from both formal and informal assessment measures. As outlined in Narrative A.3.13, Sterling will create a bi-weekly PLC focused on working collaboratively to ensure that all students learn as observed through formal and informal assessment instruments. During this time, assessment data will serve as a catalyst for evaluating instructional strategies, interventions, curriculum scope and sequence, materials, school programs and instructional initiatives. As part of the school management plan, the Curriculum Director and Director of Education will develop a Curriculum, Instruction and Assessment Handbook that clearly outlines balanced assessment procedures for collecting information about how well students are progressing toward mastery of the Common Core Standards in ELA and mathematics, and how curriculum, instruction, and assessment are interwoven in the learning process. This document will include student teacher support (e.g., RTI intervention structures, SIOP literacy strategies, formative assessment ideas) and timelines to be used for monitoring and documenting student proficiency.

Students' socio-emotional skills and behaviors will be assessed with the Positive Achievement Change Tool (PACT) assessment. The PACT measures each student's risk factors for engaging in delinquent behavior (including attitudes and behaviors, alcohol and drug use, aggression and use of free-time) and each student's protective factors, those aspects of their lives that provide protection from delinquent behavior and failure (including employment, living arrangements, current relationships, and skills). The

PACT is an evidence-based assessment used by social service agencies and juvenile justice professionals to monitor student needs with regard to social-emotional learning and possible psychological treatment. By identifying protective factors, it also provides a starting point for Sterling's strength-based approach to explicit instruction of social-emotional skills.

Sterling Charter High School will promote student ownership of learning by facilitating student self-reflection, goal setting and evaluation. Using these assessments, particularly formal assessment data from MAP and state tests, students will create a Personal Education Plan (PEP) outlining their long-term and short-term goals for academic learning, behavior and leadership, health and career. In the PEP, students will document their performance on formal assessments and their completion of high school course requirements, as indicated on their quarterly report cards. They will engage in self-reflective activities to evaluate their progress with their academic and behavioral goals throughout the year, sharing and celebrating the achievement of their goals with Sterling staff and classmates. The PEP will also be shared with parents during parent conferences, preferably by students.

**Narrative A.4.4:** Sterling will use longitudinal data, through its Key Performance Indicators and PowerSchool database as a means to address questions about student growth; school, teacher, or program effectiveness; and whether students are “on track” for success. Sterling will also use Measures of Academic Progress (MAP) as a measure of longitudinal growth through comparisons on a tri-annual and annual basis. MAP longitudinal growth data will provide information about student learning and supply baseline data about student performance. More than 20 years after it was first implemented, the MAP scores (RIT) mean the same thing. As a result, educators can confidently measure growth over many years. To share this performance data with the school board and the public, the School Director (with Director of Education and Curriculum Director) will write a yearly report entitled *Sterling Charter High School's Curriculum, Assessment Results and Analysis*, which will be presented to the Board every June and made available to the public on the school website and in the school administrative office.

**Narrative A.4.5:** Sterling Charter High School has a site management plan for monitoring and documenting student proficiency for all students in order to improve student achievement. This management plan includes the following action steps:

- When MAP data and RtI universal screening procedures indicate a need for interventions in reading or mathematics, Teachers will use the Scholastic Reading Inventory (SRI), which is part of READ 180, and assessments from *CatchUp Math*, a research-driven program for students who need additional assistance in mathematics. (Starting August of 2013 and then ongoing.)
- Guided by the RtI framework, the School Director and staff will determine screening procedures and data sources for identifying underperforming students in academics and behavior and will develop a system for monitoring classroom progress of underperforming students and evaluation of intervention effectiveness. (Completion in July of 2013.)
- The School Director will lead faculty through review of quarterly assessments to ensure that CCSS in ELA and mathematics are assessed across the curriculum. (Starting in October 2013 and then ongoing.)
- The Administration will disaggregate assessment data, including MAP and Nevada state assessments, to determine whether all groups of students are learning and making progress. Analysis will include grouping by grade, gender, SES, ELL and ethnicity. Analysis will be shared with teachers and the Sterling Charter High School Board in the School Director's written report *Sterling Charter High School's Curriculum, Assessment Results and Analysis*. (Starting in January of 2013 and then ongoing after assessment data is obtained.)
- The Administration will evaluate the assessment procedures and timelines for monitoring and documenting student achievement and make recommendations for adjustments as needed. These will include: processes for school-wide screening and classroom monitoring of underperforming students using information gathered from staff, student and parent feedback; and revision of end-of-unit and quarterly assessments for alignment with revised curriculum maps. (Completion in June 2014.)

**Narrative A.4.6:** Sterling has created a site management plan to guide the work of the school and monitor student learning and school effectiveness. At the end of the school year, evaluation of the plan effectiveness will be based on an analysis of assessment data in addition to other pertinent data sources; therefore, Sterling Charter High School has created a detailed data management plan for collecting and storing all data. This data management plan is as follows:

<b>Sterling Charter High School Management Plan strategies</b>	<b>Data to Monitor Effectiveness of Strategies</b>	<b>Person Responsible for Data Collection</b>
Strategy 1: Provide and implement a curriculum that improves student achievement	<ul style="list-style-type: none"> <li>• End-of-unit and quarterly summative assessment results stored in PowerSchool</li> <li>• Curriculum Map Rubric Self-Evaluations from Teacher Self-Assessments stored in Teachers' Professional Development Portfolios</li> <li>• Curriculum Map Rubric Scores from EMO's educators from other schools, collected during CQI process stored in Teacher's files</li> <li>• PLC notes and agendas stored in PLC master binder in School office</li> </ul>	Director of Education, School Director, Teachers
Strategy 2: Develop and implement a plan for monitoring and documenting student proficiency	<ul style="list-style-type: none"> <li>• School assessment data: MAP, end-of-unit and quarterly summative assessments stored in PowerSchool</li> <li>• State assessment data: CRT, H SPE, etc. stored in PowerSchool</li> <li>• Data from observational protocols in teacher evaluation files and Teachers' Professional Development Portfolios</li> <li>• Formal staff evaluation results on file</li> <li>• Monthly "Data in a Day" results stored in files in School Director's office</li> </ul>	Director of Education, Curriculum Director, School Director, Teachers

**Narrative A.4.7:** Sterling Charter High School’s graduation requirements will meet the Nevada Department of Education requirements. Specifically, in order to receive a diploma, students must complete 22.5 credits (15 core and 7.5 elective) and pass the Nevada High School Proficiency Exam. Our high school students are expected to graduate by completing the 22.5 credits and a four-year program of study. Freshmen, sophomores and juniors are expected to maintain the following units of credit to be promoted to the next grade level:

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
< 5 credits when school opens in fall	Earned 5 credits when school opens in fall	Earned 11 credits when school opens in fall	Earned 17 credits when school opens in fall

Sterling will implement a plan for monitoring and documenting student proficiency. The criteria and process for awarding course credit shall be based on demonstrated proficiency of the Common Core State Standards for English language arts and mathematics and the Nevada Academic Standards in science, social studies and physical education. The successful completion of the course is based on competency of these subjects. A common grading standard to award course credit will be used by the Teachers to ensure a fair and transparent grading system. Grade point values and the percentages for each grade is:

<b>Percentage Letter Grade</b>	<b>Grade Point Value</b>
90-100 = A (Superior)	4.0
80-89 = B (Above Average)	3.0
70-79 = C (Average)	2.0
60-69 = D (Below Average)	1.0
D- = Minimum Progress (Teacher discretion)	0.5
0-59 = F (Failure)	0.0



## **A.5 TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE**

**Attachment A.5.1:** Sterling Charter High School (Northern Campus) will follow a 250-day school schedule which represents a deviation from the typical 180-day calendar. This school calendar is provided in Attachment A.5.3, therefore, there is no attachment in the A.5.1 section. Sterling has provided this calendar within the required format, which includes (a) the number of days of instruction, (b) the number of legal holidays, (c) the beginning/ending date of the term and (d) other important dates.

**Narrative A.5.2:** Sterling anticipates most of the students enrolled at Sterling Charter High School's northern campus are coming from the Rite of Passage Adolescent Treatment Centers and Schools (ROPATCS) residential program. As such, there will be an expedited enrollment process which allows ROPATCS to provide students immediate access to education (see Narrative A.7.6). The proposed timeframe for accepting applications for enrollment includes community students, who will follow the proposed timeframe:

- May 1, 2013: Enrollment forms accepted, pursuant to NRS 386.520(2)(d).
- May 31, 2013: Deadline for submission of enrollment packets. Note that enrollment packets will ask for basic student and parent information, including whether or not the student has an Individual Education Plan (IEP), and include documents required by the Nevada Department of Education. However, this information will not be used to determine eligibility or priority for admission.
- June 7, 2013: Letters sent to students and parents informing them of their admission status: eligible for admission or waitlist.
- June 10 to June 14, 2013: For accepted students with disabilities, Sterling obtains a copy of the student's (IEP). The special education staff are convened to determine whether Sterling is an appropriate placement for the student, and if so, what services must be provided by Sterling and what program accommodations/modifications must be made by Sterling in order to provide the student equal education opportunities.

- June 21, 2013: Last day for students and parents to turn in enrollment forms.
- June 24, 2013: Students admitted from waiting list to fill vacancies.
- July 1, 2013: First day of school.

**Narrative A.5.4:** Sterling Charter High School proposes a 250-day calendar for its northern campus, created to benefit our students and enhance their growth and performance. We believe this calendar is essential to deliver the instruction to remediate learning deficiencies and the coursework to put students back on track to accumulate credits, allowing them to graduate with a high school diploma. In a recent snapshot of the current ROPATCS population, the average student is 16.5 years old with only 25% of the credits needed to graduate with a diploma. Essentially, these students are the age of a second semester sophomore or junior in high school, with the equivalent of a freshman or sophomore in credits. The 250-day school calendar will help students earn credits appropriate for their age and grade level.

Further, the 250-day calendar supports the socio-emotional skills that are essential for the high-risk population Sterling proposes serving. At Sterling, students will learn communication skills, social skills, moral reasoning and anger management skills which need to be constantly practiced and honed so they can be successful in the community and in their lives. The school's 250-day structure, culture and constant feedback support this skill acquisition.

Finally, the 250-day calendar allows our students to start school immediately. ROPATCS students can be admitted into the residential program any day during the calendar year. With the proposed calendar, students who are admitted in the summer don't have to wait until the fall to begin high school.

## **A.6 SCHOOL CLIMATE AND DISCIPLINE**

**Narrative A.6.1:** Sterling Charter High School will promote a strengths-based, normalized environment with positive staff/student interactions rich in rituals and traditions that support the school's philosophy and mission. The school's culture and climate will be built around positive reinforcement for pro-social behavior, clear standards of conduct and Positive Behavioral Interventions and Supports (PBIS) within the RtI framework.

The positive relationships that students develop with staff and with each other will be an important avenue through which we direct, teach skills, role play and reinforce students in achieving their educational goals and behavioral expectations. Developing these relationships with teachers, administrators and the community is a fundamental aspect of our school climate. Traditional lines will be blurred between teachers, administrators, and the community – which results in a blended and multi-disciplinary approach to working with, and teaching the students. As a result, safety is everyone's responsibility, pro-social behavior becomes everyone's responsibility, and education and learning will never rest on the teachers alone.

Students will be expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents and the community, we will develop students who choose to exercise maturity and respect for each other. To support this, Sterling has created policies that reinforce positive behavior as well as disciplinary policies and a code of conduct to guide and direct students. All students will understand the school rules as well as consequences for not meeting them. To support this, our staff will provide explicit instruction in communication skills, social skills, moral reasoning and anger management skills.

**Narrative A.6.2:** Providing education in a safe environment is one of our primary objectives at Sterling. We will develop a pro-social academic climate where student motivation and positive reinforcement

thrives and learning is a source of pride. To ensure these objectives are met, Sterling has developed a student behavior philosophy that fits within our mission and our core values and beliefs.

As stated previously, the goal of our education program is to assist youth to succeed in life – and to be contributing members of their community. Therefore, the primary focus of student behavior is not on short-term compliance but rather on life-long change that will help the student across a number of environments in addition to the school system (e.g. home and legal system).

We also believe that our educational program cannot make the student change; they must choose to make changes. This is also consistent with our behavior management and discipline models because the emphasis is not on controlling the student (or trying to force them to change) but on helping them to make different choices.

Finally, we believe that each youth has the potential to make positive behavioral choices. This belief is supported by research (such as by Dr. Ed Latessa of the University of Cincinnati) that demonstrates that programs utilizing Evidence-Based Practices (EBP) do, in fact, lead to changes in youth behavior. Sterling proposes providing two EBP practices which include Aggression Replacement Training and Common Sense Parenting or Active Parenting that will be introduced in the Orientation Program and utilized every day in Advisement.

**Narrative A.6.6:** Sterling will provide policies, programs and practices to ensure parental involvement, and help strengthen family bonds by involving parents/guardians in multiple aspects of the student's education, including:

- **Admission Process:** Parents will be involved during the student's admission into Sterling. Parents will approve the student's attendance, and will receive an information packet and be invited to a tour of the school.
- **Personal Education Plan:** Each student will have a Personal Education Plan (which is different than an Individual Education Plan) which sets clear goals and actions relating to academic achievement.

The Personal Education Plan will record progress and achievements as well as identify any concerns, issues or additional needs.

- **Communication:** The Teachers will communicate with parents (when appropriate) via email or written reports regarding updates on the student's behavioral and academic progress.
- **Parent/Teacher Conferences:** At least twice a year, Teachers will invite parents to Parent/Teacher conferences to discuss academic progress, provide behavior reports and feedback to the parents with the intent to work with the parents as active partners in the youth's achievements.
- **Parent Skills:** Sterling will provide students and parents with skills through curriculum like Active Parenting or Common Sense Parenting. Both are evidence-based curricula, the latter was developed by Girls and Boys Town USA and has proven effective, with parents of adolescents reporting a decrease of behavioral problems (as measured by the Child Behavior Checklist). Sterling staff will hold sessions at least once a week for six weeks, in which parents will learn and practice specific skills that address communication, discipline, relationships, self-control and school success.
- **Parent Survey:** At least once a year, Sterling staff will provide a confidential questionnaire to the parents to determine their level of satisfaction with the school. This information and feedback will be used to make improvements and modifications to the school.

## A.7 TARGET POPULATION

- ☑ This school intends to serve primarily at-risk pupils
- ☑ The proposed charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school

**Narrative A.7.1** Aligned with Sterling Charter High School's mission, the school's target population will be made up of students who are disadvantaged and at-risk of academic failure due to academic, social, or economic factors. We will also work with youth referred to Sterling because of school expulsions and will target students who are drop-outs, as well as adolescents who are involved in the juvenile justice system.

Our target population also includes students who attend the Rite of Passage Adolescent Treatment Centers and Schools (ROPATCS) residential program. ROPATCS is a Nevada nonprofit corporation that has a network of six group homes in the Sierra Nevada mountains and the Carson Valley, for up to 42 students. Currently, these students are being educated through a charter school operated by the El Dorado County (California) Office of Education (EDCOE). This arrangement has worked well for years. However, as ROPATCS has expanded in recent years by opening additional group homes in Nevada for its youth, a Nevada-based education is needed. Specifically, EDCOE is not able to provide a high school diploma to eligible Nevada students. The members of the Board want to meet the needs of these at-risk youth, therefore, up to 24 students will be targeted for enrollment at Sterling Charter High School. The California students will remain with EDCOE.

**Narrative A.7.3:** Sterling Charter High School will target students who are disadvantaged and at-risk of failure due to academic, social or economic factors; students who have dropped out or have been expelled from nearby schools; and students involved in the juvenile justice system that need extra support and structure to be successful in an academic setting.

Sterling will use the following components of our Program of Instruction to address the needs of its student population, while fulfilling its mission providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within the community.

Targeted Needs	Program of Instruction Components and other Strategies
Poverty - 100% of the students are eligible for free meals	<i>Program of Instruction:</i> Behavioral support including summer mentoring, Service Learning, Career Exploration class, Parent Engagement, Personal Education Plan, Professional Learning Community and staff development  <i>Other Strategies:</i> Bus passes to assist in transportation to/from school
Dropout Rates - Students are chronically truant or have dropped out	<i>Program of Instruction:</i> Credit Recovery, Relationship-Based Culture enhanced through Advisement and Exploratory Hour, Rigorous curriculum, Behavior Support with feedback, Career Exploration, Small Intimate Learning Community, Summer Mentoring, Friday Learning Lab/Exploratory Hour, Culturally Relevant Pedagogy, Orientation Program, Parent Engagement, Personal Education Plan with student-created academic goals
Achievement Gaps - Students are 1 to 2 grade levels behind in credits	<i>Program of Instruction:</i> Rigorous Curriculum, Relationship-Based Culture, Targeted intervention for math and reading ( <i>Read 180</i> and <i>Catch Up Math</i> ), Credit Recovery, Culturally Relevant Pedagogy, Qualified Special Education teacher, Research-Based instructional practices, Student assistance in morning, after-school tutoring and Friday Learning Lab, Assessment programs including Quarterly Assessments, Formative Assessments and detailed feedback, Personal Education Plan with student-created academic goals, Time scheduled for Professional Learning Communities (PLC)
Language - 57% of the ROPATCS targeted students are Hispanic	<i>Program of Instruction:</i> Rigorous Curriculum, S IOP instructional program, Culturally Relevant Pedagogy, Bilingual staff, Parent Engagement, Research-Based instructional practices, Staff Training and Professional Development, Assessment programs (MAP) including Quarterly Assessments, Formative Assessments and detailed feedback
High-Risk Behavior - Students are high-risk based on a validated risk assessment tool (PACT)	<i>Program of Instruction:</i> Behavioral Support with feedback from Behavioral Mentors, Risk Assessments (including PACT), Cognitive-Based curriculum (Aggression Replacement Training), PBIS, Staff Training and Professional Development, and Personal Education Plan with student-created behavioral goals

**Narrative A.7.5:** With over 25 years of experience serving at-risk populations, Rite of Passage, our EMO, has demonstrated success in helping at-risk youth overcome challenges and achieve academically. Rite of Passage will replicate this success at Sterling through extensive staff development, school-wide interventions, socio-emotional skill development, and strong, sustained relationships between students, faculty and parents.

The school and student performance goals include (see also Section A.2) student RIT gains, student performance, meeting re-enrollment projections and parent satisfaction. Sterling has established multiple methods for monitoring and documenting student success, including:

- Database (PowerSchool) to provide individual or aggregate assessment data to analyze student growth and performance
- A Continuous Quality Improvement (CQI) evaluation process during which professionals from other Rite of Passage schools visit Sterling to observe practices, audit records, and provide qualitative feedback on program effectiveness
- Tracking of Key Performance Indicators (KPIs) that serve as data for tracking student performance at the local site and at the Rite of Passage central offices
- A Professional Learning Culture (PLC) in which teachers and administrators analyze student performance data regularly to ascertain who is learning, who is not learning and what can be done to help those students who are struggling
- Quarterly assessments and weekly informal classroom assessments that immediately identify students who are underperforming and enable teachers to begin interventions with urgency
- Quarterly reports documenting student performance presented to the school board by the School Director
- Annual Survey documenting satisfaction of the school

**Narrative A.7.6:** All students admitted into the ROPATCS residential program shall be immediately and simultaneously enrolled at Sterling Charter High School's northern campus. Admissions staff from



ROPATCS will ensure school information is forwarded to Sterling, including transcripts and IEPs (as applicable). The Sterling staff will utilize PowerSchool to input student information and create a student academic file.

**Eligibility:** Sterling Charter High School bases eligibility on ROPATCS' admission criteria. ROPATCS admits students who are between 13 and 17 and are struggling with disruptive behavior disorders, complicated many times by co-occurring substance abuse issues and family dysfunction.

Referrals to the program are assessed on their risk and their ability to respond positively to the treatment offered by ROPATCS. The following is a list of exclusionary criteria that will be considered during the referral process:

- A youth who presents developmental problems that prevents him from benefiting from Cognitive Based treatment. Those students being referred with less than a measured Intelligence or Ability Quotient below 85 and above 70 may be subjected to further assessment prior to an admissions decision being made, and if accepted, may need to be placed on a modified treatment program where the cognitive intervention is geared to their ability level.
- Youth who present with active psychosis.
- Youth who have been identified as pathological fire setters.
- Medical conditions that compromise the program or the staff's ability to manage the student.
- Youth presenting with a history of sex offending.

In addition to the above, any youth referred that presents with the following will also be closely reviewed:

- A significant history of homicidal and/or suicidal ideation or attempts.
- A history of multiple runaways or runaway attempts from previous treatment facilities.

## A.8 SPECIAL STUDENT POPULATIONS

**Narrative A.8.1:** Sterling shall adhere to and implement services for special student populations in conformance with all federal, state, and local laws, including but not limited to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, Bulletin 1706, and other relevant regulations/legislation. The initial evaluation shall consist of procedures to determine the education needs of each student. Identification and screening procedures include:

- An academic interview with the students to assess needs.
- An evaluation of students' previous school records (if applicable) to determine current cognitive level. A request for a student's comprehensive academic history by the School Registrar will determine if a student has a current IEP and appropriate services will be provided. For students exhibiting low cognitive skills, Sterling will conduct a pre-assessment upon academy entry with teacher observations and teacher-created tests to determine if special education services are needed.
- Using a variety of assessment tools and strategies to gather relevant functional and development information, including information provided by the parent that may assist in determining whether the student is a student with a disability, gifted and talented, an English Language Learner and the content of the student's IEP.
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Assessment tools and strategies provide relevant information that directly assists teachers and staff in determining the educational needs of the student.

With Sterling's objective to treat the whole child, a Personal Education Plan (PEP) will be created based on each youth's unique needs. Separate from an IEP, this document will provide goals and objectives for each student to strive toward.

**Narrative A.8.2:** Sterling Charter High School will utilize a three-tiered Response to Intervention (RtI) Model. The RtI model provides students the opportunity to make significant progress whether they are at-risk for failure or are not meeting their full potential in math, reading, behavior, etc. All students will be placed on a tier based on math, reading and behavior. Teachers will know the tier of all their students and document lesson plans accordingly.

Tier 1 will be a school-wide initiative that will utilize all available resources for students in need of academic and/or additional behavioral support. Tier 2 will begin collaboration and consultation from special education staff and support staff to help with small group or individual instruction. Tier 3, with its more individualized and intensive support, services will focus on the individual.

**Narrative A.8.3:** When necessary, Sterling Charter High School's Special Education Teacher will work with a contracted provider for special education services which includes psychological services, speech/language pathologist, occupational/physical therapist and counseling. Rates for related services are based on existing provider information and fee schedules. Taking a conservative approach to the budget, special education revenue was included at 10% of the population. Expenditures are estimated at \$675 a month for the first year.

**Narrative A.8.4:** All special education students will be mainstreamed in to regular content area classrooms, or the "least restrictive" learning environments, and within the Sterling RtI framework, they will receive the support they need to become successful. Sterling will follow the Individuals with Disabilities Education Act (IDEA) service delivery model by utilizing the RtI process as an approach for the identification of students for special education services. The continuum includes utilizing the three-tiered model.

This model will utilize instructional strategies such as universal screening and on-going data analysis to

inform instructional delivery, instructional interventions, as well as collaborative problem-solving among staff to enhance all students' performance. Students will be assessed daily (often informally) to identify whether or not they have achieved the learning objective for the day. Tracking grades weekly also supports the timely identification of students in need of additional support.

Students who have not responded to Tier I interventions, shall progress through the continuum to Tier 2, with a focus on the individual who is not meeting competencies. The Tier 2 system is for students who require additional support to successfully meet grade-level performance and behavioral standards but who do not necessarily qualify for more intensive services. This tier will begin collaboration and consultation from special education staff and support staff (including counselors, psychologists, etc.) to help with small group or individual instruction. Interventions (including small group instruction) may be short-term or may continue for a school year. These interventions will also be assessed daily and weekly to determine effectiveness.

In Tier 3, with its more individualized and intensive support, services will focus on the individual. If the student does not have an IEP, the special education teacher will assess the student for a specific learning disability and placement in the special education program will be determined. The special education teacher may be needed to take Tier 3 students outside the classroom, or the students may be seen in small groups. A meeting with a multi-disciplinary team (teachers, special education, counselor, parents, etc.) may be scheduled to determine future directions and goals. Tier 3 interventions will be provided by the school Administrative Team and/or special education teachers. Interventions may include specially designed instruction and aids/services or behavioral supports. The curriculum may also need to be modified to meet the learning needs of particular Tier 3 students. For gifted and talented students, this tier may involve curricular extensions or post-secondary learning opportunities. For some students, it is important to provide needed supports in a timely fashion rather than delaying access to these supports by making students wait to go through Tier 1 and Tier 2 intervention services. Data gathered during Tier 2 and Tier 3 may be used to indicate the student's areas of deficit and insufficient progress when utilizing research-based interventions.

## **A.9 RECORDS**

**Narrative A.9.1:** Sterling Charter High School will be staffed with a full-time registrar dedicated to compiling and organizing student records. One major goal for the school office is to track and compile all student academic information and assemble a complete and separate record of each student which includes attendance, grades, immunization and other records related to the academic progress of the student and pursuant to NAC 386.360.

The school reporting and attendance software will be PowerSchool. The PowerSchool software maintains information about each student indefinitely; it is never purged when the student graduates from Sterling Charter High School. The governing body of the board will ensure that records are maintained at the school and in a location that is safe, secure and affords reasonable protection from fire, misuse and access by unauthorized persons. Additionally, all school and student information needs for long-term storage is forwarded to the Educational Management Organization (EMO) Rite of Passage, Inc. for storage at its facility in Minden, Nevada. At this long-term storage facility, records will be safe and secure.

Sterling Charter High School will also ensure that should the charter close, the permanent record of each student will be forwarded to the office of pupil records of the school district in which the student resides. Additionally, if the student graduates or withdraws from Sterling Charter High School, the school shall forward the permanent record of the student to the office of pupil records of the school district in which the student resides.

## **B.1 GOVERNING BODY**

**Narrative B.1.4:** Pursuant to NRS 386.520, Sterling Charter High School Board is compliant with the membership requirements related to diversity as stated therein. Sterling Charter High School's Governing Body consists of the six Board members. This board is made up of a cross-section of community members, and business leaders with significant input from educational professionals.

The Board shall have a Membership Subcommittee who will recruit future members of the Governing Board. New members will be recruited and selected for their skills, which will round out the resources and knowledge and further aid Sterling in fulfilling its mission and vision. Parents, Educators, business and financial professionals and community stakeholders will be ideal candidates to contribute to the school's goals, growth and objectives. To increase the outcomes proposed in this application, Sterling Charter High School will solicit parent involvement and participation with the Board.

In an effort to always plan for succession, the Sterling Charter High School Board is creating a plan to recruit committee members from the community to lend their expertise and time to activities at the charter school or to support the Board in areas within their field. These are not considered "ex-officio" members, however, they do not have voting rights unless they are presented to the Board for consideration of filling a vacancy and are affirmatively voted into such position as the Bylaws state.

The financial institution the school will use is dependent upon the services being provided being for the best interest of the charter school and accessible to staff; however institutions within Nevada will be given priority when selecting.

## **B.2 COMPOSITION OF THE COMMITTEE TO FORM THE SCHOOL**

**Narrative B.2.1:** One member of the Committee to Form the charter school has an association or affiliation with other charter schools in this state. Specifically:

- (a) Mr. Michael Reynolds has had a prior affiliation with a charter school.
- (b) The name of the Charter school is: E-Techs Charter High School in Sparks, Nevada.
- (c) The dates were from July 1, 2011 until September 28, 2011.
- (d) Michael Reynolds is no longer associated with this charter school.
- (e) The charter school closed because of lack of enrollment.
- (f) Mr. Reynolds served as an Assistant Principal, Ad Hoc Board member and as a Teacher.

## **B.3 MANAGEMENT & OPERATION**

**Narrative B.3.1:** Sterling Charter High School is structured with the Governing Body providing oversight, planning, direction and overall governance to the school's management team and staff. The administrators, Teachers and staff will all be employees of the Educational Management Organization (EMO). This includes the School Director, who will manage the day-to-day operations of the school and will supervise staff. Rite of Passage, our EMO, in collaboration with the School Director, will provide comprehensive educational, professional, administrative and advisory services including budgeting, financial management, legal compliance and any special staffing needs.

**Narrative B.3.2:** The section provides the roles and responsibilities of key administrators that include the School Director, Director of Education, and Curriculum Director. Each of these positions is existing positions within the EMO. The cost of these positions is not found in the small operating budget; however, the time has been allocated to successfully manage and operate Sterling Charter High School.

*School Director:* The School Director is responsible for managing the day-to-day operations of the school including implementing the policies, regulations, and procedures to ensure that all students receive the approved curricula in a safe learning environment, while meeting the mission of the school. The School Director:

1. Develops, implements, manages and modifies the education program, ensuring compliance with state standards, school accreditation, and school objectives.
2. Is responsible for the School's operations, policies and procedures; safety, health and welfare as it relates to the staff and students; overseeing delivery of the educational services; ensuring facilities are safe, clean, and well maintained; maintaining and improving athletic programming and recreational/community activities.
3. Manages and oversees school administrative functions including student records/registrar information, program technology management and allocation of school budget.



4. Provides management and leadership knowledge, skills and abilities to the staff including training, employee evaluations and classroom observations, and review of professional goals.
5. Ensures proper staffing levels are maintained and manages selection and staffing, ensuring proper licensing/credentialing of staff, retention initiatives and goals.
6. Maintain safety of school including managing student behavior/processing disciplinary actions.
7. Oversee administration of all state testing, pursuant to NDE testing policies and laws.
8. Oversee Personal Education Plans (PEP) in conjunction with ROPATCS counselors.
9. Ensures compliance with the special education requirements in addition to Individual Education Plan (IEP). Supervises the Special Education Teacher in this process.
10. Coordinate site activities and represent the school in the community; supervise athletic programs/extracurricular activities.

Critical skills and/or experience: The School Director will have at least five years of practical business operations experience as well as a proven track record in school improvement, staff leadership, academic program monitoring, curriculum and instruction in a high school environment.

*Curriculum Director:* The Curriculum Director will support the School Director by assisting in the organization and compliance of the education program. The Curriculum Director will set and enforce rigorous standards for student achievement that are in line with Sterling's goals. This position will also work collaboratively with Teachers in developing and implementing curriculum as well as:

1. Develop a Curriculum, Instruction and Assessment Handbook.
2. Assist in leading Professional Learning Communities ( PLC) and organizing professional development opportunities.
3. Develop and use rubric/qualitative evaluation tool for evaluating curriculum maps and use the tool for providing feedback to Teachers for professional development.

4. Assist in developing criteria for Teacher evaluation and walk-through observation protocols.
5. Analyze and disaggregate assessment data results to ensure students are learning and making progress.
6. Oversee development, implementation, assessment and evaluation of all curricula.

Critical skills and/or experience: The Curriculum Director will have a Master's Degree in Education. A minimum of three years of teaching experience is preferred.

*Director of Education:* This position will work with the School Director in complying with Sterling Charter High School and NDOE policies, procedures, performance standards and reporting requirements. The Director of Education will monitor school effectiveness through Key Performance Indicators and school effectiveness data.

**Narrative B.3.4:** Sterling's administrators, in conjunction with the EMO, shall ensure the charter school is carrying out the provisions specified in the Nevada Revised Statutes. We will ensure Sterling follows Charter guidelines by drawing upon our current knowledge and the knowledge of our EMO, utilizing existing systems and support structures, and having access and a desire to pursue additional training.

- Knowledge: Through our work with Nevada-based attorneys, teachers and administrators and EMO, Sterling will ensure its administrators and staff are trained in the laws and regulations, know how to maintain a diverse governing body, can avoid conflicts of interest and will continue to work in good faith with the Nevada Department of Education.
- Existing Systems and Support Structures: Our EMO manages or operates nine separate schools. With this experience, Sterling is confident we will maintain accountability and transparency in all operations. With our EMO, we have established policies, systems and procedures to structure and guide school operations. We also have accountability checks and audits to ensure our operations meet (and exceed) standards.

- Ongoing Training: Sterling Charter High School strives to be a “learning organization” and encourages administrators and staff to participate in conferences and technical assistance meetings, to ask for assistance when in doubt, and to foster a Professional Learning Community.

**Narrative B.3.5:** Sterling Charter High School has a dispute resolution provision in its draft service agreement with its EMO (see Attachment B.3.1.3). Should any dispute arise between Sterling Charter High School and the State Public Charter School Authority or its staff, Sterling shall subscribe to the dispute resolution method specified in this section of the application. To summarize this method: Sterling shall submit in writing a statement outlining its complaint and proposed resolution to the Director of the Authority. The Director shall respond within 30 calendar days outlining agreement/disagreement with the complaint and proposed resolution. An alternative may be offered. If Sterling is not satisfied, it may request in writing a review by the President of the Authority. The President will respond within 15 calendar days outlining agreement/disagreement with the complaint. An alternative may be proposed. In the event the complaint remains unresolved, the complaint and the proposed resolution will be submitted to the State Public Charter School Authority at the next meeting for its consideration. Any decision by the Authority is final.

**Narrative B.3.6:** Based on NRS 388.020, Sterling Charter High School shall be considered a high school.

**Narrative B.3.7:** Sterling Charter High School (pursuant to NRS 386.580) will enroll all eligible pupils on a first come first serve basis who submit a timely application. Should the number of eligible applicants exceed the school or program capacity, then enrollment of students (who are in excess of the capacity) shall be determined by a lottery system. Students who are in excess of the capacity shall be placed on a waiting list. When a vacancy is created, a lottery is conducted to choose from the students on the wait list.

In addition, Sterling will enroll students for the fall semester (year 2) from our existing roster beginning on the Tuesday after President’s Day. Packets are generally sent home the previous Friday. Parents of existing students have until March 1<sup>st</sup> to register, at which time open registration begins. Sterling Charter

High School shall give enrollment preference to students previously admitted, siblings of pupils already enrolled, at-risk pupils, and to those who reside within two miles of Sterling Charter High School, as it is considered an area with a high-percentage of at-risk students.

**Narrative B.3.8:** The application was assisted by a team within the EMO including Suzanne Schulze and Lisa Broman. Ms. Schulze, Director of Research and Development, has been affiliated with Rite of Passage since 1995 and Ms. Broman, Curriculum Director, has been affiliated since 2006. The business address is 2560 Business Parkway, Suite A, Minden, Nevada, 89423. A full resume of each is provided in Attachment B.3.3, which includes the organizational chart. Ms. Schulze and Ms. Broman are affiliated with the following nine schools operated or managed by the EMO (Rite of Passage):

- Lookout Academy: 2901 Ford Street, Golden, Colorado 80401
- Rite of Passage Charter High School (Silver State Academy): 1000 Rosaschi Road, Yerington, Nevada 89447
- Rite of Passage Charter High School (Qualifying House): 2560 Business Pkwy, Suite B, Minden, Nevada 89423
- Rite of Passage Charter High School (Sierra Ridge Academy): 10400 Fricot City Road, San Andreas, California 95249
- Canyon State Academy: 20061 E. Rittenhouse Road, Queen Creek, Arizona 85142
- Sycamore Canyon Academy: 36895 South Mt. Lemmon Road, Oracle, Arizona 85623
- Prestige Day School: 20061 E. Rittenhouse Road, Queen Creek, Arizona 85142
- Silver Oak Academy: 999 Crouse Mill Road, PO Box 250, Keymar, Maryland 21757
- Crescent Leadership Academy: 4300 Almonaster Ave., New Orleans, Louisiana 70126

**Narrative B.3.9:** The school will limit enrollment during the first year to 24 students. We anticipate approximately an even distribution between grades and a student to teacher ratio of not more than 1:25.

### **B.3.1 EMO, CMO OR OTHER EDUCATION SERVICE PROVIDERS**

**Narrative B.3.1.1:** Sterling Leadership Academy recognizes that new charter schools have considerable start-up responsibilities as well as substantial day-to-day education and operational tasks. As volunteers and visionaries, the Board's true interest lies in creating the mission of Sterling and involving itself in policy decisions, providing certain approvals (curriculum, et c.) and review of academic achievement. Without the staffing or start-up capital, the Board sought an Educational Management Organization (EMO) with a proven track record to realize its vision. Rite of Passage, Inc. was chosen in particular because of their expertise and operations of multiple education campuses in Arizona, California, Colorado, Nevada, Maryland and Louisiana. These schools are licensed and accredited as a Charter School, Private School, Private Day School, Non-Public School and a Voucher School. These schools also serve disadvantaged and at-risk youth, similar to Sterling's target population. Rite of Passage also has a compatible mission with Sterling and an emphasis on Positive Youth Development.

Rite of Passage will provide comprehensive educational, professional, and administrative services to Sterling in order to assist the school with achieving its mission and vision.

*Educational Services:* Rite of Passage will provide the curriculum, instructional services, instructional tools, including educational materials and support with technology, equipment and supplies as well as any other educational services necessary for the provision of teaching and learning at the school. The educational services will be provided in accordance with the educational goals of SLA. Curriculum will be aligned with the Common Core State Standards, and further assistance in the following areas will be provided: method of student instruction and assessment, policies, school calendar, school schedule and students enrolled. Rite of Passage will also maintain accurate financial and student records.

*Professional and Administrative Services:* Rite of Passage will provide personnel management, facility operation and maintenance, business administration, budgeting and financial reporting, technology

support for both hardware and software, technology plan, e-rate filing and compliance, and human resource and public relations support services.

Beginning each school year, Rite of Passage will prepare an annual budget for approval by the Board. Other budget and financial services include detailed statements of all revenues, monthly statement of cash flow, facilitating annual audits, providing financial statements and other reports on the finances of Sterling. Rite of Passage will also develop and set up the human resource policies and systems for recruiting and hiring Teachers, provide leadership skills training for Teachers and Administrators, set up financial systems including policies and procedures, accounting of school assets (A/R, A/P and G/L), payroll processing and year-end audit, and oversee the operations and maintenance of the charter school facility. The administrative professional services will be provided in accordance with the educational program, management agreement and charter.

The EMO will be responsible and accountable to Sterling Charter High School for the provisions of the Educational, Professional, Administrative and Advisory Services as outlined in the Management Agreement. Rite of Passage has extensive experience in collecting, maintaining and reporting school performance data. For example, at Ridge View Academy, a Charter School managed by ROP, school administration must track Key Performance Indicators and report them to Denver Public Schools and the Colorado Department of Youth Corrections. Additionally, Rite of Passage's education programs collect comprehensive assessment data for state departments of education school accountability measures, school accreditation, school board reports, and data driven decisions regarding curricula and instruction.

Rite of Passage will provide to the Board Key Performance Indicator reports (KPI's) each month in the areas of graduation rates, testing scores, student achievement, community service hours, parent involvement, attendance rates and continuous quality improvement scores. In addition, Measures of Academic Progress and RIT gains will be reported to the Board at least twice during the school year. This will ensure the Board is given the information needed to measure and track the school's progress toward

its goals. This data will be evaluated and discussed during the Board's meetings and during annual planning sessions.

Rite of Passage will also be responsible for preparing, at minimum, an annual budget for the Board of Directors approval. Amendments to this budget must be approved by the Board. Budget performance is presented to the Board on a monthly basis, including a comparison of budgeted costs versus actual costs. Any variances are reviewed and explained by Rite of Passage. Corrective action is taken as necessary. A financial audit is completed annually by an independent outside CPA firm who presents the results of said audit to the Board of Directors within a reasonable amount of time after the audit is completed. The CPA firm outlines any issues discovered through the audit process that could impact the operations of the school and/or strengthen internal controls as part of said presentation. Rite of Passage will respond to any recommendations in writing to the Board of Directors.

Rite of Passage's Human Resources reporting systems provide reportable outcomes regarding recruitment, retention, and safety. Their monthly report to the SLA Board will include: Number of staff recruited; annual evaluations and percentage of employees scoring in low, average, above average and excellent ranges; staff retention (turnover) ratios; and staff safety (workers' compensation). This provides the Board the opportunity to focus on employee needs, identify areas for improvement and areas to celebrate, as well as ways to keep staff and students safe during the school day.

There are no known potential conflicts of interest between the committee to form/governing body and proposed EMO or any affiliated business entity.

### **B.3.2 DISTANCE EDUCATION**

Sterling Charter High School will not be a virtual or cyber school that uses distance education as its primary mechanism for delivery of instruction. From time to time, within the school and under the guidance of the teacher, students may enroll in credit recovery courses. This type of education does not meet the definition of distance education (NRS 388.820, 388.823 and 388.826); therefore, Sterling Charter High School is not providing information for this section.



## B.4 STAFFING & HUMAN RESOURCES

**Narrative B.4.1:** Sterling Charter High School will recruit and hire qualified staff to support the students and implement Sterling’s program of instruction. We will seek qualified, experienced staff that also possess a strong shared vision of the mission and philosophy of Sterling. Sterling will select staff that are innovative and have an openness to new ideas and that can provide a nurturing and supportive environment for students and their families. Competitive salaries, benefits, administrative support with appreciation and awards are all strategies to retain the staff.

Our staffing plan begins with the two budgeted Teacher positions, with a part-time Teacher added the second year. Through the EMO, we have identified leadership, curriculum specialists, behavioral and administrative support staff which will provide a quality school, aligned with our program of instruction. The first year’s enrollment is 24 students with an increase in year two to 30 students, then capping at 60 students in subsequent years. The staffing will keep pace with these enrollment increases to ensure a consistent ratio and support necessary for sound operations and successful implementation of the school’s educational program.

	Year 1	Year 2
<b>Total Enrollment</b>	<b>24</b>	<b>30</b>
<b>Position</b>		
Teachers	2	2.3
Behavioral Mentors*	1	1
<b>Instructional FTEs</b>	<b>3</b>	<b>3.3</b>
School Director*	.5	1
<b>Non-Instructional FTEs</b>	<b>.5</b>	<b>1</b>
<b>Calculated Ratios:</b>		
Student: Teacher	24/2 = 12	30/2.3 = 13
Student: Instructor	24/3 = 8	30/3.3 = 9
Student: Instructor for Advisement**	24/3 = 8	30/4 = 7.5

\* Provided through EMO

\*\* Advisement calculation includes partial of the School Director’s time in second year

The staffing pattern includes a unique position – a Behavioral Mentor – who will provide assistance and supervision, mentoring and instruction to ensure pro-social culture at school. This is a non-certificated

personnel and is not providing direct classroom instruction to the students. This staff member will be hired based on their capabilities and experience providing mentoring and guidance to at-risk student populations. The Behavioral Mentor will help facilitate a positive learning environment as well as address the needs of the whole child by supporting appropriate behavior and decisions that will lead to success in school, within their lives and within their community.

**Narrative B.4.2:** Sterling Charter High School Teachers will each have an Employment Agreement that outlines their professional duties and responsibilities, as well as the policies of their employer. During the month of June, each Teacher will individually meet with the school's Administrator to discuss that Teacher's annual performance. Based on a minimum of a "satisfactory" performance evaluation, the Teacher is offered an Agreement for the term of July 1 through June 30<sup>th</sup>. The Teachers shall be employees of the EMO with established benefits, salary structure, schedule, etc.

**Narrative B.4.3:** Instructional staff will be hired for the based on specific qualifications:

- Teachers (including Special Education) qualifications include, but are not limited to, a valid Nevada Teaching Certificate, Special Education Endorsement (for Special Education Teachers), and three or more years of teaching desired.
- Behavioral Mentors qualifications include, but are not limited to, Associate's Degree and related experience. A Bachelor's Degree is preferred

**Narrative B.4.4:** The Teacher evaluation procedures are designed to motivate employees to work at their highest capacity, jointly establish job standards and objectives, and progress toward achieving professional development goals. Evaluation procedures are a mechanism to discuss job duties, strong points as well as those which are weak, to give recognition for good work and to provide guidance for improvement. In this way, Sterling Charter High School is aligned with the vision of NRS 391.3125 but does vary slightly in application. At Sterling, initial performance evaluations will be conducted for all newly hired employees three months from the date of employment. This initial evaluation is not tied to

pay increases. Annual Performance evaluations are conducted at least once every year. For the Teachers, this occurs in June. Pay increases are based on the results of the annual evaluation. For an “exceptional” rating the increase is 6% of salary; for an “outstanding” rating the increase is 4%; and for “satisfactory” rating the increase is 2%. For “marginal” or “unsatisfactory” ratings, employees are placed on 90-day development plans which are developed to guide and improve performance. The evaluation procedures are a formalized process with established procedures and forms, which will be signed by the employee, the supervisor, and the Human Resources representative.

**Narrative B.4.5:** The likely candidate for the School Director position is Peter Woods. Mr. Woods’ address is 2560 Business Parkway, Suite B, Minden, Nevada 89423 and his telephone number is 775.267.9411. Mr. Woods has nearly seven years of experience working with the El Dorado County (California) Office of Education teachers and manages all program operations within a series of six group homes.

**Narrative B.4.6:** The School Director position is described Narrative B.3.2. The School Director will not be required to have a public school administrator’s license, but shall be qualified to administer state mandated tests. The School Director shall report to the Chief Operating Officer, Lawrence Howell. Mr. Howell’s experience in youth services spans over two decades, including positions in youth services providing direct services, program supervision, administration, and board representation. He earned a Bachelor’s Degree in Sociology from the University of California at Davis. Mr. Howell holds Certificates in Human Resources, Public Management, and Mediation from the University of Nevada, Reno. He is a member of the Clark County Juvenile Detention Alternatives Initiatives Committee, and sits on the Nevada Supreme Court’s Commission on Statewide Juvenile Justice Reform. He is also a former Douglas County Planning Commissioner.

**Narrative B.4.7:** Should Mr. Woods not fulfill to position of School Director, recruitment efforts for a part-time School Director will begin in March of 2013. Because this is a key position, our EMO may recruit within its own schools, utilize its existing relationship with an executive search firm or look for

retired Teachers or Administrators in the local area. Other recruitment strategies include on-line job boards and networking with the Governing Board and the EMO's professional educators to find qualified candidates. The School Director will be selected after an extensive interview process.

**Narrative B.4.8:** Beginning in May, the EMO's Human Resource Department will begin placing employment advertisements to locate teaching staff. Job openings will be posted at current ROP schools (Rite of Passage employs over 1,000 teachers and staff) and in local newspapers and on-line job boards. Additionally, networking and developing professional relationships with Principals from schools in the area will be encouraged and will provide assistance with recruiting qualified staff. Qualified candidates will be hired based on a formalized interview process with the School Director. The process will include a review of a candidate's education, experience, references as well as meeting requirements (such as Special Education Endorsement) of the position.

**Narrative B.4.9:** While the licensed Teachers are not known at this time, members of the EMO are including the Chief Operating Officer (Lawrence Howell) and the School Director (Peter Woods).

## C.1 BUDGET

**Narrative C.1.4:** Sterling Charter High School will use the Nevada Chart of Accounts specified on the Nevada Department of Education website and provided in the application.

**Narrative C.1.6:** Sterling Charter High School has developed contingency plans in the event of cash flow challenges, budget shortfalls, lower than expected student enrollment and other financial challenges in the early years of operation. Essentially, our contingency plan starts with being fiscally conservative by establishing reserves, carefully managing to the budget, and devising methods of increasing revenue as well as decreasing costs should that be required. This is one of the reasons Sterling is utilizing an experienced EMO.

### *Increasing Revenue:*

- Increasing student enrollment. Using the existing staff and the EMO, under this scenario, Sterling will focus on additional recruitment efforts to increase student enrollment including a review of our recruitment/marketing strategy to optimize additional enrollment.
- Securing loans from the bank or from the Educational Management Organization. Such a loan will be needed to help start-up expenses for Sterling's southern Nevada campus.
- Applying for grants and additional funding opportunities including e-rate, Title I funding, School Lunch and Breakfast Program or other grant funding for charter schools including i3 Validation Project (southern Nevada), The Broad Foundation (once student achievement data is obtainable), Computers for Learning grant (northern Nevada) and the Barbara Bush Foundation for Family Literacy.
- Fundraising to provide funding for extra-curricular student activities or events

### *Decreasing Expenses:*

- Monthly financial meetings are scheduled to review financial performance. Should there be a need to decrease budget expenses, the budgets will be adjusted to guide decisions.

- Renegotiating leases or contracts may be required to decrease expenditures, and secure better rates/or better economies of scale on purchases and supplies.
- Continually analyze different vendors and methods to meet school needs. (e.g., Craig's list for furniture, etc.)

## **C.2 FINANCIAL MANAGEMENT**

**Narrative C.2.1:** Financial Management of the school will include the School Director, who will provide proper management and allocations of the school budget as it relates to staffing, logistics, academics, supplies, etc. The EMO will be responsible for handling the school's financial liability which includes ensuring any remaining money is returned to the appropriate funding sources, such as state and local authorities. The contact person shall be Carolyn Jenkins-Bower, the EMO's Chief Financial Officer.

**Narrative C.2.2:** In the unlikely event Sterling Charter High School closes or fails, it shall follow the procedures provided by the Nevada Administrative Code.

Notification: Sterling shall provide written notice (not less than 30 days before closure) to the following:

- Department of Education, the school sponsor and the employees citing the reason and the date of closure, the date the governing body reached this decision, and the name/contact information of the Administrator who will act as a trustee
- Parents of each pupil outlining transfer information and how records will be transferred
- Trustees of the school district notifying them they may receive pupils for enrollment upon closure

Property: Within 30 days before closure, Sterling shall submit records regarding indebtedness and property. Sterling shall also ensure property and equipment purchased through charter funds shall be transferred to the Department of Education for appropriate accounting and disposition.

Records: The Governing Body shall, for each pupil enrolled in the charter school, forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides

Accounting: Sterling shall comply with the financial and accounting requirements set forth in NAC 386.335 which includes returning any remaining restricted assets to their source, creating current/projected payroll commitments, ensuring outstanding obligations are settled, ensuring (not later than 6 months after closure) an independent audit is conducted, and providing notification of outstanding liabilities owed to the Department or Sponsor.

**Narrative C.2.3:** Sterling Charter High School will use Kohn Colodny, LLP as its auditing firm. The address is 3352 Goni Road, Suite 162, Carson City, NV 89706.

**Narrative C.2.4:** Sterling Charter High School will use Bank of America, with the local branch in Minden, Nevada. The address is 1646 US 395, Minden, Nevada 89423.

**Narrative C.2.5:** No fees, charges and/or deposits will be required for materials or equipment.

**Narrative C.2.6:** Carolyn Jenkins-Bower will be the person designated to draw all orders for the payment of money belonging to Sterling Charter High School. Ms. Jenkins-Bower is the Chief Financial Officer of Rite of Passage responsible for overseeing the financial operations of Rite of Passage as well as the Management Information System, Purchasing and Human Resources. Ms. Jenkins-Bower holds an MBA and has 25 years of experience in finance including education, human services, banking, manufacturing and hospitals. Her contact information is: 2560 Business Parkway, Suite A, Minden, Nevada 89423. She may be reached at 775.267.9411 (phone); 775.267.9420 (fax) or at [cjbower@rop.com](mailto:cjbower@rop.com).

**Narrative C.2.7:** The minimum number of enrolled students necessary for financial viability of the school is 24 for the first year.



## **C.3 FACILITIES**

**Narrative C.3.1:** (a) Sterling Charter High School's northern Nevada campus will be located at 2560 Business Parkway, Minden, Nevada 89423.

(b) Sterling Charter High School will occupy a new existing school that has recently been renovated, expanded and updated for additional students. It is our intention that this Nevada charter school will provide services to Nevada youth who are residents of the Rite of Passage Adolescent Treatment Centers and Schools (ROPATCS) residential program and to other community youth. Within this building is also a California charter school operated by the El Dorado Office of Education. California students will continue to attend this school in separate classrooms.

(c) See Attachment **C.3.2** for the floor plan of the school.

(d) The name and address of the owner of the facility is: Palisades, LLP, 990 North Sierra Street, Reno, Nevada 89503.

(e) See Attachment **C.3.2** for a draft copy of the proposed lease agreement.

(f) See Attachment **C.3.2** for a Certificate of Occupancy.

(g) See Attachment **C.3.2** for required Insurance documentation.

In addition to the attachments, above Sterling Charter High School is providing:

- Inspection documents as Attachment **C.3.3**
- OSHA documents as Attachment **C.3.4**

## **C.4 TRANSPORTATION, HEALTH SERVICES AND EMERGENCY SERVICES**

**Narrative C.4.1:** Sterling Charter High School will not provide transportation for its students. However, we anticipate most of the students will be part of the ROPATCS residential program, with transportation provided by ROPATCS staff from the group homes to the school in passenger vans. For those students who are not in the ROPATCS residential program, Sterling Charter High School will work with parents and the students to discuss transportation options which may include Douglas County Rural Transit (DART).

**Narrative C.4.2:** Sterling Charter High School will employ staff certified in CPR and First/Aid. Any further care will be done through referrals to medical providers.

**Narrative C.4.3:** All students enrolled at Sterling Charter High School, with the exception of those listed in subsections 1 and 5 of NRS 392.435, will be required to submit documentation of required immunizations. If a student does not have documentation at the time of enrollment, the student will have up to 90 days to bring in a certificate from a licensed physician or local health officer indicating all immunizations are up to date. Proof of immunization will be kept in each student's academic record. By December 31st of each year, Sterling Charter High School shall submit a form to the Health Division of the Department of Health and Human Services indicating the number of students who have the completed immunizations required by NRS 392.435.

## ATTACHMENT A.3.2: CURRICULUM AND INSTRUCTION

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 1	English II	English III	English IV
Earth Science	Biology	Chemistry	CTE
Algebra I	Geometry	Algebra II	Pre-Calculus
American History	American Government and Economics	World History and Geography	Elective
PE I	PE II	Elective	Elective
Computers (0.5)/Health (0.5)	Elective	Elective	Elective

## **ATTACHMENT A.3.11: CURRICULUM AND INSTRUCTION**

### **Grade 9**

Pearson Mathematics Common Core Edition: Algebra I. New York: Pearson Education Inc. 2012.  
Prentice Hall Literature Common Core Edition: Grade 9. New York: Pearson Education Inc. 2012.  
Prentice Hall United States History. New York: Pearson Education Inc. 2012.  
Prentice Hall Earth Science. New York: Pearson Education Inc. 2009.

### **Grade 10**

Pearson Mathematics Common Core Edition: Geometry. New York: Pearson Education Inc. 2012.  
Prentice Hall Literature Common Core Edition: Grade 10. New York: Pearson Education Inc. 2012.  
Civics: Government and Economics in Action. New York: Pearson Education Inc. 2009.  
Miller and Levine Biology. New York: Pearson Education Inc. 2010.

### **Grade 11**

Pearson Mathematics Common Core Edition: Algebra II. New York: Pearson Education Inc. 2012.  
Prentice Hall Literature Common Core Edition: Grade 11. New York: Pearson Education Inc. 2012.  
Prentice Hall World History. New York: Pearson Education Inc. 2012.  
Pearson Chemistry. New York: Pearson Education Inc. 2012.

### **Grade 12**

Pearson Mathematics Common Core Edition: Algebra II. New York: Pearson Education Inc. 2012.  
Prentice Hall Literature Common Core Edition: Grade 12. New York: Pearson Education Inc. 2012.

## ATTACHMENT A.3.2: CURRICULUM AND INSTRUCTION

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 1	English II	English III	English IV
Earth Science	Biology	Chemistry	CTE
Algebra I	Geometry	Algebra II	Pre-Calculus
American History	American Government and Economics	World History and Geography	Elective
PE I	PE II	Elective	Elective
Computers (0.5)/Health (0.5)	Elective	Elective	Elective

## ATTACHMENT A.3.3: CURRICULUM AND INSTRUCTION

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### ENGLISH

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#### *Comp and Lit I*

##### **1 English Credit, Grade 9**

Emphasizes writing skills, literature, and vocabulary. Students practice skills in organizing and developing narrative, multi-paragraph essay writing, literary reviews and research papers.

#### *Comp and Lit II*

##### **1 English Credit (Comp and Lit I Prerequisite Required), Grade 10**

Students are introduced to and use literary models to practice effective writing for a variety of purposes emphasizing the writing process, research, critical and creative thinking.

#### *Comp and Lit III*

##### **1 English Credit (Comp and Lit I-II Prerequisite Required), Grade 11**

Integrates the modes of expository essay writing with themes of American literature. Emphasis on research skills, language skill development, and multi-paragraph essay writing including literary analysis.

#### *Comp and Lit IV*

##### **1 English Credit (Comp and Lit I-III Prerequisite Required), Grade 12**

Year-long course that integrates writing for a variety of purposes and audiences. Writing focuses on “real world” skills, including expository, communication, and research and analysis modes using universal themes in fiction, non-fiction, poetry, drama, and seminal text selections.

#### *READ 180*

##### **1 Elective English Credit**

Assists students in developing and acquiring grade level academic and everyday reading skills. Mainstream and ELD students will have opportunities to read high-interest literature and informational books, receive guided small-group instruction in literacy skills and practice individual skills through computer-based activities.

#### *ELD Core Class*

##### **1 Elective English Credit**

Assists students in developing a foundation for acquiring academic and everyday skills in the English language. Students practice speaking, writing, reading, and listening to English. Projects and assignments embed relevant, culturally responsive activities to help students learn English skills. The curriculum is aligned with the 9<sup>th</sup> and 10<sup>th</sup> grade Common Core English standards, and assignments are adapted using the English Language Learner Proficiency Standards.

### ***ELD Elective Writing Workshop***

#### **1 English Elective Credit**

Writing intensive course where students use the literature and content area concepts to complete writing projects including letters, essays, and a final children's pop-up book they will present to younger audiences. All texts used will be tied to information and projects in content area classes to emphasize a thematic approach to learning.

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## SOCIAL STUDIES

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### ***American History I***

#### **1/2 Social Studies Credit, Grade 9**

Examines the history of the United States beginning with Pre-Columbian Native cultures of the North American continent through the post-Civil War and westward expansion eras.

### ***American History II***

#### **1/2 Social Studies Credit (American History I Prerequisite Required), Grade 9**

Examines the history of the United States beginning with how industrialization transformed America during the 19th and early 20th centuries through contemporary issues.

### ***American Government and Economics I***

#### **1/2 Social Studies Credit (American History I-II Prerequisite Required), Grade 10**

Examines the rights and responsibilities of American citizenship and the U.S. Constitution as the rule of law. The political process is studied in depth as is the U.S. economy, including its influence on political opinions and beliefs.

### ***American Government and Economics II***

#### **1/2 Social Studies Credit (American History I-II Prerequisite Required), Grade 10**

This course examines the fundamentals of government and economics on the national, state, and local levels. It then provides a global perspective on the subjects, examining how economics, politics and governance in other parts of the world affect the U.S.

### ***World History/Geography I***

#### **1/2 Social Studies Credit, Grade 11**

Traces the development of civilizations from early prehistoric people to the Renaissance and Reformation and includes the teaching of geographic concepts.

### ***World History/Geography II***

#### **1/2 Social Studies Credit (World History/Geography I Prerequisite Required), Grade 11**

Traces the development of civilizations from the Exploration to the present and includes the teaching of geographic concepts.

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## MATHEMATICS

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### *Catch Up Math*

#### **1 Elective Math Credit**

Students work on Catch Up Math, an evidence-based online math review, remediation, and intervention curriculum. Students work on online tutorials, quizzes, written assignments, games and guided practice problems to strengthen, assess, and measure math skills. Course is for those who need additional help in their math course, or who are having difficulty passing AIMS.

### *Algebra I*

#### **1 Math Credit**

Students learn skills, strategies and vocabulary involved in algebraic problem solving, discrete math, functions and relationships, algebraic representations, data analysis and analysis of change.

### *Geometry*

#### **1 Math Credit (Algebra I Prerequisite Required)**

Students learn vocabulary and notation of geometry, inductive and deductive reasoning, measurement, coordinate geometry, problem solving and applications of geometric theorems, properties and proofs as well as algorithmic thinking.

### *Algebra II*

#### **1 Math Credit (Algebra I and Geometry Prerequisite Required)**

Extends and applies concepts of Algebra I and Geometry and includes linear and quadratic functions, complex numbers, linear systems, powers, roots and radicals, exponential functions, probability, matrices and summary statistics.

### *Pre-Calculus*

#### **1 Math Credit (Algebra I, Geometry, and Algebra II Prerequisite Required)**

Covers topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.

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## SCIENCE

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### *Earth Science*

#### **1 Science Credit, Grade 9**

Earth and Space Science is a lab course exploring forces and processes that operate in the universe, focusing on astronomy, geology, hydrology, meteorology, and environmental issues.

### *Biology*

#### **1 Science Credit (Earth Science Prerequisite Required), Grade 10**

Areas of focus are cell structure, function and processes, genetics, classification, microbiology, plants, animals, human systems, ecology, and includes human reproduction and evolution.



***Chemistry***

**1 Science Credit (Earth Science and Biology Prerequisite Required), Grade 11**

The study of atoms, atomic energy, the formation of molecules, the mathematics of chemistry, and related experimental work, including correct laboratory procedures and techniques.

\*Specific, measurable objectives are provided in Attachment A.3.4 on the Nevada State Standards alignment charts.

## ATTACHMENT A.3.4: CURRICULUM AND INSTRUCTION

### Standards Alignment Chart: English Language Arts

Course	Grade Level Course Offered	Course Description	Nevada State Standards and Benchmarks
Comp and Lit I	9	Emphasizes writing skills, literature, and vocabulary. Students practice skills in organizing and developing narrative, multi-paragraph essay writing, literary reviews and research papers.	<p><b><u>Reading Standards for Literature</u></b></p> <p><b>Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s</li> </ol>

			<p>Landscape with the Fall of Icarus).</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Reading Standards for Informational Texts</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining</p>
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			<p>which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Writing Standards</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
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			<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> </ul>
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			<p>in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse</p>
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			<p>media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3.)</p> <p><b><u>Language Standards</u></b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul> <p><b>Knowledge of Language</b></p> <p>3. Apply knowledge of language to understand how language</p>
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			<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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<p><b>Comp and Lit II</b></p>	<p>10</p>	<p>Students are introduced to and use literary models and information text to practice effective writing for a variety of purposes emphasizing the writing process, research, critical and creative thinking.</p>	<p><b><u>Reading Standards for Literature</u></b></p> <p><b>Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</li> <li>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</li> </ol> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band</li> </ol>
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			<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Reading Standards for Informational Texts</u></b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and</li> </ol>
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			<p>concepts.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Writing Standards</b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient</li> </ul>
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			<p>facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in</p>
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			<p>standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p><b>Range of Writing</b></p>
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			<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are</p>
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			<p>appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3.)</p> <p><b><u>Language Standards</u></b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</li> </ul> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul> <p><b>Knowledge of Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph,</li> </ul>
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			<p>or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Comp and Lit III</b>	11	Integrates the modes of expository essay writing with themes of American literature. Emphasis on research skills, language skill development, and multi-paragraph essay writing including literary analysis.	<p><b><u>Reading Standards for Literature</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and</p>

			<p>developed).</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Reading Standards for Informational Texts</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact</p>
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			<p>and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
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			<p><b><u>Writing Standards</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the</li> </ul>
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			<p>relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing</p>
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			<p>what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 11.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</p>
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			<p>day or two) for a range of tasks, purposes, and audiences.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and</p>
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			<p>the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards 1 and 3 for specific expectations.)</p> <p><b><u>Language Standards</u></b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> <p><b>Knowledge of Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
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			<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<b>Comp and Lit IV</b>	12	Year-long course that integrates writing for a variety of purposes and audiences. Writing focuses on “real world” skills, including expository, communication, and research and analysis modes using universal themes in fiction, non-fiction, poetry, drama, and seminal text selections.	<p><b><u>Reading Standards for Literature</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>

			<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grade 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Reading Standards for Informational Texts</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an</p>
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			<p>objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Craft and Structure</b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 12, read and comprehend literary nonfiction in the grade 12–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Writing Standards</u></b></p>
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			<p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> </ul>
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			<p>for conventions should demonstrate command of Language standards 1–3 up to and including grade 12.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grade 12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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			<p><b><u>Speaking and Listening Standards</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to</p>
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			<p>purpose, audience, and a range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 12 Language standards 1 and 3 for specific expectations.)</p> <p><b><u>Language Standards</u></b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> <p><b>Knowledge of Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate</p>
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			<p>different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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## Standards Alignment Chart: Mathematics

Course	Grade Level Course Offered	Course Description	Nevada State Standards and Benchmarks
Algebra	9	Students learn skills, strategies and vocabulary involved in algebraic problem solving, discrete math, functions and relationships, algebraic representations, data analysis and analysis of change.	<p><b><u>Number and Quantity: The Real Number System</u></b></p> <p>N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5(1/3)^3</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</p> <p>N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents</p> <p>N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p><b><u>Number and Quantity: Quantities</u></b></p> <p>N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b><u>Algebra: Seeing Structure in Expressions</u></b></p> <p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <p style="padding-left: 20px;">a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <p style="padding-left: 20px;">b. Interpret complicated expressions by viewing one or more of</p>

			<p>their parts as a single entity. For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</p> <p>A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</p> <p>A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ol style="list-style-type: none"> <li>Factor a quadratic expression to reveal the zeros of the function it defines.</li> <li>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</li> <li>Use the properties of exponents to transform expressions for exponential functions. For example the expression <math>1.15t</math> can be rewritten as <math>(1.151/12)^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</li> </ol> <p><b><u>Algebra: Arithmetic with Polynomials and Rational Expressions</u></b></p> <p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p><b><u>Algebra: Creating Equations</u></b></p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p>
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			<p>solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>A.REI.12 Graph the solutions to a linear inequality in two variables as a half- plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p> <p><b><u>Functions: Interpreting Functions</u></b></p> <p>F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p> <p>F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>, <math>f(n+1) = f(n) + f(n-1)</math> for <math>n \geq 1</math>.</p> <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</p>
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			<p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <ul style="list-style-type: none"> <li>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</li> <li>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</li> </ul> <p>F.IF.8 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <ul style="list-style-type: none"> <li>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</li> <li>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</li> </ul> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum</p> <p><b><u>Functions: Building Functions</u></b></p> <p>F.BF.1 Write a function that describes a relationship between two quantities.</p> <ul style="list-style-type: none"> <li>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</li> <li>b. Combine standard function types using arithmetic operations. For</li> </ul>
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			<p>example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p>F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> <p>F.BF.3 Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>kf(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F.BF.4 Find inverse functions.</p> <ol style="list-style-type: none"> <li>Solve an equation of the form <math>f(x) = c</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</li> </ol> <p><b>Functions: Linear, Quadratic, and Exponential Models</b></p> <p>F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ol style="list-style-type: none"> <li>Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</li> <li>Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</li> <li>Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</li> </ol> <p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> <p>F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.</p>
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<b>Geometry</b>	10	Students learn vocabulary and notation of geometry, inductive and deductive reasoning, measurement, coordinate geometry, problem solving and	<p><b>Geometry: Congruence</b></p> <p>G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>G.CO.2 Represent transformations in the plane using, e.g.,</p>



		<p>applications of geometric theorems, properties and proofs as well as algorithmic thinking.</p>	<p>transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> <p>G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p> <p>G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p> <p>G.CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p> <p>G.CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to <math>180^\circ</math>; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>G.CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely,</p>
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			<p>rectangles are parallelograms with congruent diagonals.</p> <p>G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p><b><u>Geometry: Similarity, Right Triangles, and Trigonometry</u></b></p> <p>G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:</p> <ol style="list-style-type: none"> <li>a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</li> <li>b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ol> <p>G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p>G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p> <p>G.SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</p> <p>G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> <p>G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p>G.SRT.7 Explain and use the relationship between the sine and</p>
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			<p>cosine of complementary angles.</p> <p>G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p> <p>G.SRT.9 Derive the formula <math>A = \frac{1}{2} ab \sin(C)</math> for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</p> <p>G.SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.</p> <p>G.SRT.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).</p> <p><b><u>Geometry: Circles</u></b></p> <p>G.C.1 Prove that all circles are similar.</p> <p>G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</p> <p>G.C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>G.C.4 Construct a tangent line from a point outside a given circle to the circle.</p> <p>G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p> <p><b><u>Geometry: Expressing Geometric Patterns with Equations</u></b></p> <p>G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>G.GPE.2 Derive the equation of a parabola given a focus and directrix.</p> <p>G.GPE.4 Use coordinates to prove simple geometric theorems</p>
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			<p>algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point <math>(1, 3)</math> lies on the circle centered at the origin and containing the point <math>(0, 2)</math>.</p> <p>G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p>G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p> <p>G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p> <p><b><u>Geometry: Geometric Measurement and Dimension</u></b></p> <p>G.GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments.</p> <p>G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p>G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p><b><u>Geometry: Modeling with Geometry</u></b></p> <p>G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder)</p> <p>G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot)</p> <p>G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios)</p>
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			<p><b><u>Statistics and Probability: Conditional Probability and the Rules of Probability</u></b></p> <p>S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p>S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p>S.CP.3 Understand the conditional probability of A given B as <math>P(A \text{ and } B)/P(B)</math>, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p>S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p> <p>S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</p> <p>S.CP.6 Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.</p> <p>S.CP.7 Apply the Addition Rule, <math>P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)</math>, and interpret the answer in terms of the model.</p> <p>S.CP.8 Apply the general Multiplication Rule in a uniform probability model, <math>P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)</math>, and</p>
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			interpret the answer in terms of the model. S.CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems.
<b>Algebra II</b>	11	Extends and applies concepts of Algebra I and Geometry and includes linear and quadratic functions, complex numbers, linear systems, powers, roots and radicals, exponential functions, probability, matrices and summary statistics.	<p><b><u>Number and Quantity: The Complex Number System</u></b></p> <p>N.CN.1 Know there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> with <math>a</math> and <math>b</math> real.</p> <p>N.CN.2 Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p>N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.</p> <p>N.CN.8 Extend polynomial identities to the complex numbers. For example, rewrite <math>x^2 + 4</math> as <math>(x + 2i)(x - 2i)</math>.</p> <p>N.CN.9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p><b><u>Algebra: Seeing Structure in Expressions</u></b></p> <p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> <li>Interpret parts of an expression, such as terms, factors, and coefficients.</li> <li>Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</li> </ol> <p>A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</p> <p>A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.</p> <p><b><u>Algebra: Arithmetic with Polynomials and Rational Expressions</u></b></p> <p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition,</p>

			<p>subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>A.APR.2 Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</p> <p>A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</p> <p>A.APR.5 Know and apply the Binomial Theorem for the expansion of <math>(x + y)^n</math> in powers of <math>x</math> and <math>y</math> for a positive integer <math>n</math>, where <math>x</math> and <math>y</math> are any numbers, with coefficients determined for example by Pascal's Triangle. (The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.)</p> <p>A.APR.6 Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, where <math>a(x)</math>, <math>b(x)</math>, <math>q(x)</math>, and <math>r(x)</math> are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>A.APR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p><b><u>Algebra: Creating Equations</u></b></p> <p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as</p>
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			<p>viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law <math>V = IR</math> to highlight resistance <math>R</math>.</p> <p><b><u>Algebra: Reasoning with Equations and Inequalities</u></b></p> <p>A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p><b><u>Functions: Interpreting Functions</u></b></p> <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity</p> <p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function</p> <p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology</p>
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			<p>for more complicated cases.</p> <ul style="list-style-type: none"> <li>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</li> <li>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</li> </ul> <p>F.IF.8 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <ul style="list-style-type: none"> <li>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</li> <li>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</li> </ul> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p><b><u>Functions: Building Functions</u></b></p> <p>F.BF.1 Write a function that describes a relationship between two quantities.</p> <ul style="list-style-type: none"> <li>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</li> </ul> <p>F.BF.3 Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>kf(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using</p>
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			<p>technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F.BF.4 Find inverse functions.</p> <p>a. Solve an equation of the form <math>f(x) = c</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</p> <p><b><u>Functions: Linear, Quadratic, and Exponential Models</u></b></p> <p>F.LE.4 For exponential models, express as a logarithm the solution to <math>abct = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology.</p> <p><b><u>Functions: Trigonometric Functions</u></b></p> <p>F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p>F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p>F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p> <p>F.TF.8 Prove the Pythagorean identity <math>\sin^2(\theta) + \cos^2(\theta) = 1</math> and use it to calculate trigonometric ratios.</p> <p><b><u>Statistics and Probability: Interpreting Categorical and Quantitative Data</u></b></p> <p>S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p> <p><b><u>Statistics and Probability: Making Inferences and Justifying Conclusions</u></b></p> <p>S.IC.1 Understand statistics as a process for making inferences about</p>
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			<p>population parameters based on a random sample from that population.</p> <p>S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</p> <p>S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>S.IC.6 Evaluate reports based on data.</p> <p><b><u>Statistics and Probability: Using Probability to Making Decisions</u></b></p> <p>S.MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).</p> <p>S.MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
<b>Pre-Calculus</b>	12	Covers topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals.	<p><b><u>Number and Quantity: The Complex Number System</u></b></p> <p>N.CN.3 Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.</p> <p>N.CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.</p> <p>N.CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, <math>3(1 - 3i) = 8</math> because</p>

			<p><math>3(1 + 3i)</math> has modulus 2 and argument <math>120^\circ</math>.</p> <p>N.CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.</p> <p><b><u>Number and Quantity: Vector and matrix Quantities</u></b></p> <p>N.VM.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., <math>v</math>, <math> v </math>, <math>\ v\ </math>, <math>\vec{v}</math>).</p> <p>N.VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.</p> <p>N.VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.</p> <p>N.VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.</p> <p>N.VM.4 Add and subtract vectors</p> <ol style="list-style-type: none"> <li>Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.</li> <li>Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</li> <li>Understand vector subtraction <math>v - w</math> as <math>v + (-w)</math>, where <math>-w</math> is the additive inverse of <math>w</math>, with the same magnitude as <math>w</math> and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.</li> </ol> <p>N.VM.5 Multiply a vector by a scalar.</p> <ol style="list-style-type: none"> <li>Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as <math>c(v_x, v_y) = (cv_x, cv_y)</math>.</li> <li>Compute the magnitude of a scalar multiple <math>cv</math> using <math>\ cv\  =  c v\ </math>. Compute the direction of <math>cv</math> knowing that when <math> c v \neq 0</math>, the direction of <math>cv</math> is either along <math>v</math> (for <math>c &gt; 0</math>) or against <math>v</math> (for <math>c &lt; 0</math>).</li> </ol> <p>N.VM.6 Use matrices to represent and manipulate data, e.g., to</p>
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			<p>represent payoffs or incidence relationships in a network.</p> <p>N.VM.7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.</p> <p>N.VM.8 Add, subtract, and multiply matrices of appropriate dimensions.</p> <p>N.VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.</p> <p>N.VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p> <p>N.VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.</p> <p>N.VM.12 Work with <math>2 \times 2</math> matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.</p> <p><b><u>Algebra: Reasoning with Equations and Inequalities</u></b></p> <p>A.REI.8 Represent a system of linear equations as a single matrix equation in a vector variable.</p> <p>A.REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension <math>3 \times 3</math> or greater).</p> <p><b><u>Functions: Interpreting Functions</u></b></p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p><b><u>Functions: Building Functions</u></b></p> <p>F.BF.1 Write a function that describes a relationship between two quantities.</p>
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			<p>c. (+) Compose functions. For example, if <math>T(y)</math> is the temperature in the atmosphere as a function of height, and <math>h(t)</math> is the height of a weather balloon as a function of time, then <math>T(h(t))</math> is the temperature at the location of the weather balloon as a function of time.</p> <p>F.BF.4 Find inverse functions.</p> <p>b. (+) Verify by composition that one function is the inverse of another.</p> <p>c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.</p> <p>d. (+) Produce an invertible function from a non-invertible function by restricting the domain.</p> <p>F.BF.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p><b><u>Functions: Trigonometric Functions</u></b></p> <p>F.TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for <math>t/3</math>, <math>t/4</math> and <math>t/6</math>, and use the unit circle to express the values of sine, cosine, and tangent for <math>t - x</math>, <math>t + x</math>, and <math>2t - x</math> in terms of their values for <math>x</math>, where <math>x</math> is any real number.</p> <p>F.TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p> <p>F.TF.6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p> <p>F.TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context</p> <p>F.TF.9 Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p> <p><b><u>Geometry: Expressing Geometric Properties with Equations</u></b></p> <p>G.GPE.3 Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.</p>
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			<p><b><u>Geometry: Geometric Measurement and Dimension</u></b>  G.GMD.2 Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.</p> <p><b><u>Statistics and Probability: Using Probability to Make Decisions</u></b>  S.MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.  S.MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.  S.MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.  S.MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?  S.MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. <ol style="list-style-type: none"> <li>a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast- food restaurant.</li> <li>b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</li> </ol> </p>
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## Standards Alignment Chart: Science

Course	Grade Level Course Offered	Course Description	Nevada State Standards and Benchmarks
Earth Science	9	Earth and Space Science is a lab course exploring forces and processes that operate in the universe, focusing on astronomy, geology, hydrology, meteorology, and environmental issues.	<p><b><u>Atmospheric Processes and the Water Cycle (Earth and Space Science Unifying Concept A)</u></b>  <b><u>E.12.A Students understand that heat and energy transfer in and out of the atmosphere and influence weather and climate.</u></b>            E.12.A.1 Student’s know the Sun is the major source of Earth’s energy, and provides the energy driving Earth’s weather and climate.            E.12.A.2 Student’s know the composition of Earth’s atmosphere has changed in the past and is changing today.            E.12.A.3 Students understand the role of the atmosphere in Earth’s greenhouse effect.            E.12.A.4 Students know convection and radiation play important roles in moving heat energy in the Earth system.            E.12.A.5 Students know Earth’s rotation affects winds and ocean currents.</p> <p><b><u>Solar System and Universe (Earth and Space Science Unifying Concept B)</u></b>  <b><u>E.12.B Students know scientific theories of origins and evolution of the universe.</u></b>            E.12.B.1 Students know common characteristics of stars.            E.12.B.2 students know stars are powered by nuclear fusion of lighter elements into heavier elements, which results in the release of large amounts of energy.            E.12.B.3 Students know ways in which technology has increased understanding of the universe.            E.12.B.4 Students know the on-going processes involved in star formation and destruction.</p>



			<p>E.12.B.5 Students know scientific evidence suggests that the universe is expanding.</p> <p><b><u>Earth’s Composition and Structure (Earth and Space Science Unifying Concept C)</u></b></p> <p><b><u>E12C Students understand evidence for processes that take place on a geologic time scale.</u></b></p> <p>E.12.C.1 Students know how successive rock strata and fossils can be used to confirm the age, history, and changing life forms of the Earth, including how this evidence is affected by the folding, breaking, and uplifting of layers.</p> <p>E.12.C.2 Students understand the concept of plate tectonics including the evidence that supports it (structural, geophysical and paleontological evidence).</p> <p>E.12.C.3 Students know elements exist in fixed amounts and move through solid earth, oceans, atmosphere and living things as part of biogeochemical cycles.</p> <p>E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and non-renewable resources.</p> <p>E.12.C.5 Students know soils, derived from weathered rocks and decomposed organic material, is found in layers.</p> <p><b><u>Forces and Motion (Physical Science Unifying Concept B)</u></b></p> <p><b><u>P.12.B Students understand the interactions between force and motion.</u></b></p> <p>P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. E/S</p> <p>P.12.B.2 Students know magnetic forces and electric forces can be thought of as different aspects of electromagnetic force. I/S</p> <p>P.12.B.3 Students know the strength of the electric force between two objects increases with charge and decreases with distance. I/S</p>
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			<p>P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance. I/S</p> <p><b><u>Energy (Physical Science Unifying Concept C)</u></b></p> <p><b><u>P.12.Students understand that there are interactions between matter and energy.</u></b></p> <p>P.12.C1. Students know waves (I.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter. E/S</p> <p>P.12.C2. Students know energy forms can be converted. E/S</p> <p>P.12.C6. Students know electricity is transferred from generating sources for consumption and practical uses. I/S</p> <p><b><u>Reading in Science and Technical Subjects</u></b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</li> <li>2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</li> <li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</li> <li>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</li> <li>5. Analyze the structure of the relationships among</li> </ol>
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			<p>concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b><u>Writing Standards for Literacy in Science and Technical Subjects</u></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations</p>
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			<p>of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of</p>
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			<p>the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,</p>
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			<p>avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b><u>Scientific Inquiry (Nature of Science Unifying Concept A)</u></b></p> <p><b><u>N.12.A Students understand that a variety of communication methods can be used to share scientific information.</u></b></p> <p>N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. E/S</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. I/S</p> <p>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. E/S</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. E/L</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. I/S</p> <p>N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets. E/S</p> <p><b><u>Science, Technology, and Society (Nature of Science</u></b></p>
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			<p><b><u>Unifying Concept B)</u></b>  <b><u>N.12.B. Students understand the impacts of science and technology in terms of costs and benefits to society.</u></b>  N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways. E/S  N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts. E/S  N.12.B.3 Students know the influence of ethics on scientific enterprise.  N.12.B.4 Students know scientific knowledge builds on previous information. E/S</p>
<b>Biology</b>	10	Areas of focus are: cell structure, function and processes, genetics, classification, microbiology, plants, animals, human systems, ecology, and includes human reproduction and evolution.	<p><b><u>Heredity (Life Science Unifying Concept A)</u></b>  <b><u>L.12.A. Students understand how genetic information is passed from one generation to another.</u></b>  L.12.A.1 Students know genetic information passes from parents to offspring is coded in the DNA molecule.  L.12.A.2 Students know DNA molecules provide instructions for assembling protein molecules.  L.12.A.3 Students know all body cells in a organism develop from a single cell and contain essentially identical instructions.  L.12.A.4 Students know several causes and effects of somatic versus sex cell mutations.  L.12.A.5 Students know how to predict patterns of inheritance.</p> <p><b><u>Structure of Life (Life Science Unifying Concept B)</u></b>  <b><u>L.12.B Students understand that all life forms, at all levels of organization, use specialized structures and similar processes to meet life’s needs.</u></b>  L.12.B.1 Students know cell structures and their functions.</p>

			<p>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p> <p>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p><b><u>Organisms and Their Environments (Life Science Unifying Concept C)</u></b></p> <p><b><u>L.12.C. Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.</u></b></p> <p>L.12.C.1 Students know relationships of organisms and their physical environments.</p> <p>L.12.C.2 Students know how changes in an ecosystem can affect biodiversity and biodiversity’s contribution to an ecosystem’s stability.</p> <p>L.12.C.3 Students know the amount of living matter an environment can support is limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials.</p> <p>L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada’s bioregions.</p> <p><b><u>Diversity of Life (Life Science Unifying Concept D)</u></b></p> <p><b><u>L.12.D. Students understand biological evolution and diversity of life.</u></b></p> <p>L.12.D.1 Students know organisms can be classified based on evolutionary relationships.</p> <p>L.12.D.2 Students know similarity of DNA sequences give evidence of relationships between organisms.</p> <p>L.12.D.3 Students know the fossil record gives evidence for natural selection and its evolutionary consequences.</p> <p>L.12.D.4 Students know the extinction of species can be a natural process.</p> <p>L.12.D.5 Students know biological evolution explains diversity of life.</p>
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			<p>L.12.D.6 Students know concepts of natural and artificial selection.</p> <p><b><u>Reading in Science and Technical Subjects</u></b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</li> <li>2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</li> <li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</li> <li>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</li> <li>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</li> <li>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</li> <li>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</li> <li>8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or</li> </ol>
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			<p>technical problem.</p> <p>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b><u>Writing Standards for Literacy in Science and Technical Subjects</u></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument</p>
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			<p>presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by</p>
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			<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b><u>Scientific Inquiry (Nature of Science Unifying Concept A)</u></b>  <b><u>N.12.A Students understand that a variety of communication methods can be used to share scientific information.</u></b></p>
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			<p>N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. E/S</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. I/S</p> <p>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. E/S</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. E/L</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. I/S</p> <p>N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets. E/S</p> <p><b><u>Science, Technology, and Society (Nature of Science Unifying Concept B)</u></b></p> <p><b><u>N.12.B. Students understand the impacts of science and technology in terms of costs and benefits to society.</u></b></p> <p>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways. E/S</p> <p>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts. E/S</p> <p>N.12.B.3 Students know the influence of ethics on scientific enterprise.</p> <p>N.12.B.4 Students know scientific knowledge builds on previous information. E/S</p>
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<p><b>Chemistry</b></p>	<p>11 or 12</p>	<p>Chemistry includes the study of the atom, atomic energy, the formation of molecules, the mathematics of chemistry, and related experimental work, including correct laboratory procedures and techniques.</p>	<p><b><u>Matter (Physical Science Unifying Concept A)</u></b>  <b><u>P.12.A Students understand that atomic structure explains the properties and behavior of matter.</u></b></p> <p>P.12.A1. Students know different molecular arrangements and motions account for the different physical properties of solids, liquids, and gases. E/S.</p> <p>P.12.A2. Students know elements in the periodic table are arranged into groups and periods by repeating patterns and relationships. E/S</p> <p>P.12.A3. Students know identifiable properties can be used to separate mixtures. E/S</p> <p>P.12.A4. Students know atoms bond with one another by transferring or sharing electrons. E/S</p> <p>P.12.A5. Students know chemical reactions can take place at different rates, depending on a variety of factors (i.e. temperature, concentration, surface area, and agitation). E/S</p> <p>P.12.A6. Students know chemical reactions either release or absorb energy. E/S</p> <p>P.12.A7. Students know that, in chemical reactions, elements combine in predictable ratios, and the numbers of atoms of each element do not change. I/S</p> <p>P.12.A8. Students know most elements have two or more isotopes, some of which have practical applications. I/S</p> <p>P.12.A9. Students know the number of electrons in an atom determines whether the atom is electrically neutral or an ion. I/S</p> <p><b><u>Energy (Physical Science Unifying Concept C)</u></b>  <b><u>P.12.Students understand that there are interactions between matter and energy.</u></b></p>
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			<p>P.12.C.3 Students know nuclear reactions convert a relatively small amount of material into a large amount of energy. I/S</p> <p>P.12.C4. Students know characteristics, applications and impacts of radioactivity. E/S</p> <p>P.12.C5. Students know the relationship between heat and temperature. I/S</p> <p><b><u>Reading for Literacy in Science and Technical Subjects</u></b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</li> <li>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li> <li>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</li> <li>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</li> <li>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</li> <li>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in</li> </ol>
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			<p>order to address a question or solve a problem.</p> <p>8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p><b><u>Writing Standards for Literacy in Science and Technical Subjects</u></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p>
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			<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section</p>
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			<p>that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and</p>
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			<p>audiences.</p> <p><b><u>Scientific Inquiry (Nature of Science Unifying Concept A)</u></b></p> <p><b><u>N.12.A Students understand that a variety of communication methods can be used to share scientific information.</u></b></p> <p>N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. E/S</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. I/S</p> <p>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. E/S</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. E/L</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. I/S</p> <p>N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets. E/S</p> <p><b><u>Science, Technology, and Society (Nature of Science Unifying Concept B)</u></b></p> <p><b><u>N.12.B. Students understand the impacts of science and technology in terms of costs and benefits to society.</u></b></p> <p>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways. E/S</p> <p>N.12.B.2 Students know consumption patterns,</p>
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			conservation efforts, and cultural or social practices in countries have varying environmental impacts. E/S N.12.B.3 Students know the influence of ethics on scientific enterprise. N.12.B.4 Students know scientific knowledge builds on previous information. E/S
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## Standards Alignment Chart: Social Studies

Course	Grade Level Course Offered	Course Description	Nevada State Standards and Benchmarks
American History I	9	Examines the history of the United States beginning with Pre-Columbian Native cultures of the North American continent through the post-Civil War and westward expansion eras.	<p><b><u>H2. Nation Building and Development: Students understand the people, event, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.</u></b></p> <p>H2.[9-12].1 Summarize the concepts and results of the American Revolution and post-revolutionary outcomes as they apply to the 20th Century.</p> <p>H2.[9-12].2 Summarize the concepts and results of the Civil War and Reconstruction as they apply to the 20th Century.</p> <p>H2.[9-12].3 Analyze how different <b>cultures</b>, points of view, and <b>self-interests</b> influence compromise and conflict over territories, borders, and resources.</p> <p>H2.[9-12].4 Describe the final settlement of the West and federal policy toward Native Americans, i.e., the Dawes Act, Plains Wars, and the <b>reservation system</b>.</p> <p><b><u>H3. Social Responsibility and Change: Students understand how social ideas and individual action lead to social, political, economic, and technical change.</u></b></p> <p>H3.[9-12].1 Describe key people and explain their struggle for the expansion of African American rights during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <p><b><u>G6. Place and Regions: Students understand the physical and human features of places and use this information to define and study region and their patterns of change.</u></b></p> <p>G6.[9-12].5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.</p> <p>G6.[9-12].6 Compare characteristics of places and regions from different perspectives.</p>

			<p><b><u>G7. Human Systems: Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</u></b>  <i>G7.[9-12].1 Analyze demographic trends in the world.</i>  <i>G7.[9-12].2 Evaluate the impact of migration and settlement on physical and human systems.</i>  <i>G7.[9-12].3 Analyze the development of civilizations and the impact it has on the changes and progress of human development.</i>  <i>G7.[9-12].4 Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.</i>  <i>G7.[9-12].5 Evaluate why major cities develop in particular geographic locations and how this affects cultures.</i></p> <p><b><u>G8. Environment and Society: Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</u></b>  <i>G8.[9-12].2 Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.</i>  <i>G8.[9-12].3 Develop possible responses to changes caused by human modification of the physical environment.</i></p> <p><b><u>Reading (CCSS)</u></b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>4. Determine the meaning of words and phrases as they are used</li> </ol>
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			<p>in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <ol style="list-style-type: none"> <li>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</li> <li>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</li> <li>10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</li> </ol> <p><b>Writing (CCSS)</b></p> <ol style="list-style-type: none"> <li>1. Write arguments focused on discipline-specific content.       <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows</li> </ol> </li> </ol>
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			<p>from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <p>3. Incorporate narrative accounts into analyses of individuals or events of historical import within written arguments and/or explanatory/informational texts.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish,</p>
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			<p>and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<b>American History II</b>	9	Examines the history of the United States beginning with how industrialization transformed America during the 19th and early 20th centuries through contemporary issues.	<p><b><u>H1. People, Culture and Civilizations: Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</u></b></p> <p><i>H1.[9-12].1</i> Assess the impact of the <b>Industrial Revolution</b> on <b>race, class,</b> and gender.</p> <p><i>H1.[9-12].2</i> Discuss the influences of American industrialists on the rise of corporate <b>capitalism.</b></p> <p><i>H1.[9-12].3</i> Assess the impact of technological innovations and <b>urbanization</b> on society’s social and economic development.</p> <p><i>H1.[9-12].4</i> Define <b>nativism</b> and explain the political and social responses to <b>immigration</b> into the United States.</p> <p><i>H1.[9-12].5</i> Identify the causes and analyze the consequences of labor movements in the United States.</p> <p><i>H1.[9-12].6</i> Explain how 20th century social movements led to the emergence of a <b>pluralistic society.</b></p> <p><i>H1.[9-12].7</i> Evaluate how cultural developments in the arts,</p>

			<p>literature, architecture, education, media, and <b>leisure activities</b> have reflected and changed society.</p> <p>H3.[9-12].8 Discuss the effects of early technologies on society, i.e., communication, transportation, and manufacturing.</p> <p><b><u>H2. Nation Building and Development: Students understand the people, event, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.</u></b></p> <p>H2.[9-12].5 Assess the contributions of immigrant groups to the development of the United States.</p> <p>H2.[9-12].6 Define <b>imperialism</b> and discuss its impact on U.S. political relations with other nations.</p> <p>H2.[9-12].7 Discuss the causes and consequences of U. S. policies regarding expansion and diplomacy.</p> <p>H2.[9-12].8 Discuss the economic and political effects of World War I on the United States.</p> <p>H2.[9-12].9 Describe the causes and consequences of the Great Depression.</p> <p>H2.[9-12].10 Analyze the policies and programs of the <b>New Deal</b>, and their effects on political, economic, and diplomatic <b>institutions.</b></p> <p>H2.[9-12].11 Describe the cultural, economic, political, and technological impact of World War II on the United States.</p> <p>H2.[9-12].12 Describe the causes and effects of changing demographics and developing suburbanization in the United States.</p> <p>H2.[9-12].13 Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.</p> <p>H2.[9-12].14 Examine the changes in the political culture of the United States during the 1960's and 1970's, i.e., Assassination of JFK, Watergate, Iranian Hostage Crisis.</p> <p>H2.[9-12].15 Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.</p>
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			<p><b><u>H3. Social Responsibility and Change: Students understand how social ideas and individual action lead to social, political, economic, and technical change.</u></b></p> <p><i>H3.[9-12].1</i> Describe key people and explain their struggle for the expansion of African American rights during the late 19th and early 20th centuries.</p> <p><i>H3.[9-12].2</i> Describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries.</p> <p><i>H3.[9-12].3</i> Analyze the contributions of inventors and innovators that led to a change in society.</p> <p><i>H3.[9-12].4</i> Determine the causes and effects of the Populist and Progressive Movements.</p> <p><i>H3.[9-12].5</i> Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the Populist and Progressive Movements.</p> <p><i>H3.[9-12].6</i> Examine social tensions in the post-World War I era, i.e., radical politics, immigration restrictions, internal migration, religious fundamentalism, and racism.</p> <p><i>H3.[9-12].7</i> Describe the development of the women’s suffrage movement and the subsequent passage of the 19th Amendment.</p> <p><i>Civil Rights &amp; the 1960’s</i></p> <p><i>H3.[9-12].8</i> Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.</p> <p><i>H3.[9-12].9</i> Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women’s Rights Movement.</p> <p><i>H3.[9-12].10</i> Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.</p> <p><i>H3.[9-12].11</i> Compare and contrast the social impact of the Cold War and the War on Terror on the United States.</p> <p><i>H3.[9-12].12</i> Analyze how post-World War II science and</p>
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			<p>technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.</p> <p>H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels.</p> <p>H3.[9-12].14 Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa.</p> <p>H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems.</p> <p>H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.</p> <p>H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical technologies.</p> <p>H3.[9-12].19 Explain how literature, music, and art are ways people voice protest or support, and prompt social change.</p> <p>H3.[9-12].20 Determine the causes and consequences of genocidal conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.</p> <p>H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflicts around the world.</p> <p>H3.[9-12].22 Explain the changing role of race, class, and gender.</p> <p>H3.[9-12].23 Explain how literature, music, media, and the visual arts affect social change.</p> <p>H3.[9-12].24 Examine the ideals and institutions of freedom, equality, justice, and citizenship, and explain how they have changed.</p> <p>H3.[9-12].25 Understand how border disputes reflected and influenced peoples' conceptions of identity.</p> <p><b><u>H4. International Relationships and Power: Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.</u></b></p>
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			<p><i>H4.[9-12].1 Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe.</i></p> <p><i>H4.[9-12].2 Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.</i></p> <p><i>H4.[9-12].3 Analyze how international policies contributed to the end of the Cold War.</i></p> <p><i>H4.[9-12].4 Identify and analyze trends in domestic and foreign affairs of the United States from the end of Vietnam to 9/11/2001.</i></p> <p><i>H4.[9-12].5 Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.</i></p> <p><i>H4.[9-12].6 Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues.</i></p> <p><i>H4.[9-12].7 Describe the United States' policy concerning strategic, political, and economic interests on the Middle East, Latin America, Mexico, immigration, trade, and the environment.</i></p> <p><i>H4.[9-12].8 Explore the influence of popular U.S. culture on the culture of other nations and vice versa.</i></p> <p><i>H4.[9-12].9 Evaluate the influence of U.S. cultural ideas on other nations.</i></p> <p><i>H4.[9-12].10 Explore the influence of various world cultures on the United States.</i></p> <p><b><u>G6. Place and Regions: Students understand the physical and human features of places and use this information to define and study region and their patterns of change.</u></b></p> <p><i>G6.[9-12].7 Determine how tools affect the way cultural groups perceive and use resources within places and regions.</i></p> <p><b><u>G7. Human Systems: Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</u></b></p>
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			<p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b><u>Writing (CCSS)</u></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
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			<ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p>3. Incorporate narrative accounts into analyses of individuals or events of historical import within written arguments and/or explanatory/informational texts.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>7. Conduct short as well as more sustained research projects to</p>
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			<p>answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<b>American Government And Economics I</b>	10	Examines the rights and responsibilities of American citizenship and the U.S. Constitution as the rule of law. The political process is studied in depth as is the U.S. economy, including its influence on political opinions and beliefs.	<p><b><u>C.13 Citizenship and the Law - Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.</u></b></p> <p>C13.[9-12].1 Explain the concept of the rule of law in the establishment of the U.S. Constitution.</p> <p>C13.[9-12].2 Analyze major conflicts in social, political, and economic life and evaluate the role of compromise in the resolution of these issues.</p> <p>C13.[9-12].3 Describe the historic influences of ideas, i.e., Greek law, Magna Carta, Iroquois League, Social Contract Theory, Natural Rights Philosophy, and Republicanism on the creation of early U.S. documents.</p> <p>C13.[9-12].4 Describe how the Nevada and U.S. Constitution serve as devices for preserving state and national principles and as vehicles for change, including the formal and informal amendment processes.</p> <p>C13.[9-12].5 Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment’s provisions for due process and equal</p>

			<p>protection of in-dividual rights through the examination of landmark cases, i.e., Brown v. Board of Education of Topeka Gideon v. Wainwright Miranda v. Arizona Tinker v. Des Moines Independent Community School District</p> <p>C13.[9-12].6 Examine the rights of citizens and how these rights are protected and restricted.</p> <p>C13.[9-12].7 Analyze and evaluate the role of citizen participation in civic life.</p> <p>C13.[9-12].8 Examine the responsibilities of local, state, and national citizenship.</p> <p>C13.[9-12].9 Interpret the symbols and documents of a nation and analyze how they represent its identity.</p> <p><b><u>Content Standard C15.0 - The Political Process - Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.</u></b></p> <p>C15.[9-12].1 Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the Electoral College system in the election of the President.</p> <p>C15.[9-12].2 Analyze the role and function of political parties in public policy and the electoral process.</p> <p>C15.[9-12].3 Evaluate the significance of interest groups and public opinion in the political process of a democratic society.</p> <p>C15.[9-12].4 Analyze the role of the media in the process of political persuasion.</p> <p>C15.[9-12].5 Evaluate propaganda in the political process.</p> <p>C15.[9-12].6 Describe the process by which public policy is formulated and implemented</p> <p><b><u>Content Standard E10.0 - The U.S. Economy As A Whole - Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.</u></b></p>
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			<p>E10.[9-12].1 Describe the nation’s current money supply measures, including M1 and M2.</p> <p>E10.[9-12].2 Explain the three functions of money: medium of exchange, store of value, unit of account.</p> <p>E10.[9-12].3 Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing, and indicate ways a high interest rate could be detrimental or beneficial.</p> <p>E10.[9-12].4 Explain what a credit rating is and how it affects access to loans</p> <p>E10.[9-12].5 Compare the risks and rewards of using the services offered by different financial institutions.</p> <p>E10.[9-12].6 Explain how the circular flow can affect the nation’s income.</p> <p>E10.[9-12].7 Analyze the potential production of goods and services for a nation as determined by its resources and technology.</p> <p>E10.[9-12].8 Explain how the Federal Reserve influences bank loans, the economy’s inflation rate, and economic activity in general, using the reserve requirement, discount rate, and open market operations.</p> <p>E10.[9-12].9 Explain how government fiscal policy may affect the rate of unemployment by influencing production, employment, and price levels.</p> <p>E10.[9-12].10 Describe how U.S. living standards have changed over time using real GDP per capita as a measure of the standard of living.</p> <p>E10.[9-12].11 Define recession and examine the U.S. economy over time using the change in real GDP.</p> <p>E10.[9-12].12 Discuss the effects of inflation on the U.S. economy using the consumer price index.</p> <p>E10.[9-12].13 Compare the unemployment rates for groups of people who differ by age, sex, ethnicity, occupation, and education.</p> <p>E10.[9-12].14 Demonstrate knowledge of when, why, and how interest rate levels have experienced relative highs and relative lows throughout U.S. history.</p>
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			<p>E10.[9-12].15 Explain how interest rates are determined using supply and demand.</p> <p><b><u>Content Standard E11.0 - The Dynamic Economy - Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.</u></b></p> <p>E11.[9-12].1 Identify the roles of organizations in a market economy, including: For-profit organizations Not-for-profit organizations Labor unions</p> <p>E11.[9-12].2 Analyze the past, present, and future role of investment in enhancing economic growth and raising living standards.</p> <p>E11.[9-12].3 Evaluate how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits. Entrepreneurship</p> <p>E11.[9-12].4 Judge the pros and cons of specialization and interdependence.</p> <p>E11.[9-12].5 Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living</p> <p>E11.[9-12].6 Analyze the role of government in a market economy regarding: Public goods externalities Monopoly power Redistribution of income Definition and protection of property rights</p> <p>E11.[9-12].7 Describe the rise of national economies, the emergence of free markets and democratic capitalism.</p> <p>E11.[9-12].8 Illustrate the idea that real world economies tend to be mixed economies containing elements of: capitalism socialism command allocations of resources market allocations of resources</p> <p>E11.[9-12].9 Compare the benefits and costs of allocating resources through markets or government.</p> <p>E11.[9-12].10 Discuss how an economy's price system determines what goods and services will be produced, how they will be produced, and who will receive them.</p>
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			<p><b><u>Content Standard H3.0 - Social Responsibility &amp; Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change.</u></b></p> <p>H3.[9-12].12 Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.</p> <p>H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels.</p> <p>H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems.</p> <p>H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.</p> <p>H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical technologies.</p> <p>H3.[9-12].19 Explain how literature, music, and art are ways people voice protest or support, and prompt social change.</p> <p>H3.[9-12].20 Determine the causes and consequences of genocidal conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.</p> <p>H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflicts around the world.</p> <p>H3.[9-12].22 Explain the changing role of race, class, and gender.</p> <p>H3.[9-12].23 Explain how literature, music, media, and the visual arts affect social change.</p> <p>H3.[9-12].24 Examine the ideals and institutions of freedom, equality, justice, and citizenship, and explain how they have changed.</p> <p>H3.[9-12].25 Understand how border disputes reflected and influenced peoples' conceptions of identity.</p> <p><b><u>Reading (CCSS)</u></b></p>
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			<ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</li> </ol> <p><b><u>Writing (CCSS)</u></b></p> <ol style="list-style-type: none"> <li>1. Write arguments focused on discipline-specific content.       <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from</li> </ol> </li> </ol>
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			<p>alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage</p>
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			<p>the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>3. Incorporate narrative accounts into analyses of individuals or events of historical import within written arguments and/or explanatory/informational texts.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting</p>
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			or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>American Government and Economic II</b>	10	This course examines the fundamentals of government and economics on the national, state, and local levels. It then provides a global perspective on the subjects, examining how economics, politics and governance in other parts of the world affect the U.S.	<p><b><u>Content Standard C14.0 - The Federal System: U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.</u></b></p> <p>C14.[9-12].1 Explain the U.S. Constitutional provisions for division of powers between the national and state governments (delegated, implied, reserved, concurrent powers).</p> <p>C14.[9-12].2 Analyze and give examples of the expansion of the national government through the application of enumerated powers and implied powers.</p> <p>C14.[9-12].3 Provide contemporary examples of federalism. Compare and contrast the structure of the Nevada and United States Constitutions.</p> <p>C14.[9-12].4 Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.</p> <p>C14.[9-12].5 Describe the unique role of tribal and territorial governments in the U.S.</p> <p>C14.[9-12].6 Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.</p> <p>C14.[9-12].7 Examine the organization of the Nevada Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.</p> <p>C14.[9-12].8 Explain the structure and function of local governments.</p> <p>C14.[9-12].9 Analyze the effectiveness of checks and balances in maintaining the equal division of power.</p> <p>C14.[9-12].10 Describe the creation of laws through the legislative process.</p> <p>C14.[9-12].11 Describe the duties of the executive branch, including: Cabinet/departments Regulatory commissions Executive Office of the President/White House staff</p>

			<p>C14.[9-12].12 Describe the structure and jurisdiction of the federal court system and analyze the power of judicial review.  C14.[9-12].13 Explain the state and local judicial processes such as juvenile, civil, and criminal court systems.</p> <p><b><u>Content Standard E9.0 - The Market Economy - Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.</u></b></p> <p>E9.[9-12].1 Analyze choices and incentive systems used by parents, teachers, employers and government using the concepts of: Total benefits and opportunity costs; Impact of marginal costs and marginal benefits; Effectiveness</p> <p>E9.[9-12].2 Analyze how consumers adjust their purchases in response to price changes using the concept of price elasticity.</p> <p>E9.[9-12].3 Assess how producers might adjust their sales decisions in response to price changes using the concept of price elasticity.</p> <p>E9.[9-12].4 Evaluate career paths considering: Specific skills required Wages Impact of skills on wages Response of wages to market demand</p> <p>E9.[9-12].5 Analyze markets using the concepts of supply and demand, including: Impact of changes in supply on prices; Impact of changes in demand on prices; Impact of price controls</p> <p><b><u>Content Standard C16.0 - Global Relations - Students explain the different political systems in the world and how those systems relate to the United States and its citizens.</u></b></p> <p>C16.[9-12].1 Summarize and evaluate the significant characteristics of the world's major political systems: Monarchy  Totalitarian dictatorship Democratic systems  o presidential systems  o parliamentary systems Socialism Communism</p> <p>C16.[9-12].2 Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.</p>
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			<p>C16.[9-12].3 Identify and analyze U.S. foreign policy in dealing with international issues, i.e., diplomacy, economic policy, humanitarian aid, and military intervention.</p> <p>C16.[9-12].4 Critique the role of international organizations, i.e., the United Nations, World Bank, Amnesty International, and the International Red Cross.</p> <p><b><u>Content Standard E12.0 - The International Economy - Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.</u></b></p> <p>E12.[9-12].1 Describe how the economic characteristics of other countries and their economic events affect the United States.</p> <p>International Interdependence</p> <p>E12.[9-12].2 Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.</p> <p>Exchange Rates</p> <p>E12.[9-12].3 Assess the impact of globalization on the U.S. and world economies.</p> <p>Globalization</p> <p>E12.[9-12].4 Analyze the pros and cons of international trade, comparing free trade with restricted trade.</p> <p>Restricted Trade</p> <p><b><u>Content Standard H3.0 - Social Responsibility &amp; Change - Students understand how social ideas and individual action lead to social, political, economic, and technological change.</u></b></p> <p>H3.[9-12].12 Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.</p> <p>H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels.</p> <p>H3.[9-12].16 Analyze the responses of individuals to restrictive</p>
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			<p>social and political systems.</p> <p>H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.</p> <p>H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical technologies.</p> <p>H3.[9-12].19 Explain how literature, music, and art are ways people voice protest or support, and prompt social change.</p> <p>H3.[9-12].20 Determine the causes and consequences of genocidal conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.</p> <p>H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflicts around the world.</p> <p>H3.[9-12].22 Explain the changing role of race, class, and gender.</p> <p>H3.[9-12].23 Explain how literature, music, media, and the visual arts affect social change.</p> <p>H3.[9-12].24 Examine the ideals and institutions of freedom, equality, justice, and citizenship, and explain how they have changed.</p> <p>H3.[9-12].25 Understand how border disputes reflected and influenced peoples' conceptions of identity.</p> <p><b><u>Reading (CCSS)</u></b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how</li> </ol>
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			<p>Madison defines faction in Federalist No. 10).</p> <p>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p><b><u>Writing (CCSS)</u></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p>
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			<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>3. Incorporate narrative accounts into analyses of individuals or events of historical import within written arguments and/or explanatory/informational texts.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>
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			<p>purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<b>World History/Geography I</b>	11	Traces the development of civilizations from early prehistoric people to the Renaissance and Reformation and includes the teaching of geographic concepts.	<p><b><u>H1. People, Culture and Civilizations: Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</u></b></p> <p>H1.[9-12].9 Explain how trade causes cultural diffusion.</p> <p>H1.[9-12].10 Compare and contrast the characteristics of dominant world cultures.</p> <p>H1.[9-12].11 Analyze how and why the five major religions gained new adherents in various parts of the world.</p> <p>H1.[9-12].12 Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the</p>

			<p>Renaissance on societies around the world.  H1.[9-12].13 Explain the causes of the Reformation and its effects in Europe and the Americas.</p> <p><b><u>H2. Nation Building and Development: Students understand the people, event, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.</u></b></p> <p>H2.[9-12].16 Examine the roles of nationalism, imperialism, and religion in the building and development of nations.  H2.[9-12].17 Describe the rise of commercial trading centers and their effects on social, political, and economic institutions around the world.  H2.[9-12].18 Explain the development of monarchies and their effects on centralized government, commerce and trade, and religion.  H2.[9-12].19 Explain how Greek and Roman civilizations influenced the development of democratic and republican governments in modern societies.  H2.[9-12].20 Analyze the development of the nation state and explain how nation states differ from empires or other forms of political organizations.</p> <p><b><u>H3. Social Responsibility and Change: Students understand how social ideas and individual action lead to social, political, economic, and technical change.</u></b></p> <p>H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels.  H3.[9-12].15 Explain the impact of the five major world religions on the world’s political and social fabric.  H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems.  H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.  H3.[9-12].22 Explain the changing role of race, class, and gender.</p>
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			<p><b><u>H4. International Relationships and Power: Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.</u></b></p> <p>H4.[9-12].20 Describe tensions in contemporary Islamic countries over reconciling traditional and Western influences.</p> <p>H4.[9-12].21 Analyze the political and religious factors that contribute to the instability in the Middle East.</p> <p><b><u>G5. The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.</u></b></p> <p>G5.[9-12].1 Use map elements including scale to identify and locate physical and human features in the United States and the world.</p> <p>G5.[9-12].3 Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geo-graphic information.</p> <p>G5.[9-12].4 Analyze a variety of complex maps, i.e., topographic, demographic and land use, to acquire geographic information.</p> <p>G5.[9-12].5 Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.</p> <p>G5.[9-12].6 Analyze maps for purpose, accuracy, content, and design.</p> <p>G5.[9-12].7 Analyze and interpret Earth's physical and human features using appropriate geographic tools and technologies.</p> <p>G5.[9-12].8 Select and design maps, graphs, diagrams, tables, or charts to organize geographic information using a variety of technologies.</p> <p><b><u>G6. Place and Regions: Students understand the physical and human features of places and use this information to define and study region and their patterns of change.</u></b></p>
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			<p>G6.[9-12].1 Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.</p> <p>G6.[9-12].2 Explain why characteristics of place change.</p> <p>G6.[9-12].3 Apply the concept of region to organize and study a geographic issue.</p> <p>G6.[9-12].4 Analyze selected historical issues, demographics, and questions using the geographic concept of regions.</p> <p>G6.[9-12].5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.</p> <p>G6.[9-12].6 Compare characteristics of places and regions from different perspectives.</p> <p>G6.[9-12].7 Determine how tools affect the way cultural groups perceive and use resources within places and regions.</p> <p>G6.[9-12].8 Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.</p> <p><b><u>G7. Human Systems: Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</u></b></p> <p>G7.[9-12].2 Evaluate the impact of migration and settlement on physical and human systems.</p> <p>G7.[9-12].3 Analyze the development of civilizations and the impact it has on the changes and progress of human development.</p> <p><b><u>G8. Environment and Society: Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</u></b></p> <p>G8.[9-12].1 Analyze how changes in the physical environment can increase or diminish its capacity to support human activity.</p> <p>G8.[9-12].3 Develop possible responses to changes caused by human modification of the physical environment.</p> <p>G8.[9-12].4 Analyze human perception and reaction to natural</p>
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			<p>hazards including use, distribution, and importance of resources. G8.[9-12].5 Analyze patterns of use, the changing distribution, and relative importance of Earth’s resources.</p> <p><b><u>Reading (CCSS)</u></b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> <li>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</li> <li>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</li> <li>10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</li> </ol> <p><b><u>Writing (CCSS)</u></b></p> <ol style="list-style-type: none"> <li>1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that</li> </ol> </li> </ol>
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			<p>establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline</p>
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			<p>in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Incorporate narrative accounts into analyses of individuals or events of historical import within written arguments and/or explanatory/informational texts.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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<p style="text-align: center;"><b>World History/Geography II</b></p>	<p style="text-align: center;">11</p>	<p>Traces the development of civilizations from the Exploration to the present and includes the teaching of geographic concepts.</p>	<p><b><u>H1. People, Culture and Civilizations: Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</u></b></p> <p><i>H1.[9-12].9 Explain how trade causes cultural diffusion.</i></p> <p><i>H1.[9-12].10 Compare and contrast the characteristics of dominant world cultures.</i></p> <p><i>H1.[9-12].11 Analyze how and why the five major religions gained new adherents in various parts of the world.</i></p> <p><i>H1.[9-12].14 Identify the influence of the Enlightenment on the Western World, i.e., philosophy, science, fine arts, government, and literature.</i></p> <p><i>H1.[9-12].15 Analyze the cultural, social, and economic changes that occurred as a result of industrialization.</i></p> <p><i>H1.[9-12].16 Analyze how industrialization, migration, changing diets, and scientific and medical advances have affected worldwide demographics.</i></p> <p><b><u>H2. Nation Building and Development: Students understand the people, event, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.</u></b></p> <p><i>H2.[9-12].16 Examine the roles of nationalism, imperialism, and religion in the building and development of nations.</i></p> <p><i>H2.[9-12].21 Explain why and how global power shifts took place after World War I and World War II.</i></p> <p><i>H2.[9-12].22 Explain how the break-up of the Soviet Union and other Eastern European communist governments led to the formation of new nations.</i></p> <p><i>H2.[9-12].23 Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nation.</i></p> <p><i>H2.[9-12].24 Discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations.</i></p> <p><i>H2.[9-12].25 Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to</i></p>
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			<p>address them.</p> <p><b><u>H3. Social Responsibility and Change: Students understand how social ideas and individual action lead to social, political, economic, and technical change.</u></b></p> <p>H3.[9-12].12 Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.</p> <p><i>H3.[9-12].13 Analyze major news events and their impact at the local, state, national, and world levels.</i></p> <p>H3.[9-12].14 Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa.</p> <p><i>H3.[9-12].15 Explain the impact of the five major world religions on the world's political and social fabric.</i></p> <p><i>H3.[9-12].16 Analyze the responses of individuals to restrictive social and political systems.</i></p> <p><i>H3.[9-12].17 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.</i></p> <p>H3.[9-12].18 Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical technologies.</p> <p>H3.[9-12].19 Explain how literature, music, and art are ways people voice protest or support, and prompt social change.</p> <p>H3.[9-12].20 Determine the causes and consequences of genocidal conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.</p> <p>H3.[9-12].21 Analyze the causes, consequences, and moral implications of ethnic conflicts around the world.</p> <p><i>H3.[9-12].22 Explain the changing role of race, class, and gender.</i></p> <p>H3.[9-12].23 Explain how literature, music, media, and the visual arts affect social change.</p> <p>H3.[9-12].24 Examine the ideals and institutions of freedom, equality, justice, and citizenship, and explain how they have</p>
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			<p>changed.</p> <p>H3.[9-12].25 Understand how border disputes reflected and influenced peoples' conceptions of identity.</p> <p><b><u>H4. International Relationships and Power: Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.</u></b></p> <p>H4.[9-12].11 Explain the impact of imperialism and colonial rule on African, Asian, and South American peoples and the resulting independence movements in Africa, Asia, and South America.</p> <p>H4.[9-12].12 Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism.</p> <p>H4.[9-12].13 Discuss the causes, characteristics, and consequences of European and Japanese imperialism prior to World War II.</p> <p>H4.[9-12].14 Analyze the causes, course, and effects of World War I and World War II on the world.</p> <p>H4.[9-12].15 Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the Cold War.</p> <p>H4.[9-12].16 Examine the decline of colonial rule and the development of independent nations.</p> <p>H4.[9-12].17 Describe the rise of totalitarian societies in Europe, Asia, and Latin America.</p> <p>H4.[9-12].18 Explain the impact of world commerce on the relationships between developed and developing nations.</p> <p>H4.[9-12].19 Describe the contributions of the social, political, and economic characteristics of modern Latin American, African, Chinese, Indian, and Japanese civilizations.</p> <p><i>H4.[9-12].20 Describe tensions in contemporary Islamic countries over reconciling traditional and Western influences.</i></p> <p><i>H4.[9-12].21 Analyze the political and religious factors that contribute to the instability in the Middle East.</i></p> <p>H4.[9-12].22 Describe how political and economic alliances</p>
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			<p>affect peoples and countries.</p> <p>H4.[9-12].23 Describe how global issues such as human rights, the environment, regional conflicts, and health issues affect nations differently.</p> <p>H4.[9-12].24 Analyze how the contemporary political climate has changed personal and national security within and among nations.</p> <p><b><u>G5. The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.</u></b></p> <p><i>G5.[9-12].1 Use map elements including scale to identify and locate physical and human features in the United States and the world.</i></p> <p><i>G5.[9-12].2 Analyze and interpret geographic information by selecting appropriate maps, map projections, and other representations, i.e., urban planning, national parks.</i></p> <p><i>G5.[9-12].3 Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geo-graphic information.</i></p> <p><i>G5.[9-12].4 Analyze a variety of complex maps, i.e., topographic, demographic and land us, to acquire geographic information.</i></p> <p><i>G5.[9-12].5 Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.</i></p> <p><i>G5.[9-12].6 Analyze maps for purpose, accuracy, content, and design.</i></p> <p><i>G5.[9-12].7 Analyze and interpret Earth’s physical and human features using appropriate geographic tools and technologies.</i></p> <p><i>G5.[9-12].8 Select and design maps, graphs, diagrams, tables, or charts to organize geographic information using a variety of technologies.</i></p> <p><b><u>G6. Place and Regions: Students understand the physical and human features of places and use this information to define and study region and their patterns of change.</u></b></p>
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			<p><i>G6.[9-12].1 Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.</i></p> <p><i>G6.[9-12].2 Explain why characteristics of place change.</i></p> <p><i>G6.[9-12].3 Apply the concept of region to organize and study a geographic issue.</i></p> <p><i>G6.[9-12].4 Analyze selected historical issues, demographics, and questions using the geographic concept of regions.</i></p> <p><i>G6.[9-12].5 Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.</i></p> <p><i>G6.[9-12].6 Compare characteristics of places and regions from different perspectives.</i></p> <p><i>G6.[9-12].7 Determine how tools affect the way cultural groups perceive and use resources within places and regions.</i></p> <p><i>G6.[9-12].8 Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.</i></p> <p><b><u>G7. Human Systems: Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</u></b></p> <p><i>G7.[9-12].1 Analyze demographic trends in the world.</i></p> <p><i>G7.[9-12].2 Evaluate the impact of migration and settlement on physical and human systems.</i></p> <p><i>G7.[9-12].3 Analyze the development of civilizations and the impact it has on the changes and progress of human development.</i></p> <p><i>G7.[9-12].4 Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.</i></p> <p><i>G7.[9-12].5 Evaluate why major cities develop in particular geographic locations and how this affects cultures.</i></p> <p><i>G7.[9-12].6 Analyze and evaluate international economic issues from a spatial perspective.</i></p> <p><i>G7.[9-12].7 Analyze how location and distance connect to</i></p>
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			<p>influence economic systems at local, national, and international levels.  G7.[9-12].8 Evaluate changes in the size and structure of cultural, political, and economic organizations.</p> <p><b><u>G8. Environment and Society: Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</u></b>  G8.[9-12].1 Analyze how changes in the physical environment can increase or diminish its capacity to support human activity.  G8.[9-12].2 Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.  G8.[9-12].3 Develop possible responses to changes caused by human modification of the physical environment.  G8.[9-12].4 Analyze human perception and reaction to natural hazards including use, distribution, and importance of resources.  G8.[9-12].5 Analyze patterns of use, the changing distribution, and relative importance of Earth’s resources.  G8.[9-12].6 Develop policies for the use and management of Earth’s resources that consider the various interests involved.</p> <p><b><u>Reading (CCSS)</u></b>  1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  5. Analyze how a text uses structure to emphasize key points or</p>
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			<p>advance an explanation or analysis.</p> <p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b><u>Writing (CCSS)</u></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical</p>
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			<p>processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <ol style="list-style-type: none"> <li>3. Incorporate narrative accounts into analyses of individuals or events of historical import within written arguments and/or explanatory/informational texts.</li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.       <ol style="list-style-type: none"> <li>. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> </ol> </li> <li>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</li> </ol>
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			<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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## ATTACHMENT A.3.5: CURRICULUM AND INSTRUCTION

Sterling high school students are expected to graduate by completing 22.5 credits and a four year program of study. Freshmen, sophomores and juniors are expected to enroll in six courses. Seniors must be enrolled in at least four courses per semester and maintain progress toward high school graduation in four years.

### High School Grade Classifications

Freshman	Sophomore	Junior	Senior
< 5 credits when school opens in fall	Earned 5 credits when school opens in fall	Earned 11 credits when school opens in fall	Earned 17 credits when school opens in fall

Sterling Charter High School's graduation requirements will meet the Nevada Department of Education requirements. Specifically, in order to receive a Sterling Charter High School diploma, students must complete 22.5 credits in accordance with the plan listed in Table 1. Coursework required for an Advanced Diploma, as outlined by the Nevada Department of Education, will also be available for students who choose that course of study.

**Table 1: High School Graduation Requirements**

Course Requirements	Sterling High Requirements	NV Standard Diploma Requirements
English	4	4
Mathematics	3	3
Science	2	2
Social Studies	2(Am Gov. and Am History)	2 (Am Gov. and Am History)
CTE/Humanities	1	1
Health	.5	.5
PE	2	2
Computers	.5	.5
Electives	7.5	7.5

## **ATTACHMENT A.3.6: CURRICULUM AND INSTRUCTION**

Since a block schedule is not being used, the daily and weekly schedules are identical. The proposed schedule supports student learning in two important ways:

1. The daily Advisement period will support success as follows: through identifying and addressing problems that students are bringing from the community into the school setting, working with students who are not making requisite progress, and teaching study skills; and
2. Daily, 50 minute classes support frequent opportunities to practice new skills, monitor progress daily, recognize success, and provide timely support where needed.
3. A school day on Monday through Thursday will be 470 minutes long, excluding breakfast and lunch. Every Monday through Thursday school day will consist of 100 minutes of instruction dedicated to either core/elective/career education courses. Friday school days will be 415 minutes long, excluding breakfast and lunch. Every Friday will consist of 50 minutes dedicated to core/elective/career education courses
4. Sterling Charter High School will offer approximately 1,708 instructional hours for each student during the course of the year, with an average of 410 minutes of instruction each day

Table 1 shows a daily schedule for a student, along with indicating Teacher Prep time and Professional Development time for staff. All grades will have the same daily and weekly schedule. On Fridays when students have an early dismissal, students will go to five of their academic core/elective classes.



**Table 1 - Daily and Weekly Schedule**

<b>Monday - Thursday</b>					
	<b>Start</b>	<b>End</b>	<b>Total Time</b>	<b>Passing Period</b>	
<b>1</b>	7:00	7:40	0:40	0:05	Academic Core
<b>2</b>	7:45	8:15	0:30	0:05	Breakfast/Teacher Prep
<b>3</b>	8:20	9:10	0:50	0:05	Academic Core
<b>4</b>	9:15	10:05	0:50	0:05	Academic Core
<b>5</b>	10:10	11:00	0:50	0:05	Academic Core
<b>6</b>	11:05	11:55	0:50	0:05	Academic Core/Elective
<b>7</b>	12:00	12:30	0:30	0:05	Community Room Meeting/Teacher Prep
<b>8</b>	12:35	1:05	0:30	0:05	Lunch
<b>9</b>	1:10	2:00	0:50	0:05	Academic Core
<b>10</b>	2:05	2:55	0:50	0:05	Advisement/Professional Development
<b>11</b>	3:00	3:50	0:50		Academic Core/Elective
<b>12</b>	3:50	5:00	1:10		Extracurricular/Afterschool Activities
<b>Friday</b>					
	<b>Start</b>	<b>End</b>	<b>Total Time</b>	<b>Passing Period</b>	
<b>1</b>	8:00	8:40	0:40	0:05	Academic Core
<b>2</b>	8:45	9:10	0:25	0:05	Breakfast
<b>3</b>	9:15	10:05	0:50	0:05	Academic Core
<b>4</b>	10:10	11:00	0:50	0:05	Academic Core
<b>5</b>	11:05	11:55	0:50	0:05	Academic Core/Elective
<b>6</b>	12:00	12:30	0:30	0:05	Community Room Meeting/Teacher Prep
<b>7</b>	12:35	1:05	0:30	0:05	Lunch
<b>8</b>	1:10	2:00	0:50	0:05	Academic Core
<b>9</b>	2:05	2:55	0:50	0:05	Academic Core/Elective
<b>10</b>	3:00	3:50	0:50		Advisement/Professional Development
<b>11</b>	3:50	5:00	1:10		Extracurricular/Afterschool Activities

## ATTACHMENT A.3.7: CURRICULUM AND INSTRUCTION

Standard Diploma Requirements		
Content Area	Credits Required for Advanced High School Diploma	Charter School Courses That Will Meet This Graduation Requirement
English	4	Comp and Lit I, Comp and Lit II, Comp and Lit III, Comp and Lit IV
Math	4	Algebra 1, Algebra 2, Geometry, Pre-Calculus
Science	3	Earth Science, Biology, Chemistry
Social Studies	3	American History I and II; American Government & Economics I and II; World History/Geography I and II
Arts & Humanities or CTE	1	Career Exploration; Career Strategies; Vocational Exploration; Workplace/Vocational Skills; Business, Management and Technology; Keyboarding
Health	.5	Health and Wellness
Physical Education	2	P.E. I-IV
Computers	.5	Keyboarding; Intro to IT
Electives	6	Catch Up Math; Career Exploration; Career Strategies; Vocational Exploration; Workplace/Vocational Skills; Business, Management and Technology; ELD Elective Writing Workshop; READ 180; ELD Core Class
<b>TOTAL</b>	<b>24</b>	

*STERLING CHARTER HIGH SCHOOL*

**High School Diploma of Graduation**

**Issued To:**

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**At Las Vegas, Nevada**

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Date

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Charter School Board President

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Principal



# ATTACHMENT A.3.9: CURRICULUM AND INSTRUCTION

## STERLING CHARTER HIGH SCHOOL-SOUTH OFFICIAL HIGH SCHOOL TRANSCRIPT

STUDENT INFORMATION	SCHOOL INFORMATION
<b>FULL NAME:</b> Mary Jones <b>ADDRESS:</b> 123 Main Street Las Vegas, NV 89166 <b>PHONE NUMBER:</b> 775-555-1212 <b>EMAIL ADDRESS:</b> maryjones@email.com <b>DATE OF BIRTH:</b> 03/25/90 <b>PARENT/GUARDIAN:</b> Bob and Jane Jones	<b>NAME:</b> Sterling Charter High School <b>ADDRESS:</b> 456 Front Street Las Vegas, NV 89166 <b>PHONE NUMBER:</b> 757-222-3434 <b>EMAIL ADDRESS:</b> Registrar@sterlingchs.com

### ACADEMIC RECORD

<b>SCHOOL YEAR: 2008-2009      GRADE LEVEL: 9<sup>th</sup></b>  <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Course Title</th> <th style="text-align: center;">Credit Earned</th> <th style="text-align: center;">Final Grade</th> </tr> </thead> <tbody> <tr><td>English 9</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Algebra I</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Biology w/lab</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Geography</td><td style="text-align: center;">1.0</td><td style="text-align: center;">C</td></tr> <tr><td>Latin I</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Logic</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Fine Arts: Piano</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr><td>Theology</td><td style="text-align: center;">0.5</td><td style="text-align: center;">A</td></tr> <tr> <td><b>Total Credits: 7.0      GPA: 3.36      Cumulative GPA: 3.36</b></td> <td></td> <td></td> </tr> </tbody> </table>	Course Title	Credit Earned	Final Grade	English 9	1.0	A	Algebra I	1.0	A	Biology w/lab	1.0	B	Geography	1.0	C	Latin I	1.0	A	Logic	1.0	B	Fine Arts: Piano	0.5	B	Theology	0.5	A	<b>Total Credits: 7.0      GPA: 3.36      Cumulative GPA: 3.36</b>			<b>SCHOOL YEAR: 2009-2010      GRADE LEVEL: 10<sup>th</sup></b>  <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Course Title</th> <th style="text-align: center;">Credit Earned</th> <th style="text-align: center;">Final Grade</th> </tr> </thead> <tbody> <tr><td>English 10</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Geometry</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Chemistry w/lab</td><td style="text-align: center;">1.0</td><td style="text-align: center;">C</td></tr> <tr><td>World History</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Latin II</td><td style="text-align: center;">1.0</td><td style="text-align: center;">B</td></tr> <tr><td>Rhetoric</td><td style="text-align: center;">1.0</td><td style="text-align: center;">A</td></tr> <tr><td>Fine Arts: Piano II</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr><td>Old Testament Survey</td><td style="text-align: center;">0.5</td><td style="text-align: center;">B</td></tr> <tr> <td><b>Total Credits: 7.0      GPA: 3.14      Cumulative GPA: 3.25</b></td> <td></td> <td></td> </tr> </tbody> </table>	Course Title	Credit Earned	Final Grade	English 10	1.0	B	Geometry	1.0	B	Chemistry w/lab	1.0	C	World History	1.0	A	Latin II	1.0	B	Rhetoric	1.0	A	Fine Arts: Piano II	0.5	B	Old Testament Survey	0.5	B	<b>Total Credits: 7.0      GPA: 3.14      Cumulative GPA: 3.25</b>		
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<b>ACADEMIC SUMMARY</b> Cumulative GPA: 3.38  Credits Earned: 28.0  Diploma Earned: yes  Graduation Date: 6/15/2012	<b>GRADING SCALE</b> 90 – 100 = A 80 – 89 = B 70 – 79 = C 60 – 69 = D 59 – below = F	<b>NOTES</b> * Coursework taken at a local community college. Official transcript from college has been requested and will be sent to you shortly.
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*I do hereby self-certify and affirm that this is the official transcript and record of Mary Jones in the academic studies of 2008 – 2012.*

Signature: \_\_\_\_\_ Title: Principal      Date: July 2, 2012

## **ATTACHMENT A.4.1: ASSESSMENT AND ACCOUNTABILITY**

### **Assessment Plan Overview**

The Sterling Charter High School Assessment plan is part of a school master plan that aligns the written, taught and tested curriculum. The plan's objectives is to improve academic achievement of all Sterling students, align to state standards and provide information to parents, teachers, administrators and other stakeholders for the purpose of reporting and improving student achievement.

### **Assessment Tools**

Sterling Charter High School will implement an assessment process that is aligned with the Nevada Department of Education, and applicable Nevada Revised Statutes, Nevada Administrative Codes, and other federal and state laws.

Sterling Charter High School will focus on formative assessments and summative assessments.

The formative assessments include range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

- Observation
- Questioning
- Discussion
- Daily homework quizzes in each class
- Projects
- Homework
- Practice Presentations
- English Language Proficiency Assessment

The summative assessments are used to communicate academic achievements to stakeholders as well as an accountability measure that is generally used as part of the grading process.

- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades)
- Nevada assessments which include the Criterion-Referenced Test (CRT), the High School Proficiency Examination (HSPE), the Nevada Alternative Assessment (NAA)
- If selected, Sterling will administer the National Assessment of Educational Progress (NAEP).
- Measures of Academic Progress (MAP), which will be administered up to three times per school year.
- Surveys

## Assessment Calendar

Sterling Charter High School will follow the established Nevada Department of Education calendar for Proficiency Examinations.

Assessment	Grade	Dates/Windows
HSPE	10	For grade 10, the HSPE in reading, math and science will be administered in the spring on the dates specified by the DOE (NAC 389.051(1)(f))
HSPE	11	For grade 11, the HSPE in reading, math and science will be administered in the spring and fall semester on the dates specified by the DOE (NAC 389.051(1)(g))
HSPE	11	For grade 11, the HSPE in writing will be administered in the spring and fall semester on the dates specified by the DOE (NAC 389.051(1)(g))
HSPE	12	For grade 12, the HSPE in reading, math and science will be administered in the spring, the summer months, and the fall on the dates specified by the DOE (NAC 389.051(1)(h))
HSPE	12	For grade 12, the HSPE in writing will be administered in the spring, the summer months, and the fall on the dates specified by the DOE (NAC 389.051(1)(h))
HSPE	12	HSPE may be administered, upon direction of the DOE in reading, mathematics and science, to pupils who have not yet passed 1 or more of those examinations approximately 4 weeks before graduation (NAC 389.051(1)(i))
NAA	11	NAA will be administered to students who qualify and student assessment materials will be submitted for scoring no later than the date to be specified by the DOE.
ELPA	9-12	All students recognized as Limited English Proficient will be required to take the ELPA. The ELPA will be administered during the time frame outlined by the DOE.
NAEP		If selected.

Additionally, students will take the MAP assessments three times during the school year: at the beginning of the year, mid-year, and at the end of the school year. The purpose of the MAP is to assist teachers in determining each student's individual learning level and the progress they make throughout the year. This computerized exam will offer harder or easier questions to students based on their responses to the previous questions. This will allow teachers to hone in on the student's individual learning levels. Scores from tests throughout the year will be used to determine student's academic progress.

Upon enrollment, students' socio-emotional skills and high-risk behaviors will be assessed with the Positive Achievement Change Tool (PACT) assessment. The PACT measures each student's risk factors for engaging in delinquent behavior (including attitudes and behaviors, alcohol and drug use, aggression and use of free-time) and each student's protective factors, those aspects of their lives that provide protection from delinquent behavior and failure (including employment, living arrangements, current relationships, and skills). The PACT is an evidence-based assessment used by social service agencies and juvenile justice professionals to monitor student needs with regard to social-emotional learning and

possible psychological treatment. By identifying protective factors, it also provides a starting point for Sterling's strength-based approach to instruction of social-emotional skills. Using these assessments and guided by staff, students will create a Personal Education Plan outlining their long-term and short-term behavioral goals.

### **Resources & Administration**

The Administrators and teachers of Sterling Charter High School will be well-trained and knowledgeable of the assessment instruments as well as the procedures for administering these assessments.

Particularly, those administering the exams will be licensed school employees. Substitute teachers, volunteer community members, unlicensed staff, etc. will act as proctors only and will not be left alone with students who are testing. Tests will be administered in the classrooms at Sterling Charter High School, pursuant to NAC 389.056 and the Nevada Department of Education Procedures Manual.

### **Reporting**

The Administration will ensure the confidentiality and security of testing materials and that all of these reports shall be sent to the Department of Education in a timely manner. Particularly, examinations and grading materials will be stored in an area that is secure from misuse, allowing only those who need these materials to have access to them. Additionally, employees, students, parents, and any other volunteer or member of the community shall not make or distribute copies of test questions or answers without receiving prior authorization from the publisher of the exam and the Department of Education. The principal shall submit a statement each year on or before the 15th of September to ensure that the school will follow all provisions of NAC 389.054.

Student examination materials will be submitted to the private entity that has contracted with the State Board for scoring as described in NRS 389.015. Within 15 days of scores being received, the principal shall ensure that parents are notified of their student's scores, either through a parent-teacher conference or by mail. Parents will also be notified if their child failed to pass the exam, pursuant to NRS 389.015.

### **Evaluation**

Sterling Charter High School uses accountability measures to ensure the school remains true to its mission, vision and Program of Instruction and is committed to student achievement.

One of these accountability measures is the Continuous Quality Improvement (CQI) process. This process includes classroom observations and feedback regarding lesson delivery and instruction, evaluation of curriculum maps, assessments and assessment data, and monitoring of fidelity to school and company initiatives. For example, Sterling educators will observe classrooms using an observational protocol to record use of research-based instructional strategies, SIOP, RTI interventions, reading strategies in the content areas and culturally relevant pedagogy. Observation data, termed "Data in a Day," will then be reported back to staff to promote reflection and growth. These results will be presented to the teachers and board members during an oral debriefing by the CQI evaluators after the evaluative process is completed.

Throughout the year, Sterling also tracks multiple points of data called Key Performance Indicators (KPIs). These indicators include tracking of MA P assessment RIT scores and state assessment proficiency data to measure student gains and student performance. In addition, the KPIs will measure the number of students graduating each year, and number of students who continue on to college or employment after graduation. Enrollment and parent satisfaction shall be evaluated in different methods, including databases and surveys. All of these outcomes are the means of monitoring student and school performance for the school and other Sterling stakeholders, including the Nevada Department of Education.

As part of the school management plan, the Principal will develop a Curriculum, Instruction and Assessment Handbook that clearly outlines balanced assessment procedures for collecting information about how well students are progressing toward mastery of the Common Core Standards in ELA and mathematics, and how curriculum, instruction, and assessment are interwoven in the learning process. This document will include student teacher support (e.g., RTI intervention structures, S IOP literacy strategies, formative assessment ideas), and timelines to be used for monitoring and documenting student proficiency.



# ATTACHMENT A.5.3: TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

Start Date: 7/1/13

	Monday	Tuesday	Wednesday	Thursday	Friday	School Days	Accum Sch Days	
<b>June 2013</b>	PD-17 PD-24 1	PD-18 PD-25 2	PD-19 PD-26 3	PD-20 PD-27 DH-4	PD-21 PD-28 5	0 0 4		First Day 7/1/13 Independence Day 7/4/13
<b>July 2013</b>	8 15 22	9 16 23	10 17 24	11 18 25	12 19 26	5 5 5		
						19	19	<b>School Month 1</b>
<b>August 2013</b>	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	PD-2 9 16 23	5 5 5 5		
						20	39	<b>School Month 2</b>
<b>September 2013</b>	26 DH-2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	PD-30 6 13 20	5 4 5 5		Labor Day 9/2/13
						19	58	<b>School Month 3</b>
<b>October 2013</b>	23 30 7 14	24 1 8 15	25 2 9 16	26 3 10 17	PD-27 4 11 18	5 5 5 5		
						20	78	<b>School Month 4</b>
<b>November 2013</b>	21 28 4 DH-11	22 29 5 12	23 30 6 13	24 31 7 14	DH-25 PD-1 8 15	4 5 5 4		Nevada Day 10/25/12 Veterans Day 11/11/13
						18	96	<b>School Month 5</b>
<b>December 2013</b>	18 25 2 9	19 26 3 10	20 27 4 11	21 DH-28 5 12	PD-22 DH-29 6 13	5 3 5 5		Thanksgiving 11/28/13 Family Day 11/29/13
						18	114	<b>School Month 6</b>
<b>January 2014</b>	16 23 30 6	17 24 31 7	18 DH-25 DH-1 8	19 26 2 9	PD-20 27 3 10	5 4 4 5		Christmas Day 12/25/13 New Year's Day 1/1/14
						18	132	<b>Month 7</b>
<b>February 2014</b>	13 DH-20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	PD-17 24 31 7	5 4 5 5		Martin Luther King Jr. Birthday 1/20/14
						19	151	<b>School Month 8</b>
<b>March 2014</b>	10 DH-17 24 3	11 18 25 4	12 19 26 5	13 20 27 6	PD-14 21 28 7	5 4 5 5		President's Day 2/17/14
						19	170	<b>School Month 9</b>
<b>April 2014</b>	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	PD-14 21 28 4	5 5 5 5		
						20	190	<b>School Month 10</b>
<b>May 2014</b>	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	PD-11 18 25 2	5 5 5 5		
						20	210	<b>School Month 11</b>

DH District Holiday  
 PD Professional Development for all Teachers

# ATTACHMENT A.5.3: TENTATIVE SCHOOL CALENDAR AND DAILY SCHEDULE

Start Date: 7/1/13

	5	6	7	8	PD-9	5			Memorial Day 5/26/14
	12	13	14	15	16	5			
	19	20	21	22	23	5			
	DH-26	27	28	29	30	4			
						19	229	<b>School</b>	
								<b>Month 12</b>	
<b>June</b>	2	3	4	5	PD-6	5			
<b>2014</b>	9	10	11	12	13	5			
	16	17	18	19	20	5			
	23	24	25	26	27	5			
						20	249	<b>School</b>	
								<b>Month 13</b>	
	30					1		<b>School</b>	Last Day 6/30/14
						1	250	<b>Month 14</b>	

DH District Holiday

PD Professional Development for all Teachers

## ATTACHMENT A.6.3: SCHOOL CLIMATE AND DISCIPLINE

### *Rite of Passage Policy and Procedure*

<b>Policy Number:</b>	600.110		
<b>Policy Name:</b>	Disciplinary Policy		
<b>Creation Date:</b>	<b>Author:</b>		
<b>Revision Date:</b>	<b>Revision #:</b>	<b>Initials:</b>	

#### **Policy:**

Sterling Charter High School promotes a safe environment with established rules that are designed to protect the students and the staff. Students shall understand the program rules, as well as the consequences for not meeting them. Rule violations shall be addressed through a consistent and fair process. The policies address: 1) substantive acts for which a student is discipline; 2) consequences resulting from committing such acts; 3) due process procedures that the school will follow in addressing its discipline policy; 4) individuals responsible for carrying out the discipline policy; 5) responding to alternative education settings for students and; 6) Safe Crisis Management protocol.

#### **Procedure:**

Sterling Charter High School shall implement a Disciplinary Policy consistent with the Nevada Revised Statutes, which promote creating a positive school culture through a Code of Conduct that emphasizes being safe and free of controlled substances.

### **1. Substantive Acts for Which a Student is Disciplined**

Discipline incidents can be classified as Level 1, Level 2, and Level 3 infractions

- Level 1 Infractions: Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the principle or designee. Any behavior that is a low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 infraction. Examples include:
  - Disrespecting a fellow student
  - Disrespecting faculty, staff, or other member of school community
  - Disrespecting school property
  - Being out of dress code
  - Arriving late to school or class
  - Chewing gum
  - Disrupting class for any reason at any time
  - Being unprepared for class
  - Horseplaying
  - Failing to have school document, homework, or exam signed
  - Failing to complete homework or other assignment
  - Failing or refusing to follow directions
  - Leaving the classroom without permission
  - Being off-task
  - Any other behavior deemed by school staff to be inappropriate or disruptive

- Level 2 Infractions: Discipline incidents that interfere with anyone’s safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions. Such behaviors should be considered Level 2 infractions. Examples include:
  - Gross disrespect of a fellow student
  - Gross disrespect of faculty or staff
  - Gross disrespect of school property
  - Using or possessing over-the-counter medication inappropriately
  - Using or possessing tobacco products
  - Damaging, destroying, or stealing personal or school property or attempting to do so
  - Committing sexual, racial, or any form of harassment or intimidation
  - Cutting school, class, or required afterschool activity
  - Using abusive, vulgar, or profane language or treatment
  - Making verbal or physical threats
  - Fighting, pushing, shoving, or unwanted physical contact
  - Setting off false alarms or calling in groundless threats
  - Gambling
  - Departing, without permission, from class, floor, building, or school-sponsored activity
  - Forgery of any sort, including parental signatures
  - Cheating , plagiarism or copying someone else’s work
  
- Level 3 Infractions: Discipline incidents that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, are legal violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Level 3 infractions. Examples include:
  - Repeated or excessive out-of-school suspensions
  - Repeated and fundamental disregard of school policies and procedures
  - Possession, use, or transfer of drugs, alcohol, or controlled substances
  - Destruction or attempted destruction of school property, including arson
  - Assault against fellow students, staff, or other members of the school community
  - Possession of a weapon
  - Damaging, destroying, or stealing personal or school property or attempting to do so
  - Committing sexual, racial, or any form of harassment or intimidation
  - Making bomb threats or violent verbal or physical threats, empty or otherwise

## **2. Consequences Resulting from Committing such Acts:**

Sterling Charter High School shall follow the General Provisions for Behavior and Discipline as outlined by Chapter 392 of the Nevada Revised Statutes. It is our objective to work through high-risk behaviors to minimize the number of expulsions or suspensions by offering an Academic Refocus Program.

Specifically:

- Level 1 Corrective Strategies (First Infraction)
  - Use of the Student Code of Conduct to reinforce positive behavior and present the student with opportunities to develop appropriate social skills
  - Posting, teaching, and re-teaching school behavior expectations
  - Having the student apologize and making amends with those affected
- Level 1 Corrective Strategies (Repeated Infractions)
  - Contact and/or confer with parent(s)/legal guardian(s)
  - Utilize Check-In/Check-Out

- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Firm, fair, and corrective discipline
- Use of Positive Behavior Intervention Support Services (PBISS)
- After-school detention
- Loss of privilege
- Refer the student to the RtI team
- Refer the student to the School Administrator/Principal
- Level 2 Corrective Strategies
  - Mandatory strategies will include:
    - Student conference and school-level investigation
    - Referral to a LCSW for an assessment, and if necessary, implementation of a school-based treatment plan or referral to other social services/mental health services
    - Academic Refocus Program
  - Contact and/or confer with parent(s)/legal guardian(s)
  - Utilize Check-In/Check-Out
  - Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
  - Firm, fair, and corrective discipline
  - Use of Positive Behavior Intervention Support Services (PBISS)
  - After-school detention
  - Loss of privilege
  - Refer the student to the RtI team
  - Refer the student to the School Administrator/Principal
- Level 3 Corrective Strategies
  - Mandatory strategies will include:
    - Student conference and school-level investigation
    - Referral to a LCSW for an assessment, and if necessary, implementation of a school-based treatment plan or referral to other social services/mental health services.
    - Academic Refocus Program
  - Contact and/or confer with parent(s)/legal guardian(s)
  - Utilize Check-In/Check-Out
  - Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
  - Firm, fair, and corrective discipline
  - Use of Positive Behavior Intervention Support Services (PBISS)
  - After-school detention
  - Loss of privilege
  - Refer the student to the RtI team
  - Refer the student to the School Administrator/Principal

### **3. Due Process**

All Sterling Charter High School students are afforded the due process rights which shall be defined as fair and reasonable approaches to all areas of student grievances and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instructional process.

1. The principal/administrator must conduct a student conference and school-level investigation within a 24 hour period.

2. Prior to any Level 2 or Level 3 referrals, the school principal or designee must advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school principal or designee.
3. The principal or designee, must contact by telephone or send a certified letter to the parent(s)/legal guardian(s) of the student, to establish a date and time for a conference with the principal or designee as a requirement in the Level 2 and Level 3 Corrective Strategies.
  - a. If the parent(s)/legal guardian(s) fails to attend the required conference within five (5) school days of mailing the certified letter or other contact with the parent(s)/legal guardian(s), the case will be referred to the a LCSW.

#### **4. Individuals Responsible for Carrying Out the Discipline Policy**

At Sterling Charter High School, all staff will be responsible for carrying out and enforcing the discipline policy, however the School Administrator/Principal will have the most direct involvement in overseeing the safety of the students and faculty.

The School Administrator/Principal, together with the Behavior Mentor will work to provide a positive school climate that supports school safety, health and learning. The Behavior Mentor will not only uphold the positive norms of the school, but they will work with students through the Academic Refocus Program who need additional support and structure.

#### **5. Academic Refocus Program**

The Refocus Status is an independent program element developed to assist individual students who are not able to function within the positive youth development framework. Refocus Status is assigned to students who demonstrate behaviors and actions that require intervention and correction to safely participate in the program or to regain focus of their program goals.

Academic Refocus will take place within the Sterling Charter High School setting and school day. Academic Refocus will be utilized as an alternative instruction program to intervene when students commit Level 2 and Level 3 violations, demonstrating the need for interventions to refocus their behaviors on their academic program goals. Students who commit these violations shall be placed in Academic Refocus to complete individualized education assignments from that day so that the student does not miss content covered in class. The time (and days) placed in Academic Refocus will be based on the student needs and developed in accordance with the student's Personal Education Plan and a multidisciplinary team including the Teachers and the Administrator/Principal. The Behavior Mentor shall supervise and ensure class work is completed.

#### **6. Safe Crisis Management**

Sterling Charter High School will use an approved Safe Crisis Management (SCM) system that positive growth and behavior, prevention and de-escalation techniques. SCM emphasizes strengths-based non-physical intervention in order to reduce the frequency of physical interventions through prevention and safe resolution of challenging and explosive behaviors.

Emergency Safety Interventions are used as the last resort, and only when real harm to self or others is present. Staff shall follow the training protocol which includes:

1. Safe Crisis Management will follow all approved procedures, including approved de-escalation.
2. Sterling Charter High School will not allow pain compliance, leverage, or any other non-approved restraints.

3. Use of anything other than approved procedures may result in disciplinary action including termination.
4. After any SCM, all staff involved, and those that witnessed the incident, will complete an Incident Report
5. The Principal/Administrator shall review all Incident Report paperwork no later than 24 hours after the incident has occurred or at shift change, whichever comes first.
6. Safe Crisis Management shall never be used as a form of discipline or punishment, as treatment or therapeutic intervention, as a threat to gain a youth's compliance or to force program participation.

## ATTACHMENT A.6.4: SCHOOL CLIMATE AND DISCIPLINE

### *Rite of Passage Policy and Procedure*

<b>Policy Number:</b>			
<b>Policy Name:</b>	<b>Truancy Policy</b>		
<b>Creation Date:</b>	<b>Author:</b>		
<b>Revision Date:</b>	<b>Revision #:</b>	<b>Initials:</b>	

**Policy:** Sterling Charter High School recognizes the importance of a good attendance record and its direct effects on student success. Students are expected to attend all of their classes unless excused due to a school sponsored event or due to physical or mental inability to attend, pursuant to NRS 392.130. Absences that are not excused within three days shall be deemed truant. The number of trancies shall accumulate over each school year and be maintained in the student’s records.

**Procedure:** Sterling Charter High School shall implement a Truancy Policy consistent with the Nevada Revised Statutes.

1. **First unexcused absence.** The absence is deemed truant. The teacher shall, in writing, inform the student’s parent/guardian of the student’s truancy. The school counselor or principal shall also meet with the student individually or along with the student’s parents/legal guardians to discuss the absence and encourage future attendance.
  
2. **Second unexcused absence.** The absence is deemed truant. The teacher shall, in writing, inform the student’s parent/guardian of the student’s truancy. The school counselor or principal shall also meet with the student individually or along with the student’s parents/legal guardians to discuss the absence and encourage future attendance.
  
3. **Third or greater unexcused absence.** The student is declared habitually truant. The student shall be referred to an advisory board upon written approval from the student’s parent or legal guardian. The truant student and parent/legal guardian must attend the advisory board meeting discussing the attendance of the student. If the parent/guardian does not give written consent to the advisory board, or if the student and parent/legal guardian do not attend the advisory board meeting, the student will be referred to the Sheriff’s Department. The student may also be referred to the Sheriff’s Department if deemed necessary by the advisory board in the approved meeting.



## ATTACHMENT A.6.5: SCHOOL CLIMATE AND DISCIPLINE

### *Rite of Passage Policy and Procedure*

<b>Policy Number:</b>			
<b>Policy Name:</b>	<b>Absence Policy</b>		
<b>Creation Date:</b>	<b>Author:</b>		
<b>Revision Date:</b>	<b>Revision #:</b>	<b>Initials:</b>	

**Policy:**

The safety and security of our students and staff are ROP’s top priorities. Roll is taken in every class and in the units to minimize the possibility of runaways and to prevent harm coming to our students and staff. As a result, the following principles and procedures are required of education staff when taking roll.

**Procedure:**

- Students do not take roll.
- Teachers take roll.
- Teachers mark their roll sheets so that the date and attendance code match.
- There are only three symbols used by teachers when taking roll.
  - Student is present
  - / Student is absent
  - T Student is tardy
- Teachers complete roll within three minutes of the bell.
- Teachers complete a head count to insure the class count matches the roll sheet count.
- Teachers place the roll sheet on the door or within three feet of the door where it is easily accessible for roll call.
- If a student arrives after the roll call has been called and placed on the door, the roll sheet must be updated to reflect that the student was tardy.

Upon returning to school, each absentee will be required to present a note from a parent or a note from a doctor stating the reason for the absence. This note will be turned in to the Office and will be kept on file for documentation. A student is excused for the following reasons only:

- Personal illness
- Religious holiday
- Natural catastrophe or disaster
- Death in family
- Serious illness in family

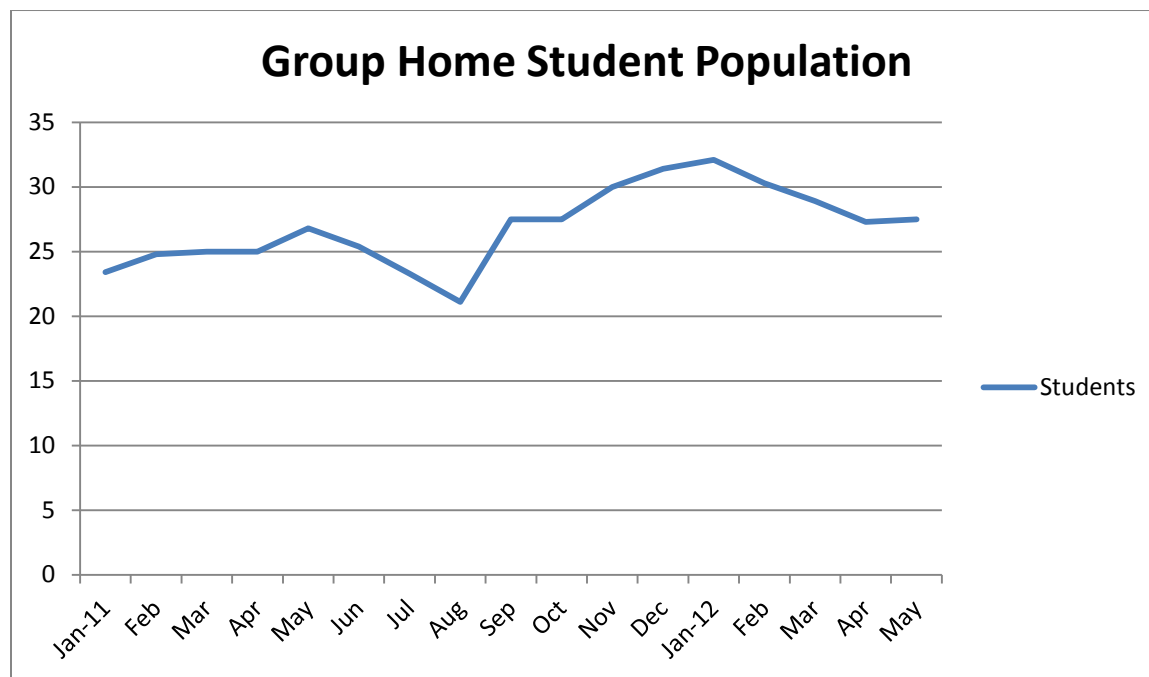
Absences of a questionable nature will be checked with the Office. Absences must be followed with a note or phone call from a doctor or parent/legal guardian in order for the absence to be excused. The note must be received by the office within three days of the student’s absence, otherwise the absence will not be excused. Any student who misses a class more than eight days in a semester will receive a grade of “F” for that class. Exceptions will be made for school-sponsored activities.

## ATTACHMENT A.7.2: TARGET POPULATION

Aligned with Sterling Charter High School’s mission, the school’s target population is 24 students for the first year who are disadvantaged and at-risk of academic failure due to academic, social, or economic factors. We will also work with youth referred to Sterling because of school expulsions and will target students who are drop-outs, as well as adolescents involved in the juvenile justice system.

Sterling Charter High School is targeting students from the Rite of Passage Adolescent Treatment Centers and Schools (ROPATCS). Among ROPATCS’s six group homes, three are in Nevada and may be used for Nevada youth. These three group homes are licensed for 8 students each, therefore the capacity is 24 students. Sterling will secure an agreement with ROPATCS to use this school for its Nevada students.

The population of ROPATCS group home has increased slightly in the last year and a half, due to the addition of a new group home. However, as shown below, the 28 students in May of 2012 are both California and Nevada students – Sterling Charter High School will serve the needs of the students of this state.



Sterling recognizes that it will not always be feasible to have full occupancy of 24 in the Nevada group homes and we recognize other at-risk youth in the community may also benefit from year-round, rigorous instruction. Therefore, we are targeting at-risk students at the Douglas County High School and the ASPIRE Alternative School, as well as students transitioning from Jacobsen High (in China Springs Youth Camp). All of these schools are in Douglas County, Nevada.

In total, Sterling has determined there are at least 69 potential students from the following three schools:

School	Total Enrollment	Targeted Students
<b>Douglas County High School</b>	1,364	<ul style="list-style-type: none"> <li>• Drop outs (1.9%) or <b>25</b> students annually</li> <li>• Estimated <b>10</b> students who were expelled/suspended (51 incidents of violence)</li> <li>• Credit deficient students (16.8%) or 229 students who are expected to graduate, however some students may want alternative schedule to accelerate credit completion</li> </ul>
<b>Jacobsen High (China Springs)</b>	58	<ul style="list-style-type: none"> <li>• Drop outs (15.7%) or <b>9</b> students annually</li> <li>• Estimated <b>10</b> students transitioning from China Springs Youth Camp to the community, and have not obtained a HS diploma or GED</li> </ul>
<b>ASPIRE Alternative School</b>	25	<ul style="list-style-type: none"> <li>• <b>15</b> students who are at-risk and in grades 7-12</li> </ul>
<b>Total</b>	1447 total enrollment	<b>69</b> potential students at-risk of academic failure due to academic, social, or economic factors, including school expulsions, drop-outs as well as adolescents involved in the juvenile justice system. This does not include credit deficient students

*Source: 2010-2011 School Accountability Summary Report*

## ATTACHMENT A.7.4: TARGET POPULATION

Sterling Charter High School's advertising and promotion plan will focus on our target population – particularly students who are disadvantaged and at risk of failure due to academic, social or economic factors, expelled from high school or high school dropouts and involved in the juvenile justice system.

Because we are targeting Nevada students in an existing residential program (Rite of Passage Adolescent Treatment Centers and Schools), we will focus our advertising and promotion on informing probation officers, juvenile courts and agencies about the school. Through this channel, the students will be first admitted into the residential program, and then subsequently enroll in the school.

In addition to this method of enrolling students, Sterling will also meet with local area high school administrators to discuss Sterling Charter High School as an option for their at-risk students.

The following is our recruitment strategy with timeframe for Sterling Charter High School's advertising and promotion.

- February 2013: Sterling will create a series of marketing and promotional materials for distribution. This includes a 3 -fold color brochure that includes an enrollment packet and information about the school.
- March 2013: Create website.
- March 2013 to May 2013: Initial contacts with local juvenile justice programs will be made by the Board or EMO. The School Director will continue to meet with state and local juvenile justice agencies to discuss the school as an option for clients who still need to fulfill education requirements.
- March 2013 to June 2013: Hold a *minimum* of one Open House per month (March, April, May, and June) to explain the school's educational philosophy and its advantages.
- March 2012 to April 2013: Sterling will meet with and provide information to administrators from local area high schools. Because our school targets expelled students and students who have dropped out, we will work with these high schools so this population of students may be referred to Sterling.
- March 2013 through June 2013: Recruiters (Board members, EMO and Principal, when hired) will attend community events, meet with staff of organizations ( i.e. group homes) serving targeted students, and use a variety of other means to make Sterling's existence known and encourage students to apply. This may include choice fairs and middle school events that detail high school choices.

The advertising and promotion campaign will generally conclude in June on 2013. In subsequent years, Sterling will employ the same methodology to recruit students.

# Attachment A.8.5: Special Student Populations

Sterling Charter High School agrees to be responsible for the provision of special education services. While this attachment requires a clear explanation of the Special Education Policy Assurance Document, we will utilize the form (shown below) required by the Department of Education.

## 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:

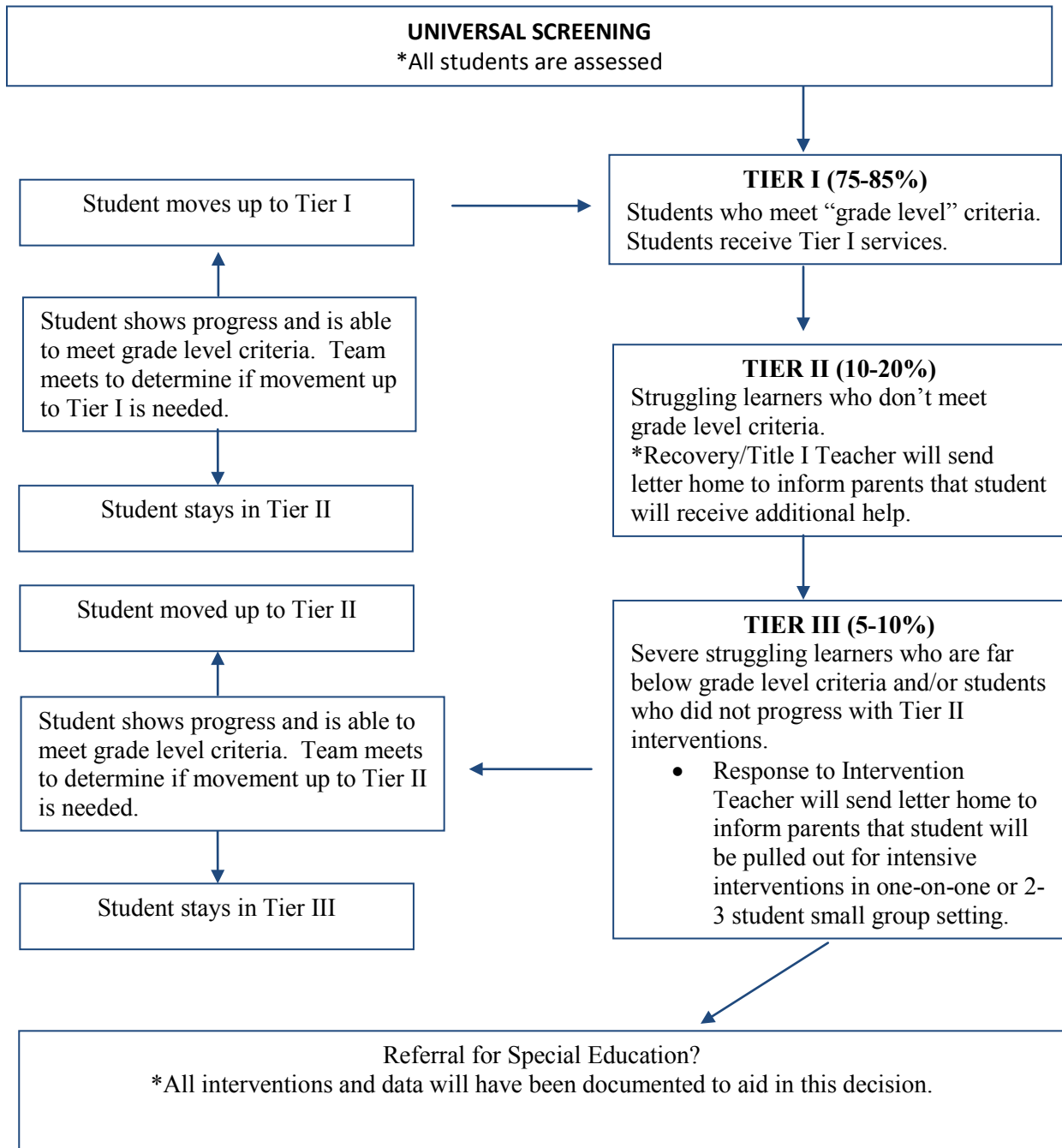
- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; 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. Sterling Charter High School, Member of Committee to Form	
Signature: 	Date: 8/24/12

## ATTACHMENT A.8.6: SPECIAL STUDENT POPULATIONS

Sterling Charter High School’s RtI flow chart (described in Narrative A.8.2) is compatible with the chart below. Sterling will utilize the 3 Tiers which target academic and behavioral interventions.

In addition, Sterling will utilize the Response to Intervention Referral Packet provided as an Appendix in the Charter Application. An excerpt of this form is provided on the following page.



Referral Source(s): \_\_\_\_\_ Teacher  
 \_\_\_\_\_ Other

**Response to Intervention  
 Referral Information**

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Conference Period: \_\_\_\_\_ Subject/Period: \_\_\_\_\_

Is this student currently receiving any special programs services?  Yes  No  
 A Section 504  Bilingual/ESL  
 B Speech  Other: \_\_\_\_\_  
 C Resource

Home Language Survey:  English  Spanish  Other: \_\_\_\_\_

Has student been retained?  No  Yes: Grade \_\_\_\_\_

Is attendance an issue to be considered?  No  Yes: # days absent \_\_\_\_\_

Grades		
Subject/Area	Current Grade	Yearly Average
Reading		
Language Arts		
Math		
Science		
Social Studies		
Conduct		

Parental Contacts	
Date	Purpose/result

Initial Reading Level _____ (DRA, WRAP, Lexile, etc.)	
Date	Reading Level

CRT SCORES					
Grade	Subject	Score	Grade	Subject	Score

## **ATTACHMENT A.8.7: SPECIAL STUDENT POPULATIONS**

Students with disabilities enrolled in public schools, including Sterling, are entitled to a free appropriate public education (FAPE) in the least restrictive environment. The Section of 504 regulations includes several procedural components regarding the provision of FAPE. Among these requirements is the explanation of an appropriate education that may include regular or special education and related aids and services to accommodate the unique needs of individuals with disabilities. Sterling will ensure that programs meet individual need through the development of an individual education program (IEP) for each student with a disability. IEPs are required for students participating in the special education programs of recipients of funding under the IDEA.

Pursuant to IDEA (at §§300.321), Sterling will have the following members as part of the IEP team:

- the parents of the student
- one regular education teacher of the student, or where appropriate, not less than one special education provider of the student
- staff that will interpret the instructional implications of evaluation results
- other staff who have knowledge regarding the student
- the student with the disability

The initial evaluation shall consist of procedures to determine whether a student is a student with a disability, as defined and to determine the education needs of the student. In conducting the evaluation the school shall:

- Use a variety of assessment tools and strategies to gather relevant functional and development information, including information provided by the parent, that may assist in determining whether the student is a student with a disability, and the content of the student's IEP, including information related to enabling the child to be involved in progress in the general curriculum;
- Not use any single procedure as the sole criterion for determining whether a student is a student with a disability or determining an appropriate educational program for the child; and
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Assessment tools and strategies provide relevant information that directly assists person in determining the educational needs of the student.

IEPs will be updated annually by the IEP team prior to the expiration of the annual review date. Each teacher will have a hard copy of each student's IEP in the classroom, located in a red binder and stored in a locked location. Teachers will document on the progress of the student's goals and objectives on a weekly basis. The documentation will be placed in the student's academic file and monitored weekly by the school administrative staff for compliance. Related services will be provided to the school guidance counselor and if additional services are needed (speech, psychologist, etc.), the school will contract with outside providers to meet the need of the student's IEP. The IEP guides the academic destination of the student and is based on the goals and objectives set by the IEP team. Reevaluations for continuance services, additions, or deletion of services will take place every three years. Students with disabilities are educated with non-disabled students. Regardless of the student with disabilities cognitive level, there will be no exclusion during the academic school year.

Accommodations will involve a wide range of techniques and support systems that help students work around the limitations that result from their disability. Accommodations are designed on the way students learn and how they are tested. They may be provided in five general areas: 1) instructional methods and materials, 2) assignments and classroom assessments, 3) time demands and scheduling, 4) learning



environment, and 5) use of special communication systems. Testing accommodations will also be provided to students to ensure appropriate changes or adjustments to standard testing procedures or materials that enable a student to participate in state and district assessments. All changes to any standardized test procedures will be limited to those explicitly allowed in the test manual and must be documented on the IEP. Inclusion in the regular classroom enables previously excluded students to be successful in the general education program; it can give those previously excluded students a chance to make friends and build relationships with a more representative group of their peers.

IDEA requires education in the “least restrictive environment appropriate” to meet their “unique needs.” Section 504 of the Rehabilitation Act of 1973 requires disabled children to be educated with the non-disabled to the maximum extent appropriate to the needs of the disabled child. Inclusion allows all students to be challenged by high expectations, and offers more opportunities for all to learn tolerance and compassion. More than anything else, however, inclusion sends the message to students, to school personnel, and to the community that each individual is a valued member of society, and that each one has a unique and valuable contribution to make up the complex fabric of society.

It shall be the school’s responsibility to maintain compliance with the student’s Individual Education Plan (IEP) and 504 Plan under the supervision of the Principal. All teaching staff will provide accommodations and modifications in the classroom as outline in the student’s IEP. Professional development trainings in the areas of methodology individualize instruction, classroom management, inclusion, Response to Intervention (RtI), and an explanation of special education within the different exceptionalities.

## ATTACHMENT A.9.2: RECORDS

### *Rite of Passage Policy and Procedure*

<b>Policy Number:</b>	<b>600.368</b>		
<b>Policy Name:</b>	<b>Student Record Confidentiality and Public Access Policy</b>		
<b>Creation Date:</b>	<b>10/03/2009</b>	<b>Author:</b>	<b>SC</b>
<b>Revision Date:</b>	<b>Revision #:</b>	<b>Initials:</b>	

#### **Policy:**

It is Rite of Passage's policy to adhere to all applicable federal, state, county, and local regulations in regards to the confidentiality of student records as well as public access of the same.

#### **Procedure:**

Rite of Passage staff will receive training regarding federal, state, county, and local laws governing confidentiality of student records and public access to the same.

Rite of Passage staff will adhere to the regulatory requirements of the State of Nevada unless and in fact the regulatory requirements are in direct opposition to federally mandated acts as approved by congress.

Addendums to this policy will be created and shared with staff regarding specific state requirements as the need arises to do so.

## **A.10 CAREER EDUCATION**

### **Attachment A.10.1: Rationale for the CTE Program**

Aligned with Sterling Charter High School's mission, a career and technical education (CTE) program is an integral aspect of creating a well-rounded education for students and prepare them for their future. The CTE classes will ensure youth are aware of all available opportunities and are able to achieve their higher education and career goals.

Sterling Charter High School believes that education should prepare students for a successful future. Normally, that preparation focuses on higher education. However, many students' interests are in vocations and trades which is why Sterling Charter High School is offering a CTE Program. Statistics show that creating interest in careers and securing resources to fulfill that interest is one of the most effective ways of preventing students from dropping out of school.

Academic performance is also increased with the presence of a CTE Program in high school. When students are exposed to careers and how their interests translate into careers, a higher percentage of students are motivated to stay in school and pursue postsecondary education. A successful CTE Program bridges the gap between unskilled high school graduates and a skilled workforce candidate.

### **Attachment A.10.2: Outline the Proposed Course Sequence(s)**

#### **CAREER AND TECHNICAL EDUCATION COURSE OFFERINGS**

##### *Career Exploration – No prerequisite*

.5 Credit

This class offers hands-on learning experiences that will give students the opportunity to explore various career pathways and skills. This class will facilitate the exploration process of Career Cluster occupational areas which include, but are not limited to: agriculture, architecture and construction, audio/video technology and communications, business management, education professions, finance, health sciences, information technology, marketing, and science, technology, engineering and mathematics. Students will work within their Personal Education Plan (PEP), relate school experiences to occupational choices, and explore the relationship between work and broader life roles.

##### *Career Strategies – Prerequisite: Career Exploration*

.5 Credit

Designed to build on *Career Exploration*, the purpose of Career Planning Strategies is for students to acquire the necessary tools and strategies to develop an individual action employment plan. Areas addressed will include self-advocacy/self-determination, vocational assessments, job acquisition skills, work ethics and career pathways. Methods to be incorporated include hands-on activities, situational assessments, guest speakers from the community, technological applications, cooperative learning, and personal experiences.

##### *Business Computer Applications – No prerequisite*

.5 Credit

This class will be an introduction into the world of computer technology.

Through Windows Office Suite 2007, the student will explore relevant and emerging technologies, the role of computers in society, and discussion of social and ethical issues related to the use of personal

computers. This course introduces students to careers related to the Information Technology field including computer repair, web design, software development and video game development.

*Business, Management and Technology – No prerequisite*

1 Credit

Students will use the computer as a tool to help them in personal, business, and educational use.

Students will learn keyboarding, proper formatting for letters, tables, research papers, and resumes, as well as Microsoft applications, such as Word, Excel, Access, PowerPoint, Publisher, and Outlook. This class will also introduce students to the many facets of business such as accounting, economics, ethics, finance, law, management, marketing, and technology to support business operations, legal and ethical issues, management and marketing principles and business start-up enterprises.

*Personal and Family Management I – No prerequisite*

1 Credit

This course is designed as a survey of all aspects of family and consumer sciences. It will emphasize the importance of life skills in developing independence. Areas of study include roles and responsibilities, building positive relationships, managing resources, health and wellness, clothing management, and leadership and career development in the context of personal and family life.

*Work Experience – Prerequisite: Completion of at least 1 Credit in CTE and with permission of Instructor*

1 Credit

To allow students the opportunity to learn skills “in the field,” a Work Experience Credit can be earned by working directly in the field they are interested in pursuing a career or in a field they would like to gain experience for work readiness. This course will encourage students to explore and develop advanced skills through work-based learning directly related to their program of student and will follow NAC 389.562, 389.564, 389.566 regulations.

### **Attachment A.10.3: Describe How the Need for the Program/Course(S) Of Study was Determined**

To design an effective CTE program, the Sterling High School Charter Board conducted a needs analysis. That analysis showed a need for students to be versed in workplace readiness skills and to have access to higher education alternatives to tie both together. Realistically speaking, there is no shortage of low-wage, unskilled jobs. However, our commitment to our students is to prepare them for a career with the potential for upward mobility, one in which they can grow and advance.

Based on published data in the Nevada Workforce informer, Nevada’s Top 50 Demand Occupations has identified several industries, separated by skill and education, and their projected average of annual job openings. While there are many unskilled positions open annually, the pay scale increases based on those jobs requiring vocational experience and higher education.

Metalworking trades have had an annual growth in Nevada and are estimated to grow over the next four years. The food service industry has also witnessed a steady growth, illustrating a continued need for culinary professional classes. (Data based on Nevada Workforce publication, Quarterly Census of Employment and Wages.)

Another industry suffering from shortages is the healthcare industry. With a rise in retirement-age citizens, comes the need for healthcare workers. Additionally, due to continued budget cuts in higher education, the amount of candidates in the nursing program turned away each year is increasing making it more difficult to have an adequate pool of qualified candidates to choose from.

Overall, other industries are also in need of qualified candidates who are able to interact effectively with customers, i.e. sales, banking, supervisors, and positions requiring employees to be helpful, resourceful and knowledgeable. Many youth already possess these skills and with the appropriate education and training can be successful in any type of position requiring successful communication skills. Of course, many of these companies are willing to train the right employee, but a basic knowledge of how to effectively interact with the public is a skill often lacking in the current pool of employees.

#### **Attachment A.10.4: List The Program and Course Goals and Objectives in Measurable Terms**

Course goals and objectives are based on the Nevada CTE course guidelines; therefore, the content and performance standards are established. However, based on the instructor's discretion, performance standards will continue to be enhanced to ensure a student's aptitude in the field of study and continued alignment with their PEP goals.

Each module of study will also have goals and objectives to allow students an opportunity to review areas they have not mastered and to illustrate the order of instruction being followed.

#### **Attachment A.10.5: Provide Topical Outlines of Major Units of Instruction for Each Proposed Course**

Aligned with Nevada's CTE Course Catalog Career Clusters, course offerings will include areas of Business and Marketing, Family and Consumer Sciences, Information and Media Technologies, and Skilled and Technical Sciences. The following are proposed abbreviated course outlines for each CTE Course:

##### ***Career Exploration***

###### **Lesson 1: DECISION-MAKING**

- Introduce the decision-making process
- Identify decision-making style
- Create a plan

###### **Lesson 2: SELF-EXPLORATION: INTERESTS, SKILLS, & VALUES**

- Introduce interests, skills, and values
- Identify interests, skills, and values
- Self-assessment (chart)

###### **Lesson 3: CAREER EXPLORATION**

- Review results of interest inventories
- Identify 3-5 occupations of most interest
- Conduct research on occupations through

#### Lesson 4: PUTTING IT ALL TOGETHER

Compare & contrast interests, skills, and values with occupational research conducted

Make a decision

Evaluate decision

#### ***Career Strategies***

##### Lesson 1: Find your Passion

Identify what you bring to the industry

Illustrate why your skills are in demand

##### Lesson 2: Work on vocational assessments

Take several different assessments to see if your personality/skills are suited to your chosen career path

##### Lesson 3: Know where you want to work

Choosing the company through research

Identify what experience, education and/or certifications you will need

##### Lesson 4: Guest Speakers

Bring in guest speakers that correlate to students' career interests

#### ***Business Computer Applications***

This class will be an introduction into the world of computer technology.

##### Lesson 1: The role of computers in society

##### Lesson 2: Understand Internet search tools and methods

##### Lesson 3: Understand how to validate, authenticate, and legally use information from the Internet

##### Lesson 4: Explore various forms of electronic communication

##### Lesson 5: Know the rules of online safety

##### Lesson 6: Learn about careers in the Information Technology field

#### ***Business, Management and Technology***

##### Lesson 1: Understand business documents

Personal, business and educational documents

##### Lesson 2: Importance of formatting, editing and revising documents

Standard document formats

How document creation reflects on you as a student/professional

##### Lesson 3: Microsoft Suite

Introduction to Microsoft Suite

Keyboarding

Lesson 3: Microsoft Word basic overview

Lesson 4: Microsoft Excel basic overview

Lesson 5: Microsoft PowerPoint basic overview

Lesson 6: Microsoft Publisher/Access/Outlook basic overview

Lesson 7: Reports and Reporting

How various aspects of the Microsoft Suite are used in business

### ***Personal and Family Management I***

Lesson 1: Analyze skills and processes essential to functioning as an adult

Potential roadblocks to adulthood

Responsible decisions for problem resolution

Lesson 2: The family

Impact of multiple roles of family members on family communication

Methods of balancing the multiple roles of family member, wage earner and community member

Lesson 3: Family communication process

Levels of communication

Appropriate uses of verbal and nonverbal communication

Communication skills that contribute to positive relationships in the family, workplace and community

Lesson 4: Interpersonal communication

Effect of personal values, attitudes, skills and behavior on interpersonal communication

Techniques to promote effective personal communication

Lesson 5: Communicating Cross-Culturally

Communicate a caring, respectful attitude for others within a diverse community

Demonstrate group communication techniques in the family, workplace and community

Lesson 6: Health and wellbeing

Stress management to promote physical and mental health of family members

Role of personal management in maintaining good health and wellness

Management of personal and family resources

### ***Work Experience***

Outside internships, job shadowing and project based work to assist student with developing skills and gaining experience. Will be directed by Instructor and adhere to N AC 389 .562, 389.564, 389.566 regulations.

### **Attachment A.10.6: Instructional Contact Hours**

Sterling Charter High School recognizes the importance of Career Education, along with the importance of core classes. This can be seen in the school calendar. The 2013-2014 calendar and the daily and weekly schedules indicate:

- Sterling Charter High School will have 250 days of instruction
- A school day on Monday through Thursday will be 470 minutes long, excluding breakfast and lunch. Every Monday through Thursday school day will consist of 100 minutes of instruction dedicated to either core/elective/career education courses. Friday school days will be 415 minutes long, excluding breakfast and lunch. Every Friday will consist of 50 minutes dedicated to core/elective/career education courses
- Sterling Charter High School will offer approximately 1,708 instructional hours for each student during the course of the year, with an average of 410 minutes of instruction each day
- For each career educational course, at least 166 hours of instruction will be offered during the academic year for all grade levels
- The school day will be from 7:30 am to 2:25 pm, four days per week, and from 7:30 to 12:40, one day per week.

### **Attachment A.10.7: Identify Major Methods of Instructional Delivery**

Instructional delivery for each CTE class will vary depending on the course level. The more introductory level classes will focus primarily on classroom delivery and assigned projects specific to the area of focus. Computer labs are real so available for those CTE courses requiring research and/or software proficiency.

Advanced Studies and Work Experience levels of study will contain variations of classroom instruction, laboratory (outside work experience), and project-based direction. Students will follow the curriculum and acquire basic knowledge of their area of focus, combined with project-based instruction that emphasizes group collaboration through exploration.

### **Attachment A.10.8: CTSOs Useful To Support Curriculum, Instruction, and Assessments**

The Career and technical Student Organizations that would prove most helpful in supporting Sterling's CTE program would be the Future Business Leaders of America (FBLA); Family, Career and Community Leaders of America (FCCLA); and SkillsUSA. In working with these CTSOs, CTE instructors are able to direct students to outside resources that will continue to challenge them and build on their career knowledge and advancement.



### **Attachment A.10.9: Provide a Brief Summary of Possible Post-Secondary Partnerships that Can Assist Students in Transitioning to Education, Training and Careers**

Students will create an account on <http://nvcis.intocareers.org> and will utilize the tabs on Nevada Job Connect for Youth to further explore their interests and how they correspond to careers.

Teachers will provide a study plan and subsequent test dates for Accuplacer, SAT and ACT tests for those students whose PEP goals include post-secondary school.

Partnerships with area Community Colleges, such as Western Nevada College, Truckee Meadows Community College, Lake Tahoe Community College, and with University Nevada, Reno to assist those students wanting to obtain a certificate in offered programs or a post-secondary education.

An existing partnership of great benefit to the CTE Program is the Passageway Scholarship Foundation. Established in 1990, Passageway Scholarship Foundation has assisted successful goal-oriented students at four year universities, community colleges and trade schools. Recipients have attended University of Nevada at Las Vegas, Feather River Community College, Western Nevada Community College and Georgetown University Medical School.

Develop business relationships for internships/apprenticeships by reviewing those Apprenticeship Programs listed under the Nevada Department of Business and Industry website. CTE Instructor will refer to the Programs accepting applications to ensure students interested and qualified for an internship in that industry are given the opportunity to gain meaningful experience.

### **Attachment A.10.10: Identify the Assessment Plan to Measure Student Progress Including Competency Achievement**

Methods of measuring competency in the course is done through an array of assessments, ranging from fundamental knowledge (weekly or content quizzes) to mastery (end of quarter exams/final projects or portfolios), depending on the course. Each measurement will correlate to the content standards, including ability to analyze and interpret, demonstrate transferable skills, and evaluate and apply material.

### **Attachment A.10.11: Identify the Assessment Plan to Ensure Program Effectiveness, Include Evaluation Instruments, Methods of Evaluation and How Results Will Be Used for Program Improvement**

Implementing an assessment plan to ensure program effectiveness will be key to CTE success, both for Sterling CHS and the students. To begin the program, Sterling has included a sampling of CTE classes to expose students to a variety of careers, beginning with initial exploration of skills and interests, to transferring those skills and interests into a potential career path. The current offering of CTE classes are introductory courses meant to give students entry level knowledge of a survey of industries.

To ensure program effectiveness, competency levels will be analyzed within each course. Interest levels will also be surveyed by allowing students input at the end of each quarter through a course evaluation.

For program improvement, all these measurements will be used to evaluate continuation of a course or implementing next level courses. For example, if there is little interest in Personal and Family Management I, the course will be assessed and improved in an attempt to make it more interactive and accessible. If the course continues to have a low threshold of enrollment, Sterling will consider removing it from the curriculum and replacing with either a new area of study within the CTE curricula or implementing a next level course to extend learning in an area with a high threshold, i.e. adding Business

Development if there is a high threshold of enrollment for Business Computer Applications (prerequisite for Business Development).

The overall objective for Sterling Charter High School's CTE program is to offer students career options that will allow them to match their interests with a career pathway of upward mobility and lifelong learning.

# **ATTACHMENT B.1.2: GOVERNING BODY**

## **BYLAWS**

### **OF**

## **Sterling Charter High School**

### **ARTICLE I**

#### **INTRODUCTION; LEGAL STATUS**

Section 1. Sterling Charter High School. The name of the charter school is Sterling Charter High School (hereinafter referred to as the “School”). The School is located at 2560 Business Parkway, Ste B, Minden, Nevada 89423.

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 and governed by the Sterling Charter School Board of Directors. 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 nine (9) to grade (12) and shall be operated exclusively for educational objectives and purposes. Sterling Charter High School (SCHS) was established for the purpose of improving the academic achievement of Nevada’s at-risk students through use of effective and innovative teaching methods that are based on research and best practices.

The mission of Sterling Charter High School is to improve academic achievement by providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within their community. Our vision for accomplishing this mission represents our values and what our school hopes to become. Sterling strives to contribute to each student’s academic achievement and to meet the needs of the whole child. This way, we develop the proficiency and achievement of our students and while providing tools to sustain these results.

At the core of Sterling Charter High School’s (SCHS) educational philosophy is the belief that all students have strengths. All students are capable learners and capable of succeeding in school and becoming positive, contributing members of their communities. With Sterling’s primary focus on academic achievement, our philosophic approach also considers the needs of the whole child. We believe integrating education with social skills and interpersonal skills empowers each student to fulfill his or her potential and fosters success in school and in other areas of the student’s life.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies

or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

### **ARTICLE III GOVERNING BODY**

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

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

- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. 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 for a maximum of eight (8) members. 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 shall fill all vacancies created by resignations or these Bylaws at the first meeting.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of seven (7) Directors.

- (a) The board membership in compliance with NAC 386.345, shall not include:
  1. An employee of the governing body or charter school:
  2. Except as otherwise provided in this paragraph, any person who:
    - ii. Owns, operates, is employed by or receives compensation from a corporation, business, organization or other entity that enters into a contract with the governing body or charter school; or
    - iii. Is related by blood or marriage to a person described in subparagraph (ii) pursuant to NRS 332.800 in that such person who enters into a contract with the governing body to provide goods or services to the charter school without profit or at no cost to the charter school. The Board shall maintain documentation of the terms of such a contract.
- (b) The Board's membership shall adhere to the statutory requirements of NRS 386.549.
- (c) A majority of Board Members shall be residents of the counties in which the schools 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 seven (7) two-year terms. 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.

(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).

(g) Within the first 6 months of the school opening, there shall be two Board positions specifically for Parents, who shall serve as ex-officio members. Sterling Charter High School will post this opportunity and any parent may submit an application and resume along with any other supporting documentation to school administrators. School administrators will provide this information to the Board of Directors for consideration and voting at a regularly scheduled meeting.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in **[month as determined by Board]** of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. 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. Audio recording and 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) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present, shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. Any Board Member may make a recommendation or nomination to 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. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

Section 17. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

#### **ARTICLE IV OFFICERS**

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.



Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

## **ARTICLE V STAFF**

The Board may appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

## **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. This provision will initially be implemented six (6) months from the opening date of the school.

## **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 \$5,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

## **ARTICLE VIII PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

#### **ARTICLE IX INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

#### **ARTICLE X AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

#### **ARTICLE XI DISSOLUTION**

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

#### **ARTICLE XII PURPOSE OF THE BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

**CERTIFICATION**

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_, Secretary

## ATTACHMENT B.1.3: GOVERNING BODY

Sterling Charter High School fashioned its Bylaws using, in part, the Nevada Department of Education model. The following identifies where the particular rules for governance are located within our bylaws:

Rules for Governance	Location in Bylaws
1. No reference to incorporation/governing body	NA
2. Governing body members	Article III., Section 3
3. Number of “ex officio” governing members	Article III., Section 3. (g)
4. Governing body training	Article III., Section 16
5. Expertise provided by governing body	Supplemental Information in Narrative B.1.4
6. Robert’s Rules of Order	Article III., Section 17
7. Committee to form transitioning	Article III., Section 2
8. Staggered terms of membership	Article III., Section 2 and Supplemental Information in Narrative
9. Office term for each member	Article III., Section 3. (d)
10. Selecting, nominating and electing	Article III., Section 8
11. Financial institutions in Nevada	Supplemental Information in Narrative B.1.4
12. Amendments to bylaws	Article X., Amendments
13. Actions taken by governing body	Article III., Section 7
14. Membership of governing body restrictions	Article III., Section 3., (a)
15. Representing diversity of community	Supplemental Information in Narrative B.1.4
16. Audio recorded open meetings	Article III., Section 5
17. Matching mission statement	Article II., Section 1

## Statement of Assurances

Revised March 25, 2009

1. The charter school herein named, Sterling Charter High School,  
(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.



Signature of Member of the Committee to Form the School

Committee Member

Title

Tammy Lancaster

Name Printed

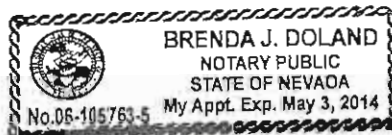
8/24/12

Date

Subscribed and sworn to before me

This 24<sup>th</sup> day of August 2012  
date month year

(Notary Public Seal)



MAIL/DELIVER TO:

Nevada Department of Education  
ATTN: Charter School Consultant  
1749 Stewart Street, Suite 40  
Carson City, NV 89706-2543  
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED

Statement of Assurances  
Revised March 25, 2009

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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:

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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**

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Gwen Niccoli  
Signature of Member of the Committee to  
Form the School  
Member  
Title

Gwen Niccoli  
Name Printed  
8/27/12  
Date

Subscribed and sworn to before me

This 27th day of August 2012  
date month year

(Notary Public Seal)



MAIL/DELIVER TO:

Nevada Department of Education  
ATTN: Charter School Consultant  
1749 Stewart Street, Suite 40  
Carson City, NV 89706-2543  
Telephone: 775-687-9149

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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.

Michael Reynolds  
Signature of Member of the Committee to Form the School

Michael L. Reynolds  
Name Printed

Board Member  
Title

8-28-2012  
Date

Subscribed and sworn to before me

This 28 day of August 2012  
date month year



Brenda J. Doland

(Notary Public Seal)

MAIL/DELIVER TO:

Nevada Department of Education  
ATTN: Charter School Consultant  
1749 Stewart Street, Suite 40  
Carson City, NV 89706-2543  
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED

Statement of Assurances  
Revised March 25, 2009

1. The charter school herein named, Sterling Charter High School,  
(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**

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Signature of Member of the Committee to Form the School  
BOARD MEMBER  
Title

JONATHAN BLOSE  
Name Printed  
8/24/12  
Date

Subscribed and sworn to before me

This 24th day of August 2012  
date month year

(Notary Public Seal)



MAIL/DELIVER TO:

Nevada Department of Education  
ATTN: Charter School Consultant  
1749 Stewart Street, Suite 40  
Carson City, NV 89706-2543  
Telephone: 775-687-9149

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Revised March 25, 2009

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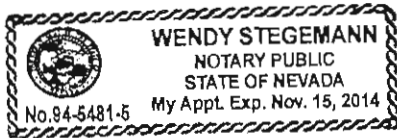
Malay Wick  
Signature of Member of the Committee to  
Form the School  
Board Member  
Title

Malaynia Wick  
Name Printed  
8-28-12  
Date

Subscribed and sworn to before me

Wendy Stegemann  
This 29<sup>th</sup> day of August, 2012  
date month year

(Notary Public Seal)



MAIL/DELIVER TO:

Nevada Department of Education  
ATTN: Charter School Consultant  
1749 Stewart Street, Suite 40  
Carson City, NV 89706-2543  
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED

Statement of Assurances  
Revised March 25, 2009

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  - Submit reports of weapons and violence incidence;
  - Describe suspensions and expulsions; and
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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**

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Mike Jan  
Signature of Member of the Committee to  
Form the School

Mike Torres  
Name Printed

Juvenile Probation Officer  
Title

8-29-12  
Date

Subscribed and sworn to before me

This 29th day of August, 2012  
date month year

(Notary Public Seal)



MAIL/DELIVER TO:



Nevada Department of Education  
ATTN: Charter School Consultant  
1749 Stewart Street, Suite 40  
Carson City, NV 89706-2543  
Telephone: 775-687-9149

NO FAXED APPLICATIONS WILL BE ACCEPTED



## **ATTACHMENT B.2.3: COMPOSITION OF THE COMMITTEE TO FORM**

Within this section, Sterling is providing the names and other information related to the Committee to Form the school. Specifically:

- (a) A resume of each member is provided in this attachment.
- (b) Each member resides in Nevada. Please see the following table for the complete addresses.
- (c) A photocopy of a license to teach for Michael Reynolds and Malaynia Wick are provided in this attachment.
- (d) The Committee to Form the Charter represents the requirements of NRS 386.520 with the exception of a person who is a parent or legal guardian of a pupil enrolled in the charter school who is not a Teacher or an Administrator at the charter school. The school has not formed so there are not students or parents, however there are two positions written into the Bylaws specifically to be filled by two parents of pupils enrolled in the charter school, meeting this criteria.

Pursuant to NRS 386.520, the Committee to Form includes a current educator licensed in Nevada with over 15 years of teaching experience, including her current work at Dayton High School, and a former educator licensed in Nevada and is a retired Major from the United States Army. The latter also has over 10 years of teaching high school students.

In addition, representatives include:

- A current Chief Financial Officer who has extensive experience with oversight of financials and was formerly a Corporate Comptroller
- An active community member who has experience in Business and Staff Management
- A direct care provider and trainer working with at-risk youth and previously managed 3 child abuse shelters
- A Douglas County Probation Officer with former experience providing direct services to adjudicated youth from 1984-1991.

The committee is diverse and representative of stakeholders within the community to best serve the population of anticipated students.

The committee will utilize the resources provided by the Nevada Department of Education to ensure compliance with education standards, the Nevada Revised Statutes, Nevada Administrative Code and Nevada Open Meeting Law Handbook to comply with governing related aspects and the Internal Revenue Code of 1986 to comply with financial regulations. The Committee to Form has also engaged an Attorney to review and ensure compliance to meet the requirements of Nevada Charter School requirements.

**Committee to Form Sterling Charter High School – Douglas County, Nevada**

Malaynia Wick 1000 Long St. Carson City, NV 89703 775-781-3078 <a href="mailto:mwick@lyon.k12.nv.us">mwick@lyon.k12.nv.us</a>	Tammy Lancaster 2713 Kayne Ave. Minden, NV 89423 (714) 315-0860 <a href="mailto:tmylynn@gmail.com">tmylynn@gmail.com</a>
Gwen Niccoli 358 Canyon Creek Ct Gardnerville, NV 89460 775 265 1335 Home 775 265 1335 Fax 775-901-2010 Cell <a href="mailto:Gniccoli1335@charter.net">Gniccoli1335@charter.net</a>	Mike Torres
Jonathan J. Blöse PO Box 794 Zephyr Cove, NV 89448 (480) 861-7770 <a href="mailto:Jonathanblose777@gamil.com">Jonathanblose777@gamil.com</a>	Michael Reynolds 4 Windtree Circle Carson City, NV 89701 775-885-0434 <a href="mailto:Reynolds-michael@sbcglobal.net">Reynolds-michael@sbcglobal.net</a>

## **B.3.1 EDUCATIONAL MANAGEMENT ORGANIZATION, CMO OR ESP**

**Educational Management Organization (EMO):** The EMO for Sterling Charter High School will be Rite of Passage, Inc.

**EMO Contact Person:** The contact person for Rite of Passage, Inc. shall be Lawrence W. Howell, Chief Operating Officer.

**EMO Contact Information:** The telephone numbers for Rite of Passage, Inc. are (775) 267-9411, and (775) 267-9420. The mailing address is as follows:

Rite of Passage, Inc.  
2560 Business Parkway, Suite A  
Minden, NV 89423

**Schools operated by EMO:** ROP currently operates 11 accredited high schools and career and technical education programs in seven states, employs over 1,000 Teachers and staff, and serves nearly 2,000 youth. Of these 11, two are currently operated in Nevada: Rite of Passage Charter High School at Silver State Academy in Yerington, NV, and Rite of Passage Charter High School at the Qualifying House in Minden, NV.

**EMO's educational and management success:** For the past 28 years, Rite of Passage (ROP) has provided at-risk youth with high school educational services. During this time, Rite of Passage has earned a well-established reputation as an effective educational service provider to at-risk youth in a number of states' juvenile justice and child welfare systems. As a result of their experience with at-risk youth and ROP's familiarity with operating educational programs, Rite of Passage is uniquely qualified and understands the educational and emotional needs of Sterling Charter High School's student population.

Rite of Passage's educational programs are established, structured and all regularly meet (or exceed) the standards of the applicable State Department of Education. Rite of Passage implements evidence-based concepts in its educational programs including cognitive behavioral therapy and social learning theory. Additionally, Rite of Passage educational programs are modeled after best practices that emphasize assessment, professional development, quality assurance and evaluation and program fidelity.

Their campuses are accredited by the local school agency, the State Department of Education, the North Central Association of College and Schools or the Western Association of Schools and Colleges. Through implementation of a year-round schedule, rigorous assessment, targeted teaching, and comprehensive approach to youth development, our middle schools and high schools regularly meet (or exceed) Adequate Yearly Progress (AYP).

This organization's capabilities include operating or managing school-based residential programs as well as multiple educational campuses licensed as a Private School, Private Day School, Charter School, Non-Public School or a Voucher School.

Students in Rite of Passage schools have, on average, less than one year's length of education services, therefore, a decision was made to compare of all of our students' performance data based on average RIT score gains (see Table 1) in Reading (R), Language (L) and Math (M).

**Table 1: Performance Data RIT Scores for Rite of Passage Schools**

Name	Location	Grade Levels	MAP Assessment RIT		
			Gain*		
			Reading	Language	Math
Lookout Academy	LMYSC (Golden, CO)	High School	3.1	4.2	2.9
Ridge View Academy Charter School	Ridge View YSC (Watkins, CO)	High School	2.8	3.2	4.1
Ridge View Academy	Betty K. Marler YSC (Denver, CO)	High School	4.9	5.1	3.2
Rite of Passage Charter High School	Silver State Academy (Yerington, NV)	High School	3.4	2.8	3.3
Canyon State Academy	Canyon State Academy (Queen Creek, AZ)	6 <sup>th</sup> – 12 <sup>th</sup> Grade	6.1	4.3	4.1
Canyon State Academy	Sycamore Canyon Academy (Oracle, AZ)	6 <sup>th</sup> – 12 <sup>th</sup> Grade	5.2	4.2	3.8
Prestige Day School	(Queen Creek, AZ)	K - 12	4.2	3.9	3.9
Silver Oak Academy	Silver Oak Academy (Keymar, MD)	High School	3.9	3.3	3.4

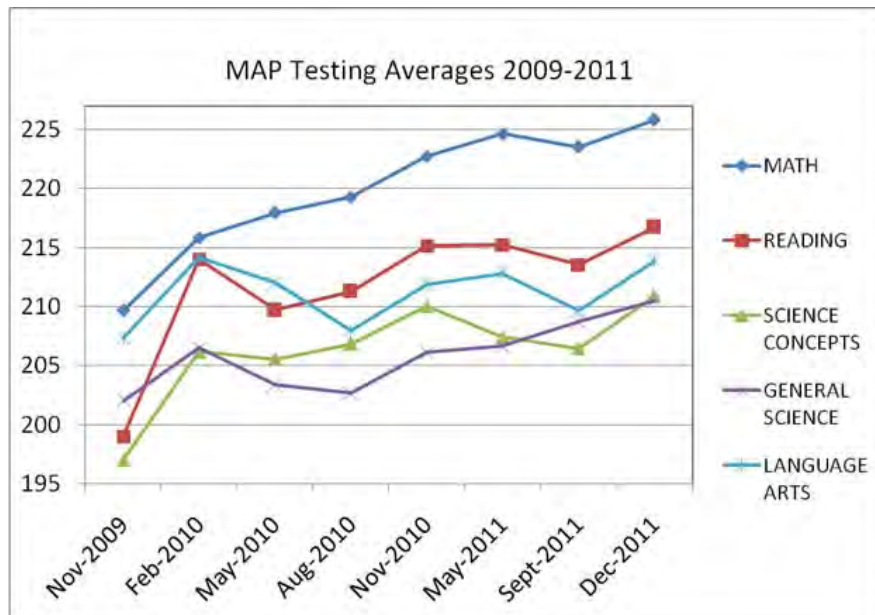
\*The scores above reflect the actual RIT gain that was shown from the beginning of the school year until the end of the school year 2010.

*Performance Data RIT Scoring:* Northwest Evaluation Association (NWEA) assessments use a measurement scale that has proven to be exceptionally stable and valid over time. Their scale is based on the same modern test theory that informs the SAT, Graduate Record Exam, and Law School Admission Test. The benefit of this test theory is that it aligns student achievement levels with item difficulties on the same scale. NWEA placed all of their test items on the RIT scale according to their difficulty. Each increasing RIT is assigned a numeric value, or RIT score, that indicates a higher level of difficulty. As a student takes a Measurement of Academic Performance (MAP) test, s/he is presented with items of varying RITs, or levels of difficulty. Once the MAP system determines the difficulty level at which the student is able to perform and the system collects enough data to report a student's abilities, the test ends and the student is assigned an overall RIT score.

Since the MAP test only presents questions that a child can reasonably attempt to answer, the results are an excellent indicator of those skills and concepts that will appropriately challenge him/her. With this information, his/her Teacher can ensure academic growth.

Denver Public Schools has now adopted MAP growth rates as one of the most important factors in determining school progress through new School Performance Framework (SPF). Denver Public School

authorized the charter for Rite of Passage's charter Ridge View Academy (RVA).



Denver Public Schools analyzes this data in many different ways.

They look at overall trend lines for each year and multiple years, and use individual growth rates to drive IEP goals and student scheduling and planning. Illustrated in the graph are the MAP growth rates that occurred from 2009-2011.

Students at Ridge View Academy are achieving growth rates far higher than the 2 RIT yearly national averages each quarter, and continue to show impressive

gains in all areas. These results indicate that students at RVA are receiving a highly engaging and effective educational programming.

The characteristics of the RIT scale provide several benefits to educators:

*Grade-independent:* Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

*Equal-interval:* The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade.

*Stability:* More than twenty years after it was first implemented, scores along the RIT scale mean the same thing. As a result, educators can confidently measure growth over many years. The enclosed report summarizes reliability and validity studies used to support NWEA instruments.

*Case Study of EMO's Performance Data - Ridge View Academy:* This section includes Colorado Student Assessment Program (CSAP) status and growth results for Ridge View Academy, a charter school operated and managed by Rite of Passage, and comparable schools. Comparable schools are other Denver Public Schools (DPS) that are, like Ridge View Academy, identified as Alternative Education Campuses (AEC).

The percentage of students achieving *proficient* or *advanced* and the percentage of students achieving *partially proficient*, *proficient*, and *advanced* on CSAP for Ridge View Academy and the weighted (by the number of CSAP participants) average for other AECs is shown in the Table 2. Data is provided for spring 2007 through spring 2009. For example, in spring 2009, 35.4 percent of Ridge View Academy

ninth graders achieved *proficient* or higher on the CSAP reading test. The weighted average for other AECs was 18.4 percent.

**Table 2: CSAP Scores for RVA and Other Alternative Education Campuses**

CSAP Scores for RVA vs. Weighted Average of Other AECs						
	2007		2008		2009	
	RVA	Other AECs	RVA	Other AECs	RVA	Other AECs
<b><i>Proficient and Advanced Percentage</i></b>						
<b>Grade 9</b>						
Reading	24.6%	9.1%	34.8%	8.3%	35.4%	18.4%
Writing	15.5%	3.2%	12.3%	3.2%	20.8%	8.7%
Math	5.3%	0.3%	7.8%	0.4%	5.2%	1.2%
<b>Grade 10</b>						
Reading	20.2%	12.5%	24.3%	14.5%	30.2%	22.5%
Writing	5.6%	6.0%	7.1%	3.8%	12.9%	7.9%
Math	0.8%	1.5%	0.0%	0.6%	2.6%	2.2%
Science	8.9%	2.7%	15.7%	3.2%	15.5%	4.6%
<b><i>Partially Proficient, Proficient and Advanced Percentage</i></b>						
<b>Grade 9</b>						
Reading	62.0%	33.2%	78.4%	34.2%	77.1%	53.9%
Writing	76.5%	38.7%	81.9%	47.7%	93.8%	62.4%
Math	20.9%	5.2%	29.6%	7.1%	22.9%	8.7%
<b>Grade 10</b>						
Reading	59.7%	32.9%	57.1%	42.5%	74.1%	60.1%
Writing	61.3%	34.7%	58.6%	41.1%	81.9%	59.8%
Math	27.0%	7.9%	17.6%	8.5%	23.3%	15.9%
Science	33.1%	12.9%	31.4%	10.0%	35.3%	18.8%

For spring 2009, Ridge View Academy exceeded the weighted AEC average in all grades and subject areas for both *partially proficient* and above students and *proficient* and above. In many instances, Ridge View Academy far exceeded the average performance of other AECs. In addition, the percentage of students achieving the criterion in 2009 increased from 2008 in 10 of 14 comparisons. When compared against 2007 results, the percentage of students achieving the criterion increased in 12 of 14 instances.

### **Longitudinal Growth**

The Denver Public Schools publically reports median growth percentiles for schools in order to show progress on CSAP over time based on the Colorado Growth Model. Table 3 summarizes the scores for Ridge View Academy and the district-wide medians for all high school students, showing Ridge View Academy's achievements in comparison with the district-wide average.

**Table 3: CSAP Two-Year Median Growth Model**

	<b>Ridge View Academy</b>	<b>District-wide Median</b>
<b>Reading</b>		
2009	48	50
2010	84	51
<b>Writing</b>		
2009	56	54
2010	85	50
<b>Mathematics</b>		
2009	57	51
2010	65	42

In 2010, Ridge View Academy exceeded the median performance of the District in reading, writing and math. These results demonstrate the effectiveness of the Ridge View Academy academic program. Equally impressive is that RVA exceeded the district-wide median for all high school students by quite a significant lead in 2010.

## B.3.1 EXHIBIT 3 ESP SERVICE AGREEMENT

### MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the 1<sup>st</sup> day of August, 2012, by and between **Rite of Passage, Inc.**, a Nevada corporation ("ROP"), and **Sterling Charter High School**, (the "Charter"). ROP is a Nevada nonprofit corporation, providing education services as approved by the Nevada Department of Education ("NDE") and the Nevada State Public Charter School Authority (the "Authority").

#### RECITALS

- A. The Charter has submitted an application to NDE to participate in the Charter School program pursuant to the Nevada Revised Statutes and the Nevada Administrative Code (the "Code").
- B. ROP is a professional operator and manager of juvenile rehabilitation programs and special schools for the following purposes:
- promoting and encouraging effective school design and systems of instruction;
  - implementing innovative and effective instructional and educational systems, management and programs for students with special problems; and
  - enabling the Charter and other schools to achieve their statutory purposes and educational goals.
- C. The Charter and ROP desire to enter into a management contract and to create an enduring educational relationship whereby they will develop an effective educational program at the Charter; and whereby ROP will act as the management company for the Charter during its existence.

THEREFORE, the parties mutually agree as follows:

#### ARTICLE I EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

##### 1.01. Educational Services.

- (a) For the Term (as defined in Article II below), ROP will provide to the



Charter and its students the following educational services (the "Educational Services"):

- (i) Curriculum. Curriculum and curriculum development;
  - (ii) Instruction. Instructional services and personnel management;
  - (iii) Instructional Tools. Instructional tools, equipment and supplies, including educational materials and teaching tools;
  - (iv) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter as agreed to from time to time between ROP and the Charter.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil instruction and assessment, policies, school calendar, school s chedule and pupils to be enrolled at the Charter (the "Educational Program") as developed by ROP, adopted by the Charter, and NDE.
  - (c) Subject to this Agreement, NDE and the Code, ROP may modify the Educational Services or related programs and activities.
  - (d) ROP will be responsible and accountable for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Charter Budget established pursuant to Section 1.02(vi) below, and ROP will not be required to expend funds on such services in excess of the amounts set forth in such Charter Budget.

#### 1.02 Administrative Services.

- (a) For the Term (as defined in Article II below), ROP will provide to the Charter the following administrative services (the "Administrative Services"):
  - (i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Article VI below;
  - (ii) Facility Operation and Maintenance. Operation and maintenance of the Charter's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
  - (iii) Business Administration. Administration of all business aspects of the Charter;
  - (iv) Transportation and/or Food Services. Management of transportation, and

food services for the students enrolled at the Charter;

(v) Public Relations. Management of any and all advertising and public relations with the community and the media;

(vi) Budgeting and Financial Reporting.

(A) Beginning with respect to the 2013-2014 school year, a proposed annual budget (the "Charter Budget") will be prepared by ROP. Future annual budgets will be prepared by ROP in the same general manner as the 2013-2014 annual budget and will be subject to the approval of the Authority, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

(B) Detailed statements of all revenues received, from whatever source, with respect to the Charter, and detailed statements of all direct expenditures for services rendered to or on behalf of the Charter, whether incurred on-site or off-site, upon request.

(C) Annual audits or other financial statements as may be required by and in compliance with the Code and other applicable laws and regulations, subject to the Charter's approval.

(D) Reports on the finances of the Charter upon the request of the regulatory authorities or the Authority, but not less frequently than as is required by the State Public Charter School Authority Charter Agreement, the Code or other applicable laws and regulations (and no more often than monthly).

(E) Other information on a periodic basis reasonably necessary to enable the Authority to monitor ROP's performance under this and related agreements to the extent reasonably required by the School District or the Code, including the effectiveness and efficiency of operations at the Charter.

(vii) Maintenance of Financial and Student Records.

(A) ROP will maintain accurate financial records pertaining to its operation of the Charter, together with all Charter financial records prepared by ROP and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All of the Charter financial records retained by ROP pertaining

to the Charter will be available to the Charter and to all appropriate regulatory authorities for inspection and copying upon reasonable request.

- (B) ROP will maintain accurate student records pertaining to the students enrolled at the Charter as is required and in the manner prescribed by NDE, the Code and applicable laws and regulations, together with all additional Charter student records prepared by or in the possession of ROP, and retain such records permanently on behalf of the Charter or until this Agreement or its successor is terminated, at which time such records will be retained by and become the sole responsibility of the Charter. ROP and the Charter will maintain the proper confidentiality of personnel, students and other records as required by law and NDE;
- (viii) Admissions. Implementation of the Charter's admission policy;
  - (ix) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter's duties and obligations under the Code and other applicable laws and regulations;
  - (x) Semester Reports. ROP will provide to the Authority on a semester basis (or more often if necessary for the Authority to satisfy its obligations to NDE, the Code and other applicable laws and regulations) a report on (A) the Charter students' academic performance, and (B) ROP's performance of the Educational Services and Administrative Services;
  - (xi) Rules and Procedures. ROP will enforce the rules, regulations and procedures adopted by the Charter not in direct conflict with this Agreement, NDE, the Code and other applicable laws and regulations. ROP will recommend rules, regulations and procedures applicable to the Charter and its students; and
  - (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter.
    - (A) The Administrative Services will be provided in accordance with the Educational Program and the Contract.
    - (B) Subject to this Agreement, the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations, ROP may modify the methods, means and manner by which such Administrative Services are provided at any time.

- (C) ROP will be responsible and accountable to the Authority for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Charter Budget established in Section 1.02(vi) above, and ROP will not be required to expend funds on such services in excess of the amounts set forth in such Charter Budget.
- 1.03. Place of Performance; Provision of Offices. ROP will provide instructional, extra-curricular and co-curricular services and maintain the records and books of the students and the Charter at the Facility. ROP may provide other services elsewhere, unless prohibited by NDE, the Code and other applicable laws and regulations.
- 1.04. Authority. By this Agreement, the Charter provides ROP all authority and power necessary and proper for ROP to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code, NDE and other applicable laws and regulations.

## ARTICLE II TERM

- 2.01. Term. Subject to Article VII and Section 2.02 below, this Agreement will become effective as of the date hereof and end on the last school day of the 2017-2018 school year (the "Termination Date"). Notwithstanding anything to the contrary in this Agreement, the Agreement shall be effective and binding so long as the State Public Charter School Authority Charter Agreement issued pursuant to the Code is effective, and is thereafter subject to the availability of funding and appropriation annually of sufficient funds as may be required to meet the extended obligations hereunder. The parties understand and acknowledge that if funding necessary hereunder is not available or appropriated to the Charter during the term hereof, all of ROP's materials, trade secrets, know-how, proprietary data, trademarks and copyrighted documents, including but not limited to, all of the intellectual property rights and interests therein shall immediately revert to ROP.
- 2.02. Renewal. Upon the expiration of the term defined in Section 2.01 or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for an additional period (a "Renewal Term") equal to the term of any valid and effective approval issued to the Charter, or similar agreement, unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to Article VII below.

## ARTICLE III RELATIONSHIP OF THE PARTIES

- 3.01. Status of the Parties. ROP is not a division or any part of the Charter. The Charter is

a body corporate authorized pursuant to the State Public Charter School Authority Charter Agreement and under the Code and is not a division or a part of ROP. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the Charter and ROP or to make one the agent of the other. Neither the Charter nor ROP will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Charter nor ROP has represented, and neither will represent, that it has the power to bind or legally obligate the other. No employee of ROP will be considered an employee of the Charter by either party for any purpose whatsoever, notwithstanding that one or more employees of ROP may be engaged in providing the Educational Services, Administrative Services or Supplementary Programs (defined in Article V below) to the Charter on a full-time basis. All personnel performing educational or administrative services for the Charter, whether employees of ROP or the Charter, shall comply with all applicable licensure or other requirements of the Code and any regulations promulgated thereunder, and shall be entitled to all prerequisites provided thereby.

- 3.02. No Related Parties or Common Control. ROP will not have any role or relationship with the Charter that, in effect, prevents the Charter's ability to exercise its rights, including cancellation rights, under this Agreement. Furthermore, the Charter and ROP will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).
- 3.03. Other Schools. The parties acknowledge that this arrangement is not exclusive and that ROP will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). ROP will maintain separate accounts for reimbursable expenses incurred on behalf of the Charter and Other Schools and only charge the Charter for expenses incurred or consideration earned on behalf of the Charter. All grants or donations received by the Charter, or by ROP for the specific benefit of the Charter, will be maintained in separate accounts and used solely for the Charter. If ROP incurs authorized reimbursable expenses on behalf of the Charter and Other Schools which are incapable of precise allocation between the Charter and Other Schools, then ROP will allocate such expenses among all such Other Schools and the Charter on a pro rata basis based upon the number of students enrolled at the Charter and the Other Schools, or upon such other equitable basis as it shall elect.

#### ARTICLE IV CONSIDERATION

- 4.01. Compensation for Services.

- (a) For the term of this Agreement, including each and every Renewal Term, the Charter will pay ROP an annual fee (“the Management Fee”) of (i) 10% of the state and local school funds (the "State Aid") that the Charter receives, directly or indirectly, pursuant to the Code, for the particular students enrolled in the Charter (the "State Allocation"), plus (ii) subject to federal law and regulations, 10% of the funds (the "Federal Funds") that the Charter receives, directly from the federal government (the "Federal Allocation"), provided further however, ROP shall in no event receive Management Fees from funds provided to the Charter from the “School Free and Reduced Breakfast and Lunch Program”. To the extent that goods or services are provided to the Charter in lieu of funds, the parties agree to cooperate with each other to determine whether a Management Fee should be paid in respect of such services and the amount thereof. To the extent that the parties are unable to reach agreement with respect thereto, they will use the procedures set forth in Article XII, below, to resolve the dispute. Consideration paid pursuant to this section of the Agreement does not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
  - (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. ROP's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Charter.
- 4.02. Payment of Costs. In addition to the Management Fee described in Section 4.01 above, the Charter will reimburse ROP for all expenses paid by ROP in implementing the Charter budget. Such costs include, but are not limited to, personnel costs, curriculum, supplies, supervision and behavior management of students, etc.
- 4.03. Time and Priority of Payments.
- (a) ROP will receive its Management Fee in the same number of installments and in the same proportion that the Charter receives its revenues. Each installment of the Management Fee will be due and payable within five (5) days of receipt by the Charter of the revenues related thereto.
  - (b) ROP will notify the Charter of payments due and owing to ROP pursuant to Section 4.02 above as soon as possible after the end of each month and the Charter will make such payments to ROP within ten (10) days thereafter.
  - (c) The Charter will satisfy its payment obligations under this Article to ROP in the following order of priority: (i) payments due and owing pursuant to Section 4.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 4.01 above with the oldest amounts due first.
- 4.04. Other Revenue Sources.

- (a) The Charter and ROP may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission of the Charter, in the name of either ROP or the Charter; provided, however, that any solicitation of such grants by ROP in the name of the Charter or which identifies the Charter shall be subject to the prior approval of the Charter.
- (b) All funds received by ROP or the Charter for the benefit of the Charter from such other revenue sources pursuant to this Section 4.04 will be deemed Charter funds, except that ROP may receive compensation of any such funds as agreed to by both parties and to the extent allowable by the donor or grantor of such other revenue source.
- (c) Nothing in this Section 4.04 will be construed to prohibit ROP from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

## ARTICLE V PERSONNEL AND TRAINING

### 5.01. Personnel Responsibility.

- (a) Subject to Sections 1.01 and 1.02 above, the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations, ROP will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by the Code or the State Public Charter School Authority Charter Agreement, the Principal (as defined in Section 6.02 below), teachers and support staff provided by ROP pursuant to this Agreement will be employees of ROP. ROP will be responsible for conducting criminal background checks and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations as if the employees were employed by a charter. Upon request, ROP will provide the Charter documenting evidence of such background checks.

5.02. Principal. ROP will provide the Charter with a principal, and ROP will determine the employment terms of the Principal. ROP will have the authority, consistent with the Code and other applicable laws and regulations to select and supervise the Principal and to hold him or her accountable for the success of the Charter.

5.03 Core Teachers. ROP will provide the Charter with such core teachers (English, math,

- science, social studies, special education) as are required to provide the Educational Services, Administrative Services and Supplementary Programs. ROP will determine the number and assignments of such teachers. Such teachers may work at the Charter on a full or part time basis. Each teacher assigned to the Charter will be qualified in his or her grade levels and subjects, hold a valid teaching license issued by the NDE under the Code to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations.
- 5.04 Non-Core Teachers. ROP will provide the Charter with non-core teachers who may be credentialed in their areas of expertise including but not limited to health, vocational trades, elective subject areas, etc.
- 5.05 Support Staff. ROP will provide the Charter with such support staff as is required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the Charter on a full or part time basis.
- 5.06 Training. ROP will coordinate training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable ROP's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as ROP determines to be reasonable and necessary under the circumstances.
- 5.07 Compliance. All personnel provided by ROP to the Charter shall be subject to such background checks and other requirements set forth in the Code, or other applicable law.

## ARTICLE VI TERMINATION OF AGREEMENT

- 6.01 Termination.
- (a) By ROP. ROP may terminate this Agreement prior to the end of the term specified in Article II in the event that the Charter fails to remedy a material breach within 30 days after written notice from ROP. A material breach includes, but is not limited to (i) ROP's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the Charter of an Educational Program in substantial variance from ROP's prescribed Curriculum or the material recommendations of ROP, or (iii) an act or omission of gross negligence that causes ROP to be unable to perform its material obligations under this Agreement. Termination by ROP will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.



- (b) By Charter. The Charter may terminate this Agreement prior to the end of the term specified in Article II in the event that ROP fails to remedy a material breach within 30 days after written notice from the Authority. A material breach by ROP includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the material policies, procedures, rules, regulations or curriculum which are not in violation of or conflict with the State Public Charter School Authority Charter Agreement, this Agreement, the Code, ROP's Curriculum and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the State Public Charter School Authority Charter Agreement, (iv) the employment of teachers in violation of the Code or this Agreement, or (v) any act or omission of gross negligence that causes the Charter to breach the State Public Charter School Authority Charter Agreement in a material way. Termination by the Charter will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of the termination.
- (c) Termination of the Contract. This Agreement will terminate upon the Charter's ceasing to remain a NDE approved special and non-special education service provider, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if (i) the Charter has received a subsequent State Public Charter School Authority Charter Agreement, and (ii) this Agreement has not been terminated pursuant to this Article VII. Termination pursuant to this paragraph will not relieve the Charter of any obligations for payments outstanding to ROP as of the date of termination.
- 6.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute resolution pursuant to Article XII below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days further written notice or at the end of a school year, whichever is earlier.
- 6.03 Real and Personal Property. Upon termination, all real and personal property leased or provided by ROP to the Charter will remain the real and personal property and leases of ROP, and all other personal property purchased by ROP with the funds provided to ROP by the Charter pursuant to Section 4.02 above will be the personal property of the Charter.
- 6.04 Future Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, all advances or out-of-pocket expenses relating to services under this Agreement paid by ROP with ROP's own funds, will be immediately repaid by the Charter unless otherwise agreed in writing by ROP.

## ARTICLE VII

## PROPRIETARY INFORMATION AND OWNERSHIP

- 7.01 Ownership. Educational materials purchased by ROP with funds ROP receives pursuant to this Agreement will be the property of the Charter. Notwithstanding the foregoing, the Charter acknowledges and agrees that ROP owns the intellectual property rights and interests in ROP's Curriculum and materials. The Charter further acknowledges and agrees that it has no intellectual or property interest or claims in ROP's Curriculum and materials.

ARTICLE XIII  
INDEMNIFICATION

- 8.01 Indemnification of ROP. The Charter will indemnify and save and hold ROP and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any non compliance by the Charter with any agreements, covenants, warranties or undertakings of the Charter contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter contained in or made pursuant to this Agreement. In addition, the Charter will reimburse ROP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 9.01 may be met by the purchase of insurance pursuant to Article IX below.
- 8.02 Indemnification of the Charter. ROP will indemnify and save and hold the Charter and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by ROP with any agreements, covenants, warranties or undertakings of ROP contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the ROP contained in or made pursuant to this Agreement. In addition, ROP will reimburse the Charter for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to Article IX below.
- 8.03 Limitations of Liabilities. The Charter will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of ROP.

ARTICLE IX  
INSURANCE

- 9.01 Insurance Coverage. The Charter will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Code. The Charter will comply with any information or reporting requirements applicable to the Charter with its insurer(s).

- 9.02 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.
- 9.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article IX. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

## ARTICLE X WARRANTIES AND REPRESENTATIONS

- 10.01 Representations and Warranties of ROP. ROP hereby represents and warrants to the Charter:
- (a) ROP is a duly organized corporation in good standing in Nevada and is authorized to conduct business in the State of Nevada.
  - (b) To the best of its knowledge, ROP has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
  - (c) ROP's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.
  - (d) To the best of its knowledge and belief, that it is not aware of any information bearing on the existence of any potential organizational conflict of interest.
- 10.02 Representations and Warranties of the Charter. The Charter hereby represents and warrants to ROP:
- (a) To the best of its knowledge, the State Public Charter School Authority Charter Agreement received by the Charter (i) authorizes the Charter to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the Charter with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
  - (b) To the best of its knowledge, the Charter has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

- (c) The Charter's actions and those of the Authority have been duly and validly authorized, and the Charter and Authority will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Charter and the Charter has sufficient funds in the Budget to pay for such expenditures.
  - (d) The Charter has provided and will provide ROP all authority and power necessary and proper for ROP to undertake its responsibilities, duties, and obligations provided for in this Agreement.
  - (e) The Charter is not in breach of the terms of the State Public Charter School Authority Charter Agreement and will not breach the State Public Charter School Authority Charter Agreement once fully issued.
  - (f) To the best of its knowledge, the Charter is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter's required performance under this Agreement.
  - (g) The Educational Program has been reviewed and approved by unanimous resolution by the Authority.
  - (h) To the best of its knowledge, the Educational Program complies with and will continue to comply with the requirements of the State Public Charter School Authority Charter Agreement, the Code and other applicable laws and regulations.
  - (i) The Charter has no intellectual or property rights or claims in the curriculum, programs, or processes of ROP.
- 10.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI  
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

- 11.01 Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be Las Vegas, Nevada. The arbitration will be conducted by a panel of three arbitrators and will be held in accordance with the rules of the American Arbitration Association (AAA). Of the three arbitrators, ROP will select one, one will be selected by Sterling Charter High School, and the two arbitrators so selected will select the third. Each party will give notice to the other party of the arbitrator selected by it within thirty days of such selection. In the event that the arbitrators selected by ROP and Sterling Charter High School are unable to agree on the third arbitrator, the President of the AAA will select the third arbitrator. The decision and award (if any) of the arbitrators will be final and binding, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to Nevada law, and a judgment upon the award may be entered in any court having jurisdiction thereof, or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrators with respect thereto. Pending the decision by the arbitrators with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The arbitrators will make their decision in accordance with the laws of the State of Nevada and the United States.

ARTICLE XII  
MISCELLANEOUS

- 12.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter and ROP.
- 12.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.
- 12.03 Governing Law. The laws of the State of Nevada will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.
- 12.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

12.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

12.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:

Sterling Charter High  
School

Attn:

Fax:

To:

With a copy to:

Rite of Passage, Inc.  
2560 Business Parkway, Suite A  
Minden, NV 89423

Attn: Lawrence W. Howell

Fax: (775) 267-9420

Attn:

Fax:

12.07 Assignment. This Agreement will not be assigned by ROP without the prior consent in writing of the Charter (which consent will not be unreasonably withheld) or by the Charter without the prior consent in writing of ROP (which consent will not be unreasonably withheld), provided that ROP may assign this Agreement to an affiliated entity and may without the consent of the Charter, delegate the performance of but not responsibility for any duties and obligations of ROP hereunder to any independent contractors, experts or professional advisors.

12.08 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Authority and signed by both the President of the Charter and an authorized officer of ROP.

12.09 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing

waiver unless otherwise expressly stated.

- 12.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by ROP are found to be over broad or an invalid delegation of authority by the Charter, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.
- 12.11 Successors and Assigns. Except as limited by Section 13.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 12.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter and ROP. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 12.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

**RITE OF PASSAGE, INC.,**  
a Nevada corporation

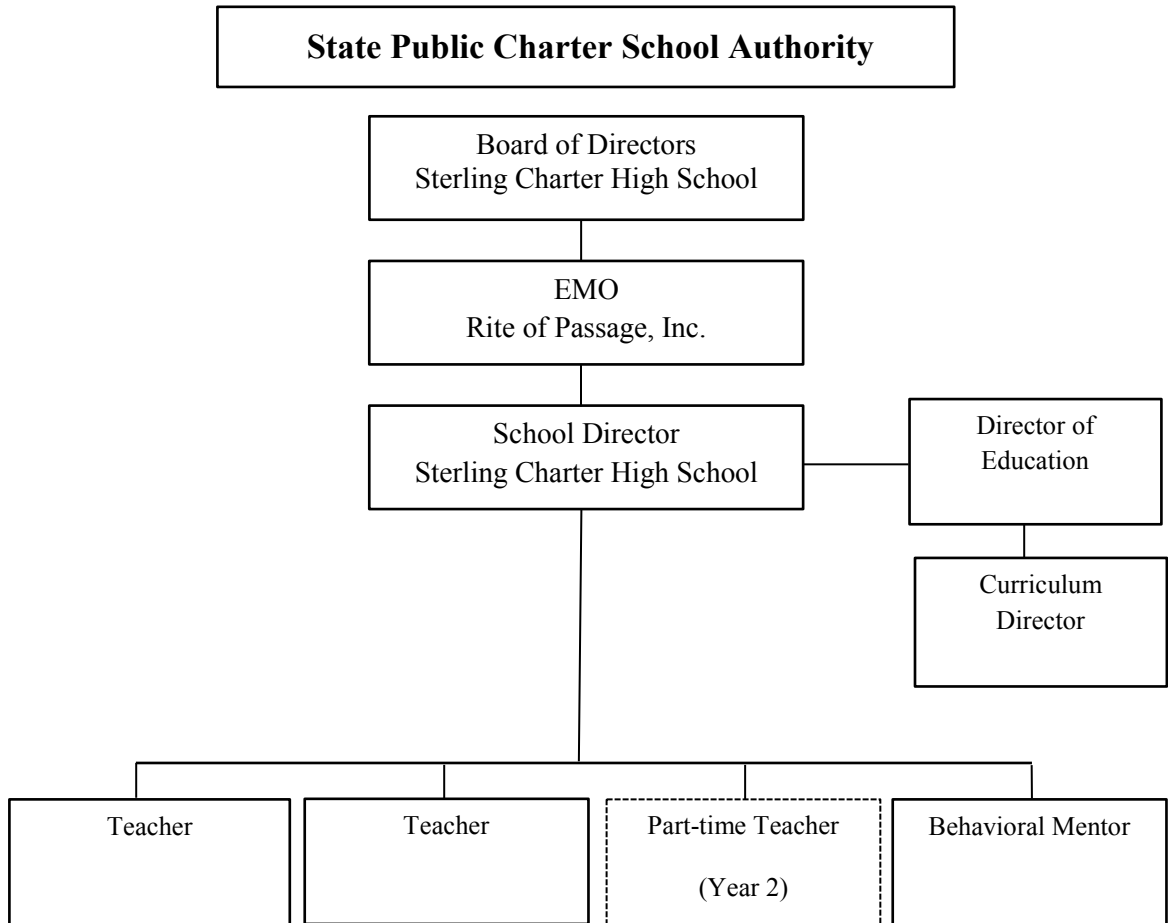
By: \_\_\_\_\_  
Carolyn Jenkins-Bower, Treasurer

**STERLING CHARTER HIGH SCHOOL**  
a Nevada nonprofit corporation

By: \_\_\_\_\_

# ATTACHMENT B.3.3: MANAGEMENT AND OPERATION

## Organizational Chart





**The following individuals assisted with the Charter application (see also Narrative B.3.8)**

*Suzanne Schulze, Director of Research and Development – Rite of Passage*

Before joining Rite of Passage, Ms. Schulze served as researcher and consultant to the State of Oregon in the adoption of private sector business practices. Now, as a 17 year veteran of Rite of Passage, Ms. Schulze is responsible for the marketing, training curriculum and business development of the organization including grant applications and proposal writing that has led to the growth of the Rite of Passage organization. Ms. Schulze has experience working and leading charter application teams, including applications for Louisiana (awarded in 2011) and Arizona, which was completed in 2012. Ms. Schulze received her Bachelor of Arts degree in Sociology from Reed College and her Master of Business Administration from Willamette University. Additionally, Ms. Schulze holds a certificate from the University of Cincinnati in Evidence-Based Practice for Effective Correctional Programming.

*Lisa Broman, Curriculum Director – Rite of Passage*

Ms. Broman holds a Master's of Education in Curriculum and Instruction from Columbia University Teacher's College with specialization in Literacy. Additionally, Ms. Broman holds a Bachelor's degree in English with a double major in Secondary Education from University of Tulsa. With 16 years in the education field, Ms. Broman has been a teacher for grades 8 through 12, a district Instructional Specialist where she coached and evaluated up to 80 teachers a year and overseeing district curriculum and assessment initiatives. In 2003 and 2004, Ms. Broman served on the Writing Committee for the Arizona Writing Standards with the Arizona Department of Education. In her current position at Rite of Passage, she writes curriculum materials for the juvenile justice program that focus on positive youth development, transitioning back to the community and promoting self-advocacy.

**LOBBY EXPENSES 2012-2013**

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Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:

2. Funding Source:

3. Transportation \$

4. Lodging and meals \$

5. Salaries and Wages \$

6. Compensation to lobbyists \$

7. Entertainment \$

8. Supplies, equipment & facilities; other personnel and services spent in Carson City \$

**Total** **\$  -**

Entity:

Lobbying Expense Estimate,

Sterling Charter School

Budget Fiscal Year 2012-2013

**LOBBY EXPENSES 2012-2013**

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Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:	<hr/>	
2. Funding Source:	<hr/>	
3. Transportation	\$	<hr/>
4. Lodging and meals	\$	<hr/>
5. Salaries and Wages	\$	<hr/>
6. Compensation to lobbyists	\$	<hr/>
7. Entertainment	\$	<hr/>
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$	<hr/>
<b>Total</b>	<b>\$</b>	<hr/> <hr/> <b>-</b>

Entity: 

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Lobbying Expense Estimate,

Sterling Charter School

Budget Fiscal Year 2012-2013

## ATTACHMENT C.1.2: BUDGET

A budget for Sterling Charter High School has been developed using the same criteria used in budgeting for other sites operated and managed by Rite of Passage, and based on similar charter schools in the area. A conservative approach has been taken in estimating revenue and expenses. Sterling Charter High School will begin its first year with a net enrollment of 24 students increasing to 30 in year 2 of operation.

Provided below are descriptions for budget items:

### 2yr Budget Assumptions

Description of Line Item	Amount
<b>STUDENT COUNT</b>	
Sterling will begin its first year with an enrollment of 24 students increasing to 30 in its second year of operation.	Yr 1 – 24 students Yr 2 – 30 students
<b>CARRY OVER</b>	
In year 2 this is the previous years ending balance.	Yr 1 - \$0 Yr 2 - \$122,26
<b>REVENUE</b>	
<b>State Funding</b> State Equalization funding was calculated using the budget for provided by on the Nevada Charter Website.	Yr1 - \$127,536 Yr2 - \$157,710
<b>Title I</b> Once a charter is approved Sterling will begin completing its ESEA plan in an attempt to have the plan approved prior to the first day of school. Once school has begun and all student data has been properly entered into PowerSchool, Sterling will request that NDE come out and perform a current year count of the schools Title I population. Sterling anticipates having at least 70% of the student body qualifying for funding. After the current year count is complete, Sterling an initial allocation of Title I funds.	Yr 1 – \$18,480 Yr 2 - \$23,100
<b>IDEA Funds</b> During the First year of operations Sterling will work with its Special Education Provider and onsite specialist to properly identify Sterling's student population. Based on populations of current schools in the area, Sterling assumed 10% of students will qualify for IDEA funding.	Yr 1 - \$3,456 Yr 2 - \$4,320
<b>National School Lunch and Breakfast Program</b> Sterling assumes that 70% of it's students qualify for Free or Reduced meals.	Yr 1 – \$9,033.12 Yr 2 - \$10,886.40

Description of Line Item	Amount
<b>EXPENDITURES (AIS)</b>	
<p><b>Salaries</b> Sterling will have two instructors, one (1) FTE SPED and one (1) FTE Regular education in year one. In year two a part-time SPED instructor will be added.</p>	<p>Regular Education: - Yr 1 - \$41,115 (1 FTE) - Yr 2 - \$42,759 (1 FTE) Special Education: - Yr 1 - \$45,000 (1 FTE) - Yr 2 - \$65,550 (1.3 FTE)</p>
<p><b>Employee Benefits</b> Benefits include employer FICA taxes, workers compensation and unemployment tax. The employer FICA taxes were calculated using the current rate of 7.65% (Social Security &amp; Medicare). Workers Compensation was calculated using the current rate being paid in NV by ROP, 3.7%. Unemployment was based on the current wage base of \$7000 calculated at the current rate being paid by EMO in Nevada, 3.5. All staff will be eligible for comprehensive benefits upon hire. Comprehensive benefits includes Medical, Dental, Vision, 1x salary in life insurance and 401(k) after 1 year of employment. The current 401(k) match is 6%. All rates used are based on the current rates being paid by ROP in Nevada.</p>	<p>FICA: - Yr 1 - \$6,160 - Yr 2 - \$3,666 Work Comp: - Yr 1 - 1,188 - Yr 2 - \$3,665 Unemployment: - Yr 1 - \$524 - Yr 2 - \$786 Med, Den, 401(k) - Yr 1 - \$13,480 - Yr 2 - \$21,570</p>
<p><b>Professional Fees</b> Sterling Charter High School will contract out its special education services. Assuming 10% of the student population receiving services.  BluePrint software will be used for credit recovery classes @ \$119/student/mo</p>	<p>SPED Services - Yr 1 - \$5,400 - Yr 2 - \$5,400 Blue Print - Yr 1 - \$2,700 - Yr 2 - \$2,700</p>
<p><b>Auditor Fees</b> Auditor fees are based on current fees being paid by similar schools in Nevada.</p>	<p>- Yr 1 - \$6,600 - Yr 2 - \$7,440</p>
<p><b>Staff Training/Recruitment</b> This money will be used to hire teachers and provide training for the first year staff.</p>	<p>- Yr 1 - \$1,200 - Yr 2 - \$1,200</p>
<b>EXPENDITURES (O&amp;M)</b>	
<p><b>Purchased Services (O&amp;M)</b> Sterling has a management agreement with Ritroff Passage, the fee as defined in the management agreement is 10% of Sterling  Administration fee as described in NRS 386.570(3)(4) @ 1.5%</p>	<p>Management Fee - Yr 1 - \$12,753 - Yr 2 - \$15,771  Admin Fee - Yr 1 - 1,848 - Yr 2 - \$2,365</p>

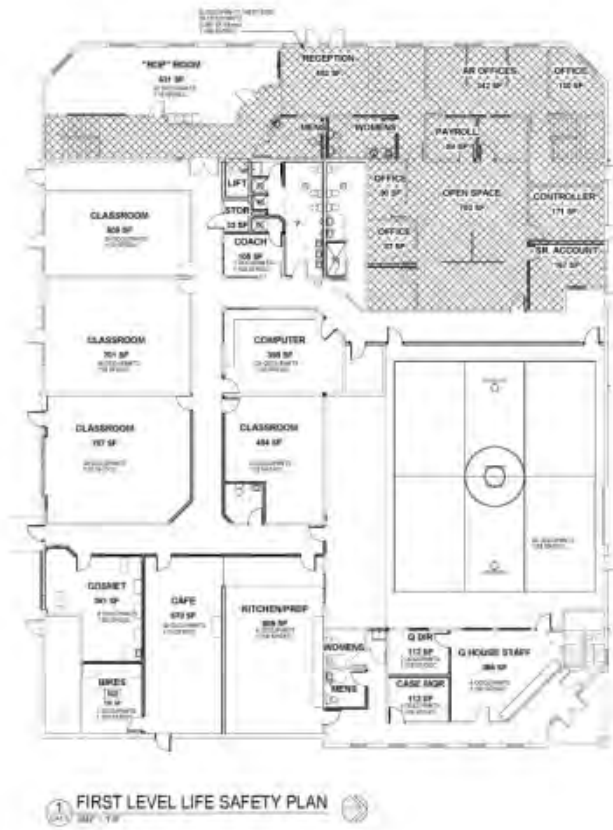
<p><b>Building Rent</b> Sterling will occupy existing space currently utilized by another school to provide education and no cost to Sterling.</p>	<p>- Yr 1 - \$0.00 - Yr 2 - \$0.00</p>
<p><b>Liability Insurance</b> Sterling will maintain General Liability Insurance and a D &amp; O policy. Premiums are based those from other ROP facilities in Arizona.</p>	<p>- Yr 1 - \$4,000 - Yr 2 - \$4,000</p>
<p><b>School Supplies</b> School supplies for students is assumed at \$225/student in year 1 and \$190 in year 2.</p>	<p>- Yr 1 - \$5,400 - Yr 2 - \$5,700</p>
<p><b>Food Service</b> Sterling Charter will contract out for food service. An RFP will be sent out for complete bids beginning in May 2013.</p>	<p>- \$9,033.12 - \$10,886.40</p>
<p><b>Office Supplies</b> Office Supplies purchases will be for the administrative offices. Most supplies will be purchased through a corporate account at staples which will be set-up as through EMO and billed to the school.</p>	<p>- Yr 1 - \$1,980 - Yr 2 - \$2,400</p>

# ATTACHMENT C.3.2 FLOOR PLAN 1

### CODE ANALYSIS

<p><b>OWNER:</b> COLORADO COUNTY COMMUNITY DEVELOPMENT 1500 HERRING AVENUE, SUITE 201 DENVER, CO 80202</p> <p><b>PROJECT DESCRIPTION:</b> INTERIOR RENOVATION AND UTILITY IMPROVEMENT OF EXISTING 110,000 SF HIGH SCHOOL FACILITY TO BE USED AS A COMMUNITY CENTER AND LOCAL OFFICE SPACE.</p> <p><b>DESIGNER:</b> C.S.N.A. ARCHITECTS 512 N. TEJON ST., SUITE 201 COLORADO SPRINGS, CO 80903 P: 719.473.7225 F: 719.432.5184 csnarchitects.com</p> <p><b>GENERAL NOTES:</b></p> <ol style="list-style-type: none"> <li>1. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL BUILDING CODE (IBC) AND THE 2012 INTERNATIONAL PLUMBING AND MECHANICAL CODE (IMC).</li> <li>2. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL FIRE CODE (IFC).</li> <li>3. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL ELECTRICAL CODE (IEC).</li> <li>4. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL ENERGY CONSERVATION CODE (IECC).</li> <li>5. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL SMOKE AND ALARM CODE (ISAC).</li> <li>6. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL SAFETY CODE (ISFC).</li> <li>7. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL MECHANICAL AND PLUMBING CODE (IMPC).</li> <li>8. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL FIRE AND ALARM CODE (IFAC).</li> <li>9. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL ELECTRICAL AND BOILER CODE (IEBC).</li> <li>10. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL ENERGY CONSERVATION AND EFFICIENCY CODE (IEEC).</li> <li>11. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL SAFETY AND HEALTH CODE (ISHC).</li> <li>12. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT CODE (ICDC).</li> <li>13. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING CODE (ICDHC).</li> <li>14. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING AND MECHANICAL CODE (ICDHC/IMC).</li> <li>15. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING AND MECHANICAL AND ELECTRICAL CODE (ICDHC/IMC/IEC).</li> <li>16. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING AND MECHANICAL AND ELECTRICAL AND BOILER CODE (ICDHC/IMC/IEC/IEBC).</li> <li>17. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING AND MECHANICAL AND ELECTRICAL AND BOILER AND ENERGY CONSERVATION CODE (ICDHC/IMC/IEC/IEBC/IECC).</li> <li>18. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING AND MECHANICAL AND ELECTRICAL AND BOILER AND ENERGY CONSERVATION AND SAFETY CODE (ICDHC/IMC/IEC/IEBC/IECC/ISFC).</li> <li>19. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING AND MECHANICAL AND ELECTRICAL AND BOILER AND ENERGY CONSERVATION AND SAFETY AND ALARM CODE (ICDHC/IMC/IEC/IEBC/IECC/ISFC/IFAC).</li> <li>20. ALL WORK SHALL BE IN ACCORDANCE WITH THE 2012 INTERNATIONAL COMMUNITY DEVELOPMENT AND HOUSING AND MECHANICAL AND ELECTRICAL AND BOILER AND ENERGY CONSERVATION AND SAFETY AND ALARM AND FIRE CODE (ICDHC/IMC/IEC/IEBC/IECC/ISFC/IFAC/IFC).</li> </ol>	<p><b>PROJECT LOCATION:</b> 1100 S. W. 10TH AVE., SUITE 100, DENVER, CO 80202</p> <p><b>PROJECT NUMBER:</b> 1100 SW 10TH AVE. SUITE 100</p> <p><b>TOTAL SQUARE FEET:</b> 110,000 SF</p> <p><b>THIS SHEET IS FOR CONSTRUCTION OF THE EXISTING FACILITY ONLY. SEE OTHER SHEETS FOR THE NEW CONSTRUCTION.</b></p> <p><b>REVISIONS:</b></p> <table border="1"> <tr> <th>NO.</th> <th>DATE</th> <th>DESCRIPTION</th> </tr> <tr> <td>1</td> <td>11/15/11</td> <td>ISSUED FOR PERMIT</td> </tr> <tr> <td>2</td> <td>11/15/11</td> <td>ISSUED FOR CONSTRUCTION</td> </tr> </table>	NO.	DATE	DESCRIPTION	1	11/15/11	ISSUED FOR PERMIT	2	11/15/11	ISSUED FOR CONSTRUCTION	<p><b>REQUIRED PERMITS:</b> PERMIT TO OCCUPY</p> <p><b>PERMITS:</b> PERMIT TO OCCUPY, PERMIT TO CONSTRUCT</p> <p><b>PERMIT FEES:</b> PERMIT TO OCCUPY: \$100.00, PERMIT TO CONSTRUCT: \$100.00</p> <p><b>PERMIT DATES:</b> PERMIT TO OCCUPY: 11/15/11 - 11/15/11, PERMIT TO CONSTRUCT: 11/15/11 - 11/15/11</p> <p><b>PERMIT EXPIRES:</b> PERMIT TO OCCUPY: 11/15/11, PERMIT TO CONSTRUCT: 11/15/11</p> <p><b>PERMIT STATUS:</b> PERMIT TO OCCUPY: ISSUED, PERMIT TO CONSTRUCT: ISSUED</p> <p><b>PERMIT CONDITIONS:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT NOTES:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT CONTACT:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT ADDRESS:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT PHONE:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT FAX:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT EMAIL:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT WEBSITE:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p> <p><b>PERMIT COMMENTS:</b> PERMIT TO OCCUPY: NONE, PERMIT TO CONSTRUCT: NONE</p>
NO.	DATE	DESCRIPTION									
1	11/15/11	ISSUED FOR PERMIT									
2	11/15/11	ISSUED FOR CONSTRUCTION									

c s  
n a  
**architects**  
 512 n. tejon st.  
 colorado springs  
 CO 80903  
 p 719.473.7225  
 f 719.432.5184  
 csnarchitects.com

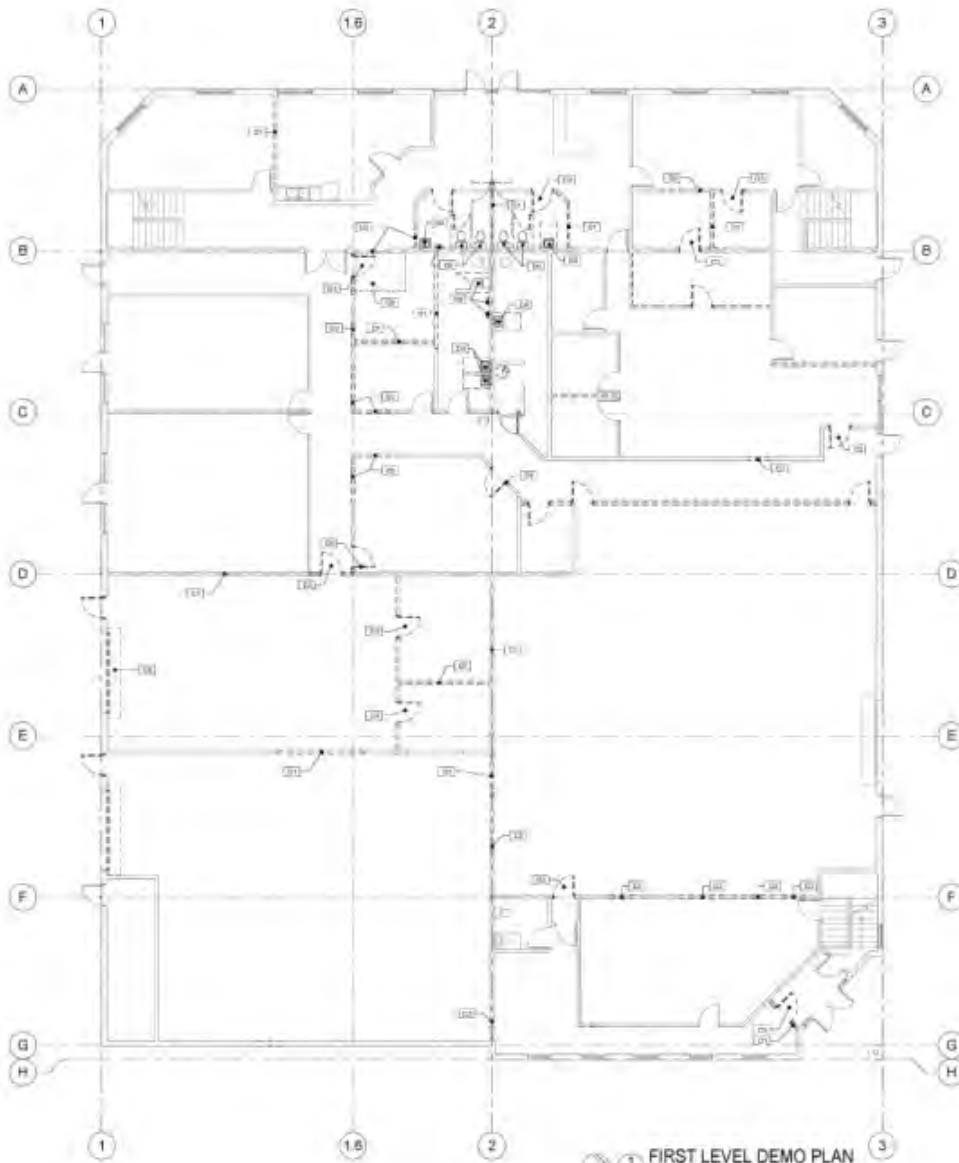


**CODE ANALYSIS & LIFE SAFETY PLANS**

JOB NO: 112011  
 DATE: 12-21-2011  
 DRAWN: JRG  
 CHECKED: RBS  
 CA1.0

# ATTACHMENT C.3.2 FLOOR PLAN 2


  
**architects**
  
 532 n. tejon st.
   
 colorado springs
   
 CO 80903
   
 p 719.473.7225
   
 f 719.632.5184
   
 csnaarchitects.com



**FIRST LEVEL DEMO PLAN**  
1/8" = 1'-0"

**GENERAL DEMOLITION NOTES**

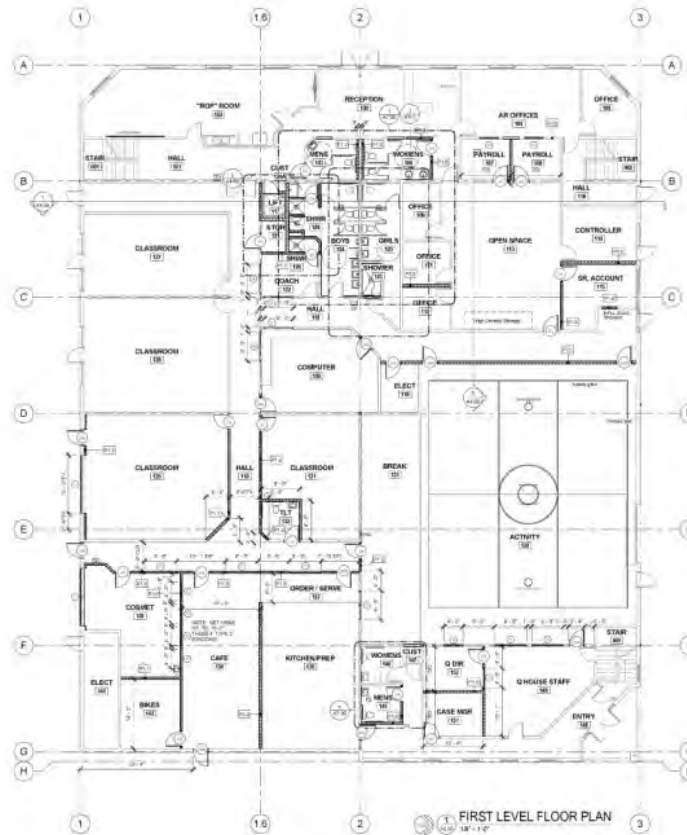
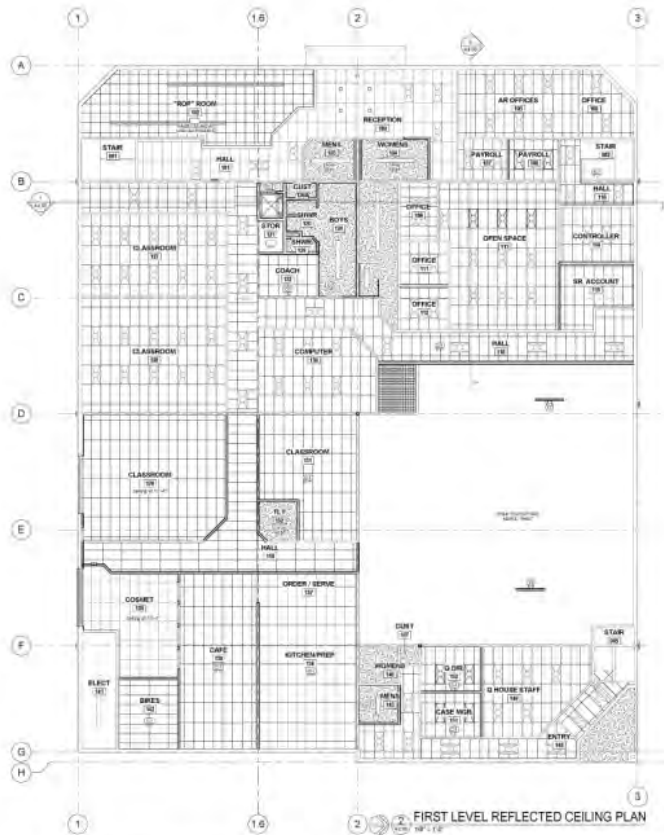
10001 DEMO ALL EXISTING EXTERIOR WALLS AS REQUIRED FOR INSTALLATION OF NEW STRUCTURAL SECOND FLOOR BE STRUCT.  
 10011 DEMO EXISTING CONCRETE SLAB ON GRADE FROM 10001. PROVIDE FOR INSTALLATION OF PLATFORM LIFT RAILS AND SETTING BLOCKS (MARKED AS PER PLAN).  
 10012 DEMO EXISTING CONCRETE SLAB ON GRADE INCLUDING REINFORCEMENT. UTILIZATION OF ALL NEW UNDESIGNED REINFORCEMENT.  
 10013 DEMO ALL EXISTING EXTERIOR ROOF MEMBERS. PREP FOR NEW CONCRETE ON GRADE FROM 10001.  
 10014 REMOVE AND REPLACE EXISTING EXTERIOR ACROUSTICAL TUB COLUINS AS REQUIRED FOR INSTALLATION OF NEW REINFORCED CONCRETE FOR PROTECTION AND EXTERIOR FINISH.

NOTE	DESCRIPTION
01	DEMO EXISTING METAL STUD/GYP BOARD WALL. REMOVE GUAUGE AND RELOCATE ALL DIMENSION BOARD, TACK BOARD, ACOUSTICAL PANEL, CHAIR RAIL, AS DICTATED BY DRAWING.
02	DEMO EXISTING METAL STUD/GYP BOARD WALL AS REQUIRED FOR INSTALLATION OF NEW HM DOOR OR WINDOW FRAME.
03	DEMO EXISTING HM DOOR FRAME AND WOOD DOOR.
04	DEMO EXIST SINK. RE. PLUMBING.
05	DEMO EXIST PLUMBING FIXTURE AND ASSOCIATED PIPING. RE. NICHES.
06	DEMO EXISTING OVERHEAD COLLING DOOR.
07	DEMO EXISTING CONCRETE SLAB ON GRADE FLOOR EXCAVATE SOIL. PREP FOR NEW PLATFORM LIFT.
08	DEMO EXISTING EXTERIOR MASONRY BLOCK WALL AS REQUIRED FOR INSTALLATION OF NEW WINDOW. RE WINDOW TYPES.
09	REMOVE AND SETBACK EXISTING FLOOR FOR NEW PLATFORM LIFT.

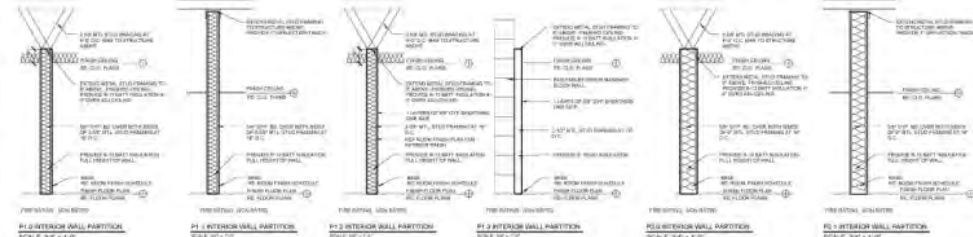

  
 FIRST FLOOR DEMO PLAN
   
 JOB NO: 110911
   
 DATE: 12-21-2011
   
 DRAWN: RDS, TRL
   
 CHECKED: RDS
   
 D2.0



# ATTACHMENT C.3.2 FLOOR PLAN 3



CEILING LEGEND		CEILING TYPES	
	ACOUSTIC SUSPENDED CEILING		FLAT ACOUSTIC CEILING
	ACOUSTIC GRID CEILING		FLAT ACOUSTIC CEILING WITH GRID
	ACOUSTIC PANEL CEILING		FLAT ACOUSTIC CEILING WITH PANEL
	ACOUSTIC BAFFLE CEILING		FLAT ACOUSTIC CEILING WITH BAFFLE
	ACOUSTIC CLOUD CEILING		FLAT ACOUSTIC CEILING WITH CLOUD
	ACOUSTIC SPHERE CEILING		FLAT ACOUSTIC CEILING WITH SPHERE
	ACOUSTIC CYLINDER CEILING		FLAT ACOUSTIC CEILING WITH CYLINDER
	ACOUSTIC CONE CEILING		FLAT ACOUSTIC CEILING WITH CONE
	ACOUSTIC PYRAMID CEILING		FLAT ACOUSTIC CEILING WITH PYRAMID
	ACOUSTIC TRIANGLE CEILING		FLAT ACOUSTIC CEILING WITH TRIANGLE
	ACOUSTIC SQUARE CEILING		FLAT ACOUSTIC CEILING WITH SQUARE
	ACOUSTIC RECTANGLE CEILING		FLAT ACOUSTIC CEILING WITH RECTANGLE
	ACOUSTIC CIRCLE CEILING		FLAT ACOUSTIC CEILING WITH CIRCLE
	ACOUSTIC OVAL CEILING		FLAT ACOUSTIC CEILING WITH OVAL
	ACOUSTIC ELLIPSE CEILING		FLAT ACOUSTIC CEILING WITH ELLIPSE
	ACOUSTIC POLYGON CEILING		FLAT ACOUSTIC CEILING WITH POLYGON
	ACOUSTIC STAR CEILING		FLAT ACOUSTIC CEILING WITH STAR
	ACOUSTIC HEART CEILING		FLAT ACOUSTIC CEILING WITH HEART
	ACOUSTIC DIAMOND CEILING		FLAT ACOUSTIC CEILING WITH DIAMOND
	ACOUSTIC HEXAGON CEILING		FLAT ACOUSTIC CEILING WITH HEXAGON
	ACOUSTIC OCTAGON CEILING		FLAT ACOUSTIC CEILING WITH OCTAGON
	ACOUSTIC DECAGON CEILING		FLAT ACOUSTIC CEILING WITH DECAGON
	ACOUSTIC DODECAGON CEILING		FLAT ACOUSTIC CEILING WITH DODECAGON
	ACOUSTIC CIRCLE CEILING		FLAT ACOUSTIC CEILING WITH CIRCLE
	ACOUSTIC OVAL CEILING		FLAT ACOUSTIC CEILING WITH OVAL
	ACOUSTIC ELLIPSE CEILING		FLAT ACOUSTIC CEILING WITH ELLIPSE
	ACOUSTIC POLYGON CEILING		FLAT ACOUSTIC CEILING WITH POLYGON
	ACOUSTIC STAR CEILING		FLAT ACOUSTIC CEILING WITH STAR
	ACOUSTIC HEART CEILING		FLAT ACOUSTIC CEILING WITH HEART
	ACOUSTIC DIAMOND CEILING		FLAT ACOUSTIC CEILING WITH DIAMOND
	ACOUSTIC HEXAGON CEILING		FLAT ACOUSTIC CEILING WITH HEXAGON
	ACOUSTIC OCTAGON CEILING		FLAT ACOUSTIC CEILING WITH OCTAGON
	ACOUSTIC DECAGON CEILING		FLAT ACOUSTIC CEILING WITH DECAGON
	ACOUSTIC DODECAGON CEILING		FLAT ACOUSTIC CEILING WITH DODECAGON



FIRST FLOOR PLAN - RCP  
 JOB NO.: 1509H1  
 DATE: 12/1/2011  
 DRAWN: RDS, TWS  
 CHECKED: RDS  
 A2.00

# ATTACHMENT C.3.3: FACILITIES

BRIAN SANDOVAL  
*Governor*

STATE OF NEVADA

DONALD E. JAYNE, CPCU  
*Administrator*

TERRY JOHNSON  
*Director*



JOSEPH H. NUGENT, CSP, ARMA  
*Chief Administrative Officer*

(775) 824-4630  
Fax: (775) 688-1478

DEPARTMENT OF BUSINESS AND INDUSTRY  
DIVISION OF INDUSTRIAL RELATIONS  
SAFETY CONSULTATION AND TRAINING SECTION  
4600 Kietzke Lane, E-144  
Reno, Nevada 89502

## LIST OF HAZARDS

**This List of Hazards must be posted, unedited, in a prominent place where it is readily observable by all affected employees for three(3) working days, or until the hazards are corrected, whichever is later.**

VISIT NUMBER: 506076041  
VISIT DATE(S): 02/02/12

Rite of Passage Charter High School  
2560 Business Parkway - Suite B  
Minden, NV 89423

This is a notification of serious hazards identified during the consultation visit. This notification is not a citation. Rite of Passage Charter High School is a voluntary participant in the consultation program and has agreed to correct the hazards on this list within the correction due date specified. Rite of Passage Charter High School has also agreed to make information on findings as well as corrective action proposed by the consultant available to you upon request.

<b>ITEM</b>	0001	<b>STANDARD:</b>	1910.0303( b)(02)
<b>INSTANCE</b>	A	<b>CORRECTED ON SITE:</b>	02/02/12
<b>DESCRIPTION:</b> Condition: Listed or labeled equipment must be installed and used in accordance with any instructions included in the listing or labeling.  INSTANCE A: An EMERSON oven toaster appliance was identified as a "household use" item. Located in the employees break room. The item was corrected prior to the closing conference. See Item (1) on the identified hazards form.			

<b>ITEM</b>	0002	<b>STANDARD:</b>	1910.0305( g)(02)( iii)
<b>INSTANCE</b>	A	<b>CORRECTED:</b>	02/29/12
<b>DESCRIPTION:</b> Condition: Unless specifically permitted otherwise in paragraph (g)(1)(ii) of this section, flexible cords and cables must not be used:  <ul style="list-style-type: none"> <li>- As a substitute for the fixed wiring of a structure;</li> <li>- Where run through holes in walls, ceilings, or floors;</li> <li>- Where run through doorways, windows, or similar openings;</li> <li>- Where attached to building surfaces;</li> <li>- Where concealed behind building walls, ceilings, or floors; or</li> <li>- Where installed in raceways, except as otherwise permitted in this subpart.</li> </ul> INSTANCE A: Two orange electrical extension cords were being used to power a snack machine and soda machine. Located in the employees break room. See Item (2) on the identified hazards form.			

<b>ITEM</b>	0003	<b>STANDARD:</b>	1910.0037( a)(04)
<b>INSTANCE</b>	A	<b>CORRECTED:</b>	02/29/12
<b>DESCRIPTION:</b> Condition: Safeguards designed to protect employees during an emergency (e.g., sprinkler systems, alarm systems, fire doors, exit lighting, etc.) were not in proper working order at all times.  INSTANCE A: The east combination EXIT/Emergency light set did not illuminate when tested. Located in classroom #102. See Item (3a) on the identified hazards form.  INSTANCE B: The east combination EXIT/Emergency light set did not illuminate when tested. Located in classroom #103. See Item (3b) on the identified hazards form.			

<b>ITEM</b>	0004	<b>STANDARD:</b>	1910.0157( c)(04)( i)
<b>INSTANCE</b>	A	<b>CORRECTED:</b>	02/29/12

<b>ITEM</b>	0004	<b>STANDARD:</b>	1910.0157( c)(04)( i)
<b>DESCRIPTION:</b> Condition: A portable fire extinguisher was not fully charged.			
INSTANCE A: A portable fire extinguisher was discharged. Located in the gym. See Item (4) on the identified hazards form.			

<b>ITEM</b>	0005	<b>STANDARD:</b>	1910.0022( d)(01)
<b>INSTANCE</b>	A	<b>CORRECTED:</b>	02/29/12
<b>DESCRIPTION:</b> Condition: The maximum weight permitted to be stored on the floor or platform was not posted in a conspicuous place.			
INSTANCE A: The overhead storage above the group leader office did not display the floor load limit. Located in the gym. See Item (5) on the identified hazards form.			

<b>ITEM</b>	0006	<b>STANDARD:</b>	1910.1030( c)(01)
<b>INSTANCE</b>	A	<b>CORRECTION DUE DATE</b>	04/27/12
<b>DESCRIPTION:</b> Condition: The employer has not developed a written exposure control plan which outlines how to minimize or eliminate employee exposure to blood and other potentially infectious materials.			
INSTANCE A: The company did not develop a written exposure control plan which outlines how to minimize or eliminate employee exposure to blood and other potentially infectious materials. Located at the facility. See Item (6) on the identified hazards form.			

<b>ITEM</b>	0007	<b>STANDARD:</b>	1910.1200( h)(01)
<b>INSTANCE</b>	A	<b>CORRECTION DUE DATE</b>	03/30/12
<b>DESCRIPTION:</b> Condition: Employees were not provided with all required information as specified in 29 CFR 1910.1200 (h)(1)(i) through (iii) on hazardous chemicals in their work area at the time of their initial assignment or when a new hazard was introduced into their work area.			
INSTANCE A: The company did not provide employees with information and training on hazardous chemicals in their work area. Located at the facility. See Item (7) on the identified hazards form.			

<b>ITEM</b>	0008	<b>STANDARD:</b>	1910.1030( g)(02)( iv)
<b>INSTANCE</b>	A	<b>CORRECTION DUE DATE</b>	04/27/12

<b>ITEM</b>	0008	<b>STANDARD:</b>	1910.1030(g)(02)(iv)
<b>DESCRIPTION:</b>			
Condition: An employee, with occupational exposure to blood and other potential infectious materials, was not provided with annual training as required by the standard.			
INSTANCE A: The company did not provide annual training for employees with occupational exposure to blood and other potential infectious materials. Located at the facility. See Item (8) on the identified hazards form.			

<b>ITEM</b>	0009	<b>STANDARD:</b>	
<b>INSTANCE</b>	A	<b>CORRECTION DUE DATE:</b>	04/27/12
<b>DESCRIPTION:</b>			
Condition: A written safety program must include the following:			
<ul style="list-style-type: none"> <li>a. A statement explaining that the managers, supervisors and employees are responsible for carrying out the program;</li> <li>b. An explanation of the methods used to identify, analyze and control new and existing hazardous conditions;</li> <li>c. An explanation of the methods used to ensure that employees receive the appropriate safety and health training before performing their work duties;</li> <li>d. The procedures that must be followed to investigate an accident which has occurred and the corrective actions that are to be initiated; and</li> <li>e. A method for ensuring that employees comply with the safety rules and work practices.</li> </ul>			
INSTANCE A: The company's written safety program did not include a statement explaining the managers, supervisors and employees responsibilities. Located at the facility. See Item (9) on the identified hazards form.			

<b>ITEM</b>	0010	<b>STANDARD:</b>	
<b>INSTANCE</b>	A	<b>CORRECTION DUE DATE:</b>	04/27/12
<b>DESCRIPTION:</b>			
Condition: A written safety program must include the following:			
<ul style="list-style-type: none"> <li>a. A statement explaining that the managers, supervisors and employees are responsible for carrying out the program;</li> <li>b. An explanation of the methods used to identify, analyze and control new and existing hazardous conditions;</li> <li>c. An explanation of the methods used to ensure that employees receive the appropriate safety and health training before performing their work duties;</li> <li>d. The procedures that must be followed to investigate an accident which has occurred and the corrective actions that are to be initiated; and</li> <li>e. A method for ensuring that employees comply with the safety rules and work practices.</li> </ul>			
INSTANCE A: The company's written safety program did not include an explanation of the methods used to identify, analyze and control hazards. Located at the facility. See Item (10) on the identified hazards form.			

<b>ITEM</b>	0011	<b>STANDARD:</b>	
<b>INSTANCE</b>	A	<b>CORRECTION DUE DATE:</b>	04/27/12
<b>DESCRIPTION:</b>			
Condition: A written safety program must include the following:			
<ul style="list-style-type: none"> <li>a. A statement explaining that the managers, supervisors and employees are responsible for carrying out the program;</li> <li>b. An explanation of the methods used to identify, analyze and control new and existing hazardous conditions;</li> <li>c. An explanation of the methods used to ensure that employees receive the appropriate safety and health training before performing their work duties;</li> <li>d. The procedures that must be followed to investigate an accident which has occurred and the corrective actions that are to be initiated; and</li> <li>e. A method for ensuring that employees comply with the safety rules and work practices.</li> </ul>			
INSTANCE A: The company's written safety program did not include an explanation of the methods used to ensure that employees receive the appropriate safety and health training. Located at the facility. See Item (11) on the identified hazards form.			

<b>ITEM</b>	0012	<b>STANDARD:</b>	
<b>INSTANCE</b>	A	<b>CORRECTION DUE DATE:</b>	04/27/12
<b>DESCRIPTION:</b>			
Condition: An employer with more than 25 employees who is required to establish a safety committee shall include the following in the written safety program:			
<ul style="list-style-type: none"> <li>a. The manner in which members of the committee are selected;</li> <li>b. The purpose and duties of the committee; and</li> <li>c. The frequency of the meetings of the committee.</li> </ul>			
INSTANCE A: The company did not establish a safety committee as required. Located at the facility. See Item (12) on the identified hazards form.			

If you have any questions regarding this list of hazards which cannot be answered by your employer please contact the state consultation program at 775-824-4635 or send an e-mail to [fuentes.oscar.1@dol.gov](mailto:fuentes.oscar.1@dol.gov)



**Food Service Establishment Inspection V3**

*Non-Compliant*

Set Up Information	Inspection	Other Information
Establishment Number :DO-02-PNDGBE Establishment Name : RITE OF PASSAGE SCHOOL KITCHEN Address : Primary Contact Phone: Fax: E-Mail:	Inspection :Food Service Establishment Inspection V3 Type: Regular Date: 08/15/2012 13:56:30 Stop Date: 08/15/2012 15:55:23 Inspector: Barrett Evans Score: 97 / 100 : 97%	

LEGAL NOTIFICATION	Points	Total	Percent
LEGAL NOTIFICATION	0	0	0%

Question	Answer	Points	Total	Percent
<b>Category Total</b>		0	0	0%
Based on an inspection this day, the items marked on this report identify the violation in operation or facilities which must be corrected by the next routine inspection or such shorter period of time as may be specified in writing by the health authority. Failure to comply with this notice may result in immediate suspension of your permit. An opportunity for an appeal will be provided if a written request for a hearing is filed with the health authority within the period of time established in this notice for correction of violations.	OK	0	0	N/A

CRITICAL ITEMS	Points	Total	Percent
CRITICAL ITEMS	62	62	100%

Question	Answer	Points	Total	Percent
<b>Category Total</b>		62	62	100%

OTHER VIOLATIONS	Points	Total	Percent
OTHER VIOLATIONS	35	38	92.11%

Question	Answer	Points	Total	Percent
<b>Category Total</b>		35	38	92.11%
Food dispensing utensils properly stored and in use Comments • Dispensing utensils are not properly stored.  Please ensure that the ice scoop is stored properly with the handle out of the food product:  • Discussed with staff; corrected on site.	OUT COS	0	1	0%
Plumbing installation and maintenance Comments • Food equipment not indirectly drained into floor sink.		0	1	0%

<p>Drain for the Juice machine was below the flood level of the floor sink:</p> <ul style="list-style-type: none"> <li>• Staff cut the drain to 1" above the flood level of the floor sink to prevent possible back siphonage from occurring.</li> <li>• Corrected on site.</li> </ul>	<p>OUT COS</p>			
<p>Floors; constructed, drained, clean, good repair, smooth, nonabsorbent, proper cleaning methods  <b>Comments</b>  <ul style="list-style-type: none"> <li>• Floors are dirty and not being adequately cleaned. Increase cleaning frequency.</li> </ul> <p>Only located under the shelving in the walk-in refrigeration unit:</p> <ul style="list-style-type: none"> <li>• Discussed with staff; corrected on site.</li> </ul> </p>	<p>OUT COS</p>	<p>0</p>	<p>1</p>	<p>0%</p>
<p><b>GENERAL COMMENT</b></p>	<p>Points</p>	<p>Total</p>	<p>Percent</p>	
	<p>0</p>	<p>0</p>	<p>0%</p>	
<p style="text-align: center;"><b>GENERAL COMMENT</b></p> <p><b>Comments</b></p>				
<p><i>Culinary manager has a current Washoe County approved food safety certification.</i></p>				
<p><b>Question</b></p>	<p>Answer</p>	<p>Points</p>	<p>Total</p>	<p>Percent</p>
<p><b>Category Total</b></p>		<p>0</p>	<p>0</p>	<p>0%</p>



# ATTACHMENT C.3.3: FACILITIES

BRIAN SANDOVAL  
*Governor*

STATE OF NEVADA

DONALD E. JAYNE, CPCU  
*Administrator*

TERRY JOHNSON  
*Director*



JOSEPH H. NUGENT, CSP, ARM  
*Chief Administrative Officer*

(775) 824-4630  
Fax: (775) 688-1478

DEPARTMENT OF BUSINESS AND INDUSTRY  
DIVISION OF INDUSTRIAL RELATIONS  
SAFETY CONSULTATION AND TRAINING SECTION  
4600 Kietzke Lane, E-144  
Reno, Nevada 89502

April 30, 2012

Ms. Ingrid Mann  
Safety Manager  
Rite of Passage Charter High School  
2560 Business Parkway - Suite B  
Minden, NV 89423

Dear Safety Manager Mann:

Thank you for sending us your description of the actions you have taken to correct the serious hazards documented in our visit report #506076041. Your letter was received on April 24, 2012. We have reviewed your response and are pleased to inform you that your actions, as stated, have corrected all the identified hazards.

We congratulate you on the successful elimination of the serious hazards identified during the survey of your workplace. Through voluntary compliance with assistance from the Safety Consultation and Training Section, you are meeting the basic intent and stated purpose of the Nevada Occupational Safety and Health Act: "To provide safe and healthful working conditions for every employee."

Due to periodic changes in the OSHA Regulations and their interpretations, it is important for you to review your operations regularly with respect to identifying, correcting, and preventing hazards.

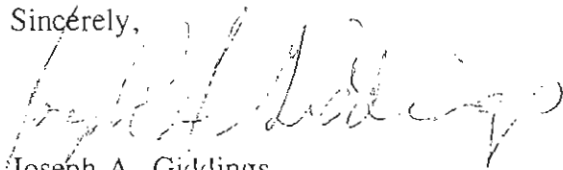
Our office also offers on-going training programs that may be of benefit to your company. Our trainers conduct scheduled training sessions on a variety of topics, and will also conduct training on specific topics as requested by an employer.

We are continually striving to improve the effectiveness of our consultation visits, and we would appreciate your thoughts on how we performed and how we can improve our services. Attached is our Customer Survey form which you may return to our office either by fax (775-688-1478) or by mail in the enclosed self-addressed envelope.

If you know of any other employer who could benefit from our services, please feel free to refer them to SCATS or let us know how we can contact them.

It has been a pleasure to serve you. If you have any questions or require additional information or assistance, please contact us at 775-824-4630.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joseph A. Giddings".

Joseph A. Giddings  
Consultation Supervisor

Enclosures  
Customer survey w/envelope  
Rolodex

## COMMERCIAL LEASE AGREEMENT

### DRAFT

This Lease Agreement (this "Lease") is dated \_\_\_\_\_ by and between Palisades, L LP. ("Landlord"), and Sterling Charter High School., a Nevada non-profit corporation ("Tenant"). The parties agree as follows:

**PREMISES:** Landlord, in consideration of the lease payments provided in this lease, leases to the Tenant: Activity Area, Voc Instruction Room, Classrooms, and first floor Office space for staff currently located at 2560 Business Pkwy, Suite B, Minden, Nevada 89423.

**TERM:** The lease term will be month-to-month beginning \_\_\_\_\_ and \_\_\_\_\_ will terminate on \_\_\_\_\_. At the end of each lease period, the lease can be terminated with 30 days notice prior to the beginning of the lease year.

**LEASE PAYMENTS:** Tenant shall pay to Landlord monthly installments based on fair market value in advance on the first day of each month. Lease payments shall be made to Palisades, LLP, at a specified address which may be changed from time to time by Landlord.

**SECURITY DEPOSIT:** At the time of the signing of this lease, Tenant shall pay to Landlord, in trust, a security deposit of \$5,000.00 to be held and disbursed for Tenant damages to the Premises (if any) as provided by law.

**POSSESSION:** Tenant shall be entitled to possession on the first day of the term of this lease, and shall yield possession to Landlord on the last day of the term of this lease, unless otherwise agreed by both parties in writing. At the expiration of the term, Tenant shall remove its goods and effects and peaceably yield up the premises to Landlord in as good a condition as when delivered to Tenant, ordinary wear and tear excepted.

**USE OF PREMISES:** Tenant may use the Premises for any lawful activity. Tenant shall notify Landlord of any anticipated extended absence from the Premises not later than the first day of the extended absence.

**PROPERTY INSURANCE:** Landlord and Tenant shall each maintain appropriate insurance for their respective interests in the Premises and property located on the Premises. Tenant shall deliver appropriate evidence to Landlord as proof that adequate insurance is in force issued by companies reasonably satisfactory to Landlord. Landlord shall receive advance written notice from the insurer prior to any termination of such insurance policies. Tenant shall maintain any other insurance the Landlord may reasonable require for the protection of Landlord's interest in the Premises. Tenant is responsible for maintaining casualty insurance on its property and Landlord shall maintain sufficient property insurance to cover cost of building.

**LIABILITY INSURANCE:** Tenant shall maintain liability insurance in a total aggregate sum of \$1,000,000.00. Tenant shall deliver appropriate evidence to Landlord as proof that adequate insurance is in force issued by companies reasonably satisfactory to

Landlord. Landlord shall receive advance written notice from the insurer prior to any termination of such insurance policies.

**MAINTENANCE:** Tenant shall have the responsibility to maintain the Premises in good repair at all times.

**UTILITIES AND SERVICES:** Tenant shall be responsible for all utilities and services incurred in connection with the Premises.

**TAXES:** Taxes attributable to the Premises shall be allocated as follows:

REAL ESTATE TAXES. Landlord shall pay all real estate taxes and assessments for the Premises.

**TERMINATION UPON SALES OF PREMISES:** Notwithstanding any other provision of this Lease, Landlord may terminate this lease upon 90 days' written notice to Tenant that the Premises have been sold.

**DEFAULTS:** Tenant shall be in default of this Lease if Tenant fails to fulfill any lease obligation or term by which Tenant is bound. Subject to any governing provisions of law to the contrary, if Tenant fails to cure any financial obligation within 5 days (or any other obligation within 10 days) after written notice of such default is provided by Landlord to Tenant, Landlord may take possession of the Premises without further notice (to the extent permitted by law), and without prejudicing Landlord's rights to damages. In the alternative, Landlord may elect to cure any default and the cost of such action shall be assessed to Tenant's financial obligations under this lease. Tenant shall pay all costs, damages, and expenses (including reasonable attorney fees and expenses) suffered by Landlord by reason of Tenant's defaults. All sums of money or charges required to be paid by Tenant under this Lease shall be additional rent, whether or not such sums or charges are designated as "additional rent". The rights provided by this paragraph are cumulative in nature and are in addition to any other rights afforded by law.

**LATE PAYMENTS:** For any payment that is not paid within 15 days after the due date, Tenant shall pay a late fee of \$100.00.

**HOLDOVER:** If Tenant maintains possession of the Premises for any period after the termination of this Lease ("Holdover Period"), Tenant shall pay to Landlord lease payment(s) during Holdover period at a rate equal to 100% of the normal payment rate set forth in the Renewal Terms paragraph.

**CUMULATIVE RIGHTS:** The rights of the parties under this Lease are cumulative, and shall not be construed as exclusive unless required by law.

**NON-SUFFICIENT FUNDS:** Tenant shall be charged \$50.00 for each check that is returned to Landlord for lack of sufficient funds.

**ACCESS BY LANDLORD TO PREMISES:** Subject to Tenant's consent (which shall not be unreasonably withheld), landlord shall have the right to enter the Premises to make inspections, provide necessary services, or show the unit to prospective buyers, mortgages, tenants or workers. However, Landlord does not assume any liability for the care or supervision of the Premises. As provided by law, in case of emergency, Landlord may enter the Premises without Tenant's consent.

**INDEMNITY REGARDING USE OF PREMISES:** To the extent provided by law, Tenant agrees to indemnify, hold harmless, and defend Landlord from and against any and all losses, claims, liabilities, and expenses, including reasonable attorney fees, if any, which the Landlord may suffer or incur in connection with Tenant's possession, use or misuse of the Premises, except landlord's act or negligence.

**DANGEROUS MATERIAL:** Tenant shall not keep or have on the Premises any article or thing of a dangerous, flammable, or explosive character that might substantially increase the danger of fire on the Premises, or that might be considered hazardous by a responsible insurance company, unless prior written consent of Landlord is obtained and proof of adequate insurance protection is provided by Tenant to Landlord.

**COMPLIANCE WITH REGULATIONS:** Tenant shall promptly comply with all laws, obligations, requirements and regulations of the federal, state county, municipal and other authorities, and the fire insurance underwriters. However, Tenant shall not by this provision be required to make alterations to the exterior of the building or alterations of a structural nature.

**MECHANICS LIENS:** Neither the Tenant nor anyone claiming through the Tenant shall have the right to file a mechanics lien nor any other kind of lien on the Premises and the filing of this Lease constitute notice that such liens are invalid. Further, Tenant agrees to (1) give actual advance notice to contractors, subcontractors or suppliers of goods, labor, or services that such liens will not be valid, and (2) take whatever additional steps are necessary in order to keep the premises free of all liens resulting from construction done by Tenant.

**ASSIGNABILITY/SUBLETTING:** Tenant may not assign or sublease any interest in the Premises. Nor effect a change in the majority ownership of the Tenant (from the ownership existing at the inception of this Lease), nor assign, mortgage or pledge this Lease, without prior written consent for the Landlord, which shall not be unreasonably withheld.

**NOTICE:** Notices under this Lease shall not be deemed valid unless given or served in writing and forwarded by mail, postage prepaid, addressed as follows:

**LANDLORD:**

Palisades, LLP  
990 North Sierra Street  
Reno, Nevada 89503

**TENANT**

Sterling Charter High School  
2560 Business Parkway, Suite B  
Minden, NV 89423

Such addresses may be changed from time to time by either party by providing notice as set forth above. Notices mailed accordance with the above provisions shall be deemed received on the third day after posting.

**GOVERNING LAW:** This Lease shall be construed in accordance with the laws of the State of Nevada.

**ENTIRE AGREEMENT/AMENDMENT:** This Lease agreement contains the entire agreement of the parties and there are no other premises, conditions, understandings or other agreements, whether oral or written, relating to the subject matter of this lease. This lease may be modified or amended in writing, if writing is signed by the party obligated under the amendment.

**SEVERABILITY:** If any portion of this Lease shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Lease is invalid or unenforceable, but that by limiting such provision, it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

**WAIVER:** The failure of either party to enforce any provisions of this Lease shall not be construed as a waiver or limitation of that part's right to subsequently enforce and compel strict compliance with every provision of this Lease.

**BINDING EFFECT:** The provisions of this Lease shall be binding upon and inure to the benefit of both parties and their respective legal representatives, successors and assigns.

**LANDLORD:**

**TENANT:**

## **ATTACHMENT C.4.4: TRANSPORTATION, HEALTH, EMERGENCY SERVICES**

### **Drills and Procedures in the Event of an Emergency**

Sterling Charter High School understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

#### **I. Training**

A. Training and refresher training sessions shall be conducted for all school personnel. In the case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

1. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

#### **II. Drills**

A. Sterling Charter High School will plan for 3 Evacuation and 1 Drop-Cover and Hold drill.

1. Evacuation Drills: A map detailing the evacuation protocols and route are posted in each classroom and office. Students are to follow their Teacher/Administrator and stay with their class as they exit the building and when they are outside the building. No deviation from the route will be accepted, including going to the restroom. When outside, a student count shall be conducted by the Teacher/Administrator. When all staff and students are accounted for, they shall return to their regularly assigned classroom/office.

2. Drop-Cover and Hold Drill: Teachers will instruct students to duck under their desks and cover their heads with their arms and hands. Teachers will instruct students to move away from the windows. Teachers will account for their students and inform the administration of any student that is missing.

B. Sterling Charter High School will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

**ATTACHMENT C.4.5: TRANSPORTATION, HEALTH, EMERGENCY  
SERVICES**

**SCHOOL EMERGENCY**

**And**

**CRISIS RESPONSE PLAN**

**Sterling Charter High School**



## Promulgation Statement

Sterling Charter High School is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of Sterling Charter High School emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of Sterling Charter High School. It is a result of a comprehensive review and update of school policies in the context of its location in Las Vegas, NV and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

---

SCHOOL BOARD

---

DATE

---

LOCAL EMERGENCY MANAGEMENT

---

DATE

## Approval and Implementation

### Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

\_\_\_\_\_  
PRINCIPAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
EDUCATION LEADER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SCHOOL BOARD

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

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- Utilities Loss or Failure
- Structural Failure
- Medical Emergency

## **A. INTRODUCTION**

### **1. Authority**

- A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones
- B. State: RS 17:416.16 School crisis management and response plans
- C. Local:
- D. School Board:

### **2. Purpose**

A. This Basic Plan outlines Sterling Charter High School approach to emergency management and operations. It has been developed to assist Sterling Charter High School protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

### **3. Mission and Goals**

- A. The mission of Sterling Charter High School in an emergency/disaster is to:
  - 1. Protect lives and property
  - 2. Respond to emergencies promptly and properly
  - 3. Coordinate with local emergency operations plans and community resources
  - 4. Aid in recovery from disasters
- B. The goals of Sterling Charter High School are to:
  - 1. Provide emergency response plans, services, and supplies for all facilities and employees
  - 2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
  - 3. Restore normal services as quickly as possible
  - 4. Coordinate the use of school personnel and facilities
  - 5. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

### **4. Explanation of Terms**

#### **A. Acronyms**

- |    |      |                                     |
|----|------|-------------------------------------|
| 1. | AED  | Automated External Defibrillator    |
| 2. | CERT | Community Emergency Response Team   |
| 3. | CFR  | Code of Federal Regulations         |
| 4. | CPR  | Cardio-Pulmonary Resuscitation      |
| 5. | EOC  | Emergency Operations Center         |
| 6. | EOPT | Emergency Operations Planning Team  |
| 7. | EPI  | Emergency Public information        |
| 8. | FEMA | Federal Emergency Management Agency |

9.	Hazmat	Hazardous Material
10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

**B. Definitions**

**1. Emergency Public Information (EPI)**

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

**2. Emergency Situation**

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

**3. Emergency**

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects.

Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.
- D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors.
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

**4. Disaster**

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.
  - B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
  - C. Requires community-wide warning and public instructions.
  - D. Requires a response by all local response agencies operating under one or more ICs.
  - E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
  - F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.
5. **Hazard Analysis**  
A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.
  6. **Hazardous Material (Hazmat)**  
A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmat includes toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.
  7. **Inter-local agreement**  
These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.
  8. **Standard Operating Procedures (SOP)**  
SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.



**B. SITUATION AND ASSUMPTIONS**

**1. Situation**

A. Sterling Charter High School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately   200   students. The school's current enrollment of students with special needs is approximately 10%. Special needs students are located in the following building(s) / room(s): \_\_\_\_\_  
\_\_\_\_\_

The school's staff is comprised of:

- \_\_\_\_\_ teachers
- \_\_\_\_\_ administrators
- \_\_\_\_\_ office/support staff
- \_\_\_\_\_ behavior mentors
- \_\_\_\_\_ cafeteria staff
- \_\_\_\_\_ custodial staff

C. The school employs approximately \_\_\_\_\_ people with special needs. Employees with special needs are located in the following building(s)/room(s): \_\_\_\_\_  
\_\_\_\_\_

D. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 11.

**2. Building Information**

A. Sterling Charter High School is made up of \_\_\_\_\_ building(s).

B. The school consists of a main campus located at \_\_\_\_\_  
\_\_\_\_\_

C. The school also includes the following buildings: \_\_\_\_\_  
\_\_\_\_\_

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 3.

**3. Hazard Analysis**

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for Sterling Charter High School. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Flash Flooding, Flooding (River or Tidal), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Dam Failure, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

**Figure 1: HAZARD SUMMARY**

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
<i>NATURAL</i>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
<i>HUMAN MADE</i>					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

#### 4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A. Sterling Charter High School will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.

B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

**5. Limitations**

A. It is the policy of Sterling Charter High School that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, Sterling Charter High School can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

**C. CONCEPT OF OPERATIONS**

**1. Objectives**

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

**2. General**

A. It is the responsibility of Sterling Charter High School officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. Sterling Charter High School recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. Sterling Charter High School will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.

2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (<http://training.fema.gov/EMIWeb/IS/is700>). All persons tasked in the Basic Plan or annexes will take the IS-700 course.

3. Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the

emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

### 3. **Operational Guidance**

#### A. **Initial Response**

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

**However, at no time will school officials transfer responsibility for student care.**

2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

- a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
- b. **Reverse Evacuation** – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building.
- c. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.
- d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
- e. **Drop, cover and hold** – Students and staff drop low, take cover under furniture, cover eyes, head with hands and arms and protect internal organs.

#### B. **Notification Procedures**



1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.
2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

**C. Implementation of the Incident Command System (ICS)**

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

**D. Source and Use of Resources**

1. Sterling Charter High School will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
  - A. Request assistance from volunteer groups active in disasters.
  - B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

**4. Incident Command System**

- A. Sterling Charter High School intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary

emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

## **5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface**

A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.

7. The EOC is generally responsible for:
  - a. Providing resource support for the incident command operations.
  - b. Issuing community-wide warning.
  - c. Issuing instructions and providing information to the general public.
  - d. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive arrangements for evacuees.
9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

**6. Activities by Phases of Emergency Management**

- A. This plan addresses emergency actions that are conducted during all four phases of emergency management.
- B. Mitigation/Prevention
  1. Sterling Charter High School will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:
    2. Hazard Analysis
    3. Identifying hazards
    4. Recording hazards
    5. Analyzing hazards
    6. Mitigating/preventing hazards
    7. Monitoring hazards
    8. Security Audit
- C. Preparedness
  1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
  - b. Emergency planning, including maintaining this plan, its annexes, and appendices.
  - c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
  - d. Conducting periodic drills and exercises to test emergency plans and training.
  - e. Completing an After Action Review after drills, exercises and actual emergencies.
  - f. Revise plan as necessary.
- D. Response
1. Sterling Charter High School will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.
- E. Recovery
1. If a disaster occurs, Sterling Charter High School will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.
- F. Emergencies Occurring During Summer or Other School Breaks
1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
    - a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 5.

- b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- c. Notify staff or families of students identified in #2 and recommend community resources for support.
- d. Notify general faculty/staff by letter or telephone with appropriate information.
- e. Schedule faculty meeting for an update the week before students return to school.
- f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

## **D. ASSIGNMENT OF RESPONSIBILITIES**

### **1. Executive Group Responsibilities**

#### **A. The School Board**

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.
- c. Appoint a district Emergency Management Coordinator to assist in planning and review.

#### **B. The District Superintendent**

- a. Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

- g. Implement the policies and decisions of the governing body relating to emergency management.
  - h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/
  - i. Coordinate emergency assistance and recovery.
- C. The District Emergency Management Coordinator**
- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
  - b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
  - c. Develop and coordinate in-service emergency response education for all school personnel.
  - d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
  - e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
  - f. Request assistance from local emergency services when necessary.
  - g. Serve as the staff advisor to the superintendent and principal on emergency management matters.
  - h. Keep the superintendent and principal apprised of the preparedness status and emergency management needs.
  - i. Coordinate local planning and preparedness activities and the maintenance of this plan.
  - j. Prepare and maintain a resource inventory.
  - k. Arrange appropriate training for district emergency management personnel and emergency responders.
  - l. Coordinate periodic emergency exercises to test emergency plans and training.
  - m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
  - n. Serve as the school's Emergency Management Coordinator.
  - o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.

- p. Encourage incorporation of emergency preparedness material into regular Curriculum.
- q. Provide copies of the school plan to the district superintendent and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency
- t. Establish an Incident Command Post

**D. The School Principal**

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep school board informed of emergency status.
- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
- i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
  - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
  - 2. Appoint monitors to assist in proper evacuation.
  - 3. Ensure that all exits are operable at all times while the building is occupied.
  - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.

- j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.
- E. Emergency Operations Planning Team will:**
- a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
  - b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
  - c. Organize Emergency Response Teams.
  - d. Recommend training for the Emergency Response Teams.
  - e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 4.
  - f. Provide information to staff, student and community on emergency procedures.
  - g. Provide assistance during an emergency in accordance with designated roles.
  - h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
- F. Emergency Response Teams will:**
- a. Participate in the Community Emergency Response Team (CERT) program.
  - b. Create annexes for their specific emergency function.
  - c. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
  - d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
    - 1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.
    - 2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.
    - 3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations.



They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.

4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.

6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.

7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

**G. Teachers will:**

a. Prepare classroom emergency Go Kits.

b. Participate in trainings, drills and exercises.

c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.

d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.

e. Maintain order while in student assembly area.

f. Verify the location and status of every student.

Report to the incident commander or designee on the condition of any student that needs additional assistance.

g. Establish a buddy system for students and teachers with disabilities.

h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

**H. Technology/Information Services will:**

a. Coordinate use of technology.

- b. Assist in establishment/maintenance of emergency communications network.
- c. Assist in obtaining needed student and staff information from the computer files.
- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
- g. As needed, report various sites involved in the communication system if there are problems in that system.

**I. Transportation will:**

- a. Establish and maintain school division protocols for transportation-related emergencies.
- b. Provide division-wide transportation for bus drivers.
- c. Establish and maintain plans for the emergency transport of district personnel and students
- d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

**J. The School Incident Commander will:**

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

**E. DIRECTION and CONTROL**

**1. General**

A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will

assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B. The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

## **2. Emergency Facilities**

### **A. Incident Command Post**

1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

## **3. Continuity of School Administration**

### **A. The line of succession for the principal is:**

1. Registrar
2. Counselor
3. Administrative Assistant

B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

## **F. READINESS LEVELS**

### **1. Readiness Levels**

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

### **2. Readiness Action Level Descriptions**

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
  - a. Assess and update emergency operations plans and procedures.
  - b. Discuss updates to school and local emergency operations plans with emergency responders
  - c. Review duties and responsibilities of emergency response team members.
  - d. Provide CPR and first aid training for staff.
  - e. Conduct training and drills.
  - f. Conduct 100% visitor ID check
2. Blue - Increased Readiness
  - a. Review and upgrade security measures
  - b. Review emergency communication plan
  - c. Inventory, test, and repair communication equipment.
  - d. Inventory and restock emergency supplies
  - e. Conduct emergency operations training and drills
3. Yellow – Elevated
  - a. Inspect school buildings and grounds for suspicious activities.
  - b. Assess increased risk with public safety officials.
  - c. Review crisis response plans with school staff.
  - d. Test alternative communications capabilities.
4. Orange – High
  - a. Assign staff to monitor entrances at all times.
  - b. Assess facility security measures.
  - c. Update parents on preparedness efforts.
  - d. Update media on preparedness efforts.
  - e. Address student fears concerning possible emergency.
  - f. Place school and district emergency response teams on standby alert status.

5. Red – Severe
  - a. Follow local and/or federal government instructions (listen to radio/TV).
  - b. Activate emergency operations plan.
  - c. Restrict school access to essential personnel.
  - d. Cancel outside activities and field trips.
  - e. Provide mental health services to anxious students and staff

## **G. ADMINISTRATION and SUPPORT**

### **1. Agreements and Contracts**

A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

### **2. Reports**

#### **A. Initial Emergency Report**

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

#### **B. Situation Report**

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

#### **C. Other Reports**

Several other reports covering specific functions are described in the annexes to this plan.

### **3. Records**

#### **A. Record Keeping for Emergency Operations**

Sterling Charter High School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **B. Activity Logs**

1. The ICP and the district office shall maintain accurate logs recording key response activities, including:

- a. Activation or deactivation of emergency facilities.
- b. Emergency notifications to local emergency services.
- c. Significant changes in the emergency situation.
- d. Major commitments of resources or requests for additional resources from external sources.
- e. Issuance of protective action recommendations to the staff and students.
- f. Evacuations.
- g. Casualties.
- h. Containment or termination of the incident.

**4. Preservation of Records**

- A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
- B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

**5. Post-Incident and Exercise Review**

- A. The Principal, District Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

**H. PLAN DEVELOPMENT and MAINTENANCE**

**1. Plan Development and Distribution of Planning Documents**

- A. The school committee shall consist of at least four (4) members. The list of committee members can be found in Appendix 14. The school committee shall develop the plan for response to crises and emergencies.
- B. Distribution of Planning Documents
  - 1. The Principal shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
  - 2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the

basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

C. Review

1. The school committee shall review and update (if deemed necessary) the plan annually. The updated plan, once approved, will be given to the governing body of Sterling Charter High School and posted as necessary. The Superintendent will establish a schedule for annual review of planning documents.

2. Update

a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the school committee.

c. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

**I. REFERENCES**

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

# APPENDIX 1

## Incident Command System Summary

### Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

### Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

#### 1. Standard Management Functions

- a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
- b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
- c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
- d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
- e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and



provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. **Unity and Chain of Command.** Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. **Organizational Flexibility.** Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

## **Unified Command**

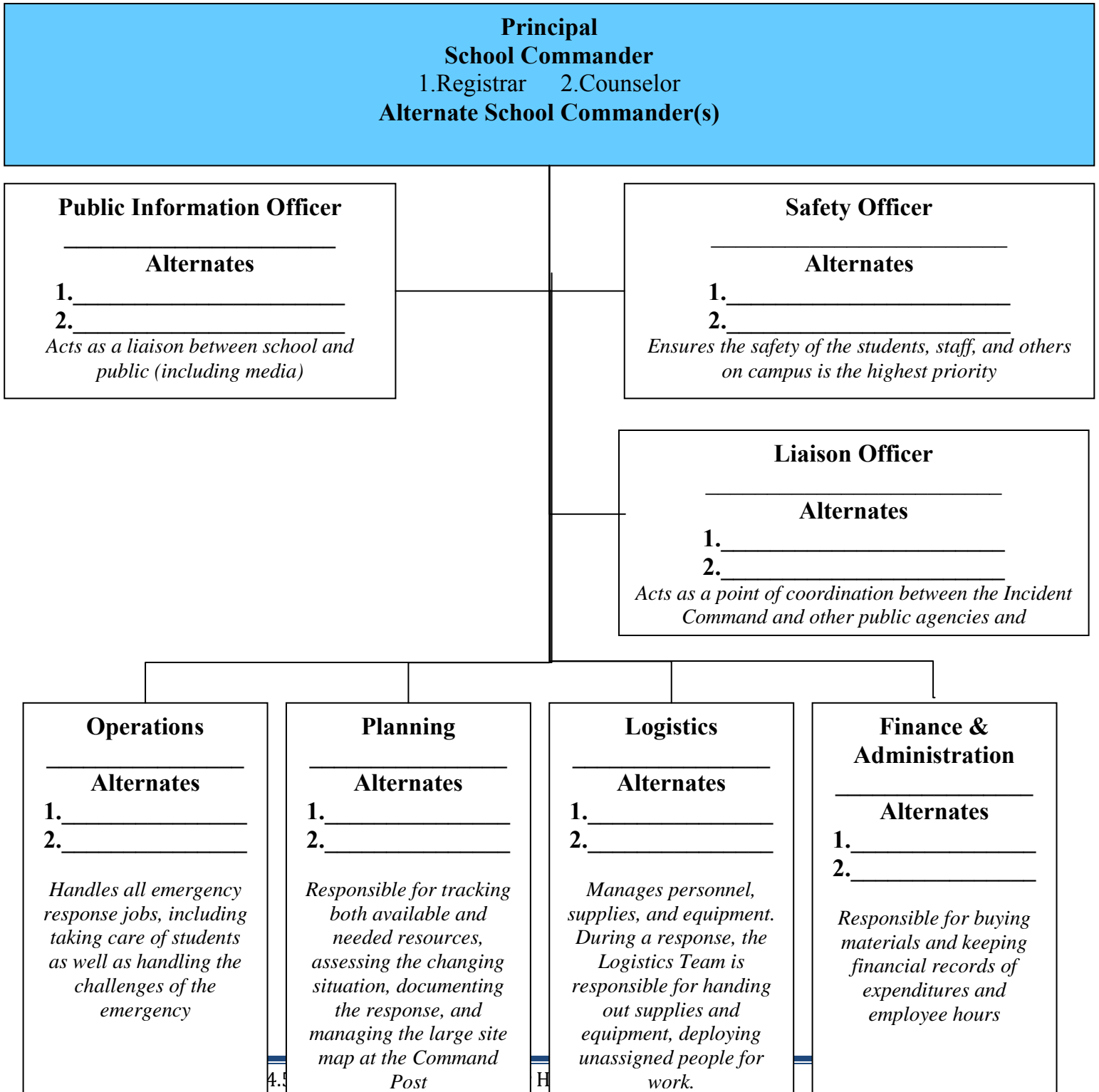
1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

# APPENDIX 2

## Incident Command Structure

Insert ICS staff assignments and back-up personnel assignments here



## APPENDIX 3

### Campus Map

*Insert map of campus and surrounding area. At minimum, include the following information on the map:*

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

*Note:*

- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

## APPENDIX 4

### Classroom Teacher Buddy List

#### Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.



## **APPENDIX 5**

### Phone Tree

**Insert phone tree**

## APPENDIX 6

### Emergency Operations Planning Team

Title/Name    Phone Number    Email Address    Other

**District Emergency  
Management  
Coordinator**

**Principal**

**School Resource/  
Liaison Officer**

**Building & Grounds  
Supervisor**

**Transportation  
Director**

**Counselor(s)**

**Other Staff**



## **APPENDIX 7**

### **Emergency Contact Numbers**

#### **Public Safety Agencies Number**

- General Emergency
- Police/Sheriff/Fire
- Poison Control
- Local Hospital

#### **District Contacts Number**

- Superintendent
- School Safety
- Transportation
- Operations
- Food Services
- Health Services

#### **School Contacts Number**

- Principal
- Assistant Principal
- School Nurse
- Counselor
- School-Based Law Enforcement
- Resource Officer
- Maintenance Department

**NOTE:** Determine the appropriate sequence required to **dial 911** from your sites phone system.

## APPENDIX 8

### Resource Inventory

Insert resource inventory of emergency equipment.

**Include:**

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**Note:** Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

## APPENDIX 9

### Same 'School/Parent' Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
  - He/she is 18 years of age or older.
  - He/she is usually home during the day.
  - He/she could walk to school, if necessary.
  - He/she is known to your child.
  - He/she is both aware and able to assume this responsibility.
3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,  
Principal  
**Sterling Charter High School**

# APPENDIX 10

## Staff Skills Survey & Inventory

Name & School \_\_\_\_\_ / \_\_\_\_\_  
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO WHERE APPROPRIATE.**

- First Aid (current card yes/no)       CPR (current yes/no)       Triage       Firefighting
- Construction (electrical, plumbing, carpentry, etc.)       Running/Jogging/physical fitness
- Emergency Planning       Emergency Management       Search & Rescue
- Law Enforcement      Bi/Multi-lingual (what language (s)) \_\_\_\_\_
- Mechanical Ability       Structural Engineering       Bus/Truck Driver (CDL yes/no)
- Shelter Management       Survival Training & Techniques       Food Preparation
- Military Experience (current reserves/national guard yes/no)       CB/Ham Radio Operator       Journalism
- Camping       Waste Disposal       Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? \_\_\_\_\_ In your car? \_\_\_\_\_ In your room? \_\_\_\_\_

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) \_\_\_\_\_ Yes \_\_\_\_\_ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED AN IN EMERGENCY? \_\_\_\_\_ YES \_\_\_\_\_ NO  
PLEASE LIST EQUIPMENT AND MATERIALS.

\_\_\_\_\_  
\_\_\_\_\_

COMMENTS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

\_\_\_\_\_  
\_\_\_\_\_

# APPENDIX 11

## Master Campus Schedule

Insert Master Campus Schedule

**APPENDIX 12**

**Emergency Response Drill Log**

**School: Sterling Charter High School      Parish: Orleans**

<b>Date</b>	<b>Type of Drills</b>	<b>Comments</b>
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# APPENDIX 13

## Security Audit

**Insert Security Audit information**



## APPENDIX 14

The school committee shall consist of the following individuals:

1. Sterling Charter High School Principal: \_\_\_\_\_  
\_\_\_\_\_
2. Two licensed employees of Sterling Charter High School: \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_
3. One employee of the school who is not a licensed employee and who is not responsible for the administration of the school \_\_\_\_\_  
\_\_\_\_\_
4. One parent or legal guardian of a pupil who is enrolled in the school \_\_\_\_\_  
\_\_\_\_\_
5. Other ( optional) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **K. ANNEX - Restricted Information**

### **1. PLANNED RESPONSES - ACTION GUIDES**

#### **A. Functional Protocols-Immediate Response Actions**

- Evacuation Procedures
- Reverse Evacuation
- Lockdown
- Shelter-in-Place Procedures
- Drop, Cover and Hold Procedures
- Off-Campus Evacuation
- Mental Health/Crisis Intervention

#### **B. Incident Specific Procedures**

- Bomb Threat/Suspicious Packages
- Bus Accidents
- Fires
- Intruder/Active Shooter/Hostage Situation
- Nuclear Power Plant Accident
- Severe Weather
- Hazardous Materials Release (indoors and outdoors)
- Earthquakes
- Active Shooter/Armed Intruder
- Utilities Loss or Failure
- Media
- Structural Failure
- Medical Emergency
- Public Health Emergency

## Functional Protocols (District-wide)

Functional protocols form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- duck and cover,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

## Evacuation

**Purpose:** *Whenever it is determined that it is safer outside than inside the building (i.e., fire, explosion, hazardous material spill inside, structural failure, etc.)*

### School Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Notify the district office of the school evacuation.
- Designate someone to contact the Transportation Director or bus service to take students to the alternate off-campus relocation site.

### Office staff:

- Take visitor log and student sign out sheet to the assembly area.

- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

**Teachers:**

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- At the assembly area, teachers and students will stay in place until further instructions are given.

**Support Staff:**

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

## **Reverse Evacuation**

***Purpose:** When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

**School Commander:**

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the district office of the situation.

**Teachers:**

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.

- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building.
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.

## **Lockdown**

***Purpose:** Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (i.e. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)*

### **School Commander:**

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office
- Direct staff to turn off alarms and bells

### **Office Staff:**

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

### **Custodians:**

- Close and lock all delivery doors.

- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

**Teachers:**

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

***\*Consider using a duress code to authenticate any all-clear signal\*  
(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)***

## **Shelter-in-Place**

***Purpose:** Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.*

**School Commander:**

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.

- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE**.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

**Custodians:**

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

**Teachers:**

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
  - a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
  - b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

## **Drop, Cover and Hold**

***Purpose:** Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.*

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.

- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

## **Off-Campus Evacuation**

***Purpose:** This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

### **School Commander:**

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO \_\_\_\_\_ LOCATED AT \_\_\_\_\_ WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.



- Request the district office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

### **Teachers and staff**

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

## **FAMILY REUNIFICATION**

***Purpose:** The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

### **School Commander:**

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the Family Reunification Center.

### **Reunification Site Commander:**

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.

- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

#### **Teachers**

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

## **Mental Health/Crisis Intervention**

***Purpose:** These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

#### **School Commander:**

- Notify the Principal of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.

- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

**Mental Health/Crisis Intervention Team:**

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student’s class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

**Teachers and staff:**

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.

- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

## **Bomb Threat**

**Call Taker:** Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Page \_\_\_ of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller’s voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial \*57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

**School Commander:**

- 
- School Commander or designee notifies law enforcement by calling 911 (Insert the actual sequence to dial 911 from your phone system).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO \_\_\_\_\_ ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Superintendent.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet. is the general rule. Consult with Fire and Police officials

- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Superintendent, and the Incident Commander, the School Commander may move students to \_\_\_\_\_ if weather is inclement or building is damaged. (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

**Teachers and staff:**

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

## BOMB THREAT CHECKLIST

**Description Detail Report**

**Questions to ask:**

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_

Length of call: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Number at which call was received: \_\_\_\_\_

**Notes:**

**Callers Voice - Circle as applicable:**

- |            |                   |
|------------|-------------------|
| • Calm     | • Nasal           |
| • Angry    | • Stutter         |
| • Excited  | • Lisp            |
| • Slow     | • Raspy           |
| • Rapid    | • Deep            |
| • Soft     | • Ragged          |
| • Loud     | • Clearing Throat |
| • Laughter | • Deep Breathing  |
| • Crying   | • Cracked Voice   |
| • Normal   | • Disguised       |
| • Distinct | • Accent          |
| • Slurred  | • Familiar        |

If voice is familiar, whom did it sound like?

**Background Sounds:**

- |                 |                     |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices            |
| • Clear         | • PA System         |
| • Static        | • Local Call        |
| • Music         | • Long Distance     |
| • House Noises  | • Phone Booth       |
| • Motor         | • Office Machinery  |
| • Other _____   |                     |

**Threat Language:**

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# BUS ACCIDENT

## **Bus Driver/Monitor:**

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
  1. Who
  2. What,
  3. When,
  4. Where(location)
  5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

## **School Commander:**

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the School Commander and Superintendent's office.
- School Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

## **Superintendent**

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.

- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

## **FIRE**

### **In the event a fire or smoke from a fire has been detected:**

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

### **Administration:**

- School Commander or designee calls 911 (Insert the actual sequence to dial 9-1-1 from your phone system) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Superintendent, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to \_\_\_\_\_ if weather is inclement or building is damaged.  
(Primary relocation center)
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

### **Teachers**

- Take the class roster, the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.



- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

## **INTRUDER/HOSTAGE**

### **Intruder- When an unauthorized person enters school property:**

- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

### **If intruder refuses to leave:**

- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies Superintendent and may issue Lockdown procedures (see Lockdown Procedures section).

### **Hostage Situation:**

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately (insert the actual sequence to call 9-1-1 from your phone system). Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses enroute to the school to an alternate location.
- School Commander notifies Superintendent.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the “All Clear” or if directed in person by a uniformed law enforcement officer.

**If taken hostage:**

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

## **SEVERE WEATHER**

When a Severe Weather Watch or Warning has been issued in the area near the school.

**Severe Weather Watch has been issued:**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

**Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school**

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.

- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

## **HAZARDOUS MATERIAL RELEASE**

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

### Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the Superintendent’s office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

---

District spokesperson

---

Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

### **Substance Release Outdoors:**

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the Superintendent’s office and request activation of media and parent notification protocol.
- Refer media to:

---

District Spokesperson

Telephone Numbers (home, work, mobile)

- The SC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.
- When emergency responders determine it is safe to do so, the SC will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

## EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

### **School Commander:**

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system)
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).

- The SC will contact the Superintendent’s office and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the Superintendent concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student’s off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

**Teachers and staff:**

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

## **ACTIVE SHOOTER/ARMED INTRUDER**

An active shooter or armed assault on campus involves one or more individual’s intent on causing physical harm to students and staff. Intruders may possess a gun, a knife a bomb or other harmful device.

**Administrator**

- The School Commander (SC)/Principal will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.

- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.
- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the Superintendent’s office and request activation of media and parent notification protocols
- Refer media to:

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District Spokesperson

Telephone Numbers (home, work, mobile)

- Assign staff to meet and brief responding law enforcement officers.

**Teachers:**

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN. .
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means “Everything is OK in the classroom”; a RED card means, “Emergency assistance is needed.”
- Teachers, staff and students will remain in LOCKDOWN until given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, “TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE”, exit the building or run to another location that can be locked.

**Recovery**

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.
- The SC will debrief the school Emergency Management Team.
- The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

*(Note: The school is a crime scene and will require a thorough search and processing.)*

## **UTILITY LOSS OR FAILURE**

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.

- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

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District Spokesperson	Telephone Numbers (home, work, mobile)
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- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the Superintendent’s Office.

## MEDIA

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

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District Spokesperson	Telephone Numbers (home, work, mobile)
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Alternate District spokesperson:

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Name	Telephone Numbers (home, work, mobile)
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- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: \_\_\_\_\_

Name	Room #
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Alternate Public Information person: \_\_\_\_\_  
Name Room #

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

### **Media statement**

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

## **STRUCTURAL FAILURE**

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

### **Structural failure with collapse or partial collapse:**

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building

- The School Commander (SC) or designee will call 9-1-1(if necessary) (Insert the actual sequence to dial 911 from your phone system), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

### **Structural failure without collapse**

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

## **MEDICAL EMERGENCY**

### **School Staff Response:**

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
  - a. Live electric wires
  - b. Gas leak
  - c. Building damage
  - d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.

- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

**Administration:**

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian