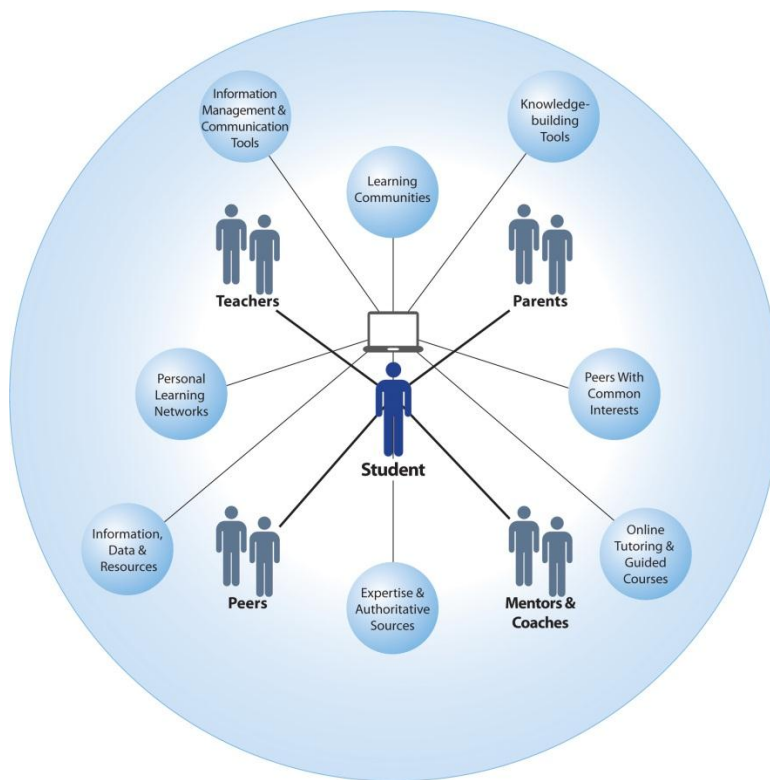


NE PLUS ULTRA

Preparatory Academy



Source: U.S. Department of Education

www.NPUprep.org

State Public Charter School Authority

CHARTER SCHOOL APPLICATION

August, 2014

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of Proposed Charter School

NE PLUS ULTRA Preparatory Academy

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

David Papke

Title/Relationship to Committee to Form

Executive Director / Member

Mailing Address of Liaison

10541 Twin Bridges Way, Reno, NV 89521

Telephone for Liaison

(775) 846-2201

Email Address for Liaison

dpapke@NPUprep.org

Educational Management Organization, Charter Management Organization, or other Educational Service

Provider (if applicable)

N/A

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

N/A

Physical Address of School (If Known)

Unknown

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

Reno, NV

School District in Which the School Will Be Located

Washoe

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

Washoe

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

Fall of 2015

Proposed Sponsor:

State Public Charter School Authority

School District

Public College or University

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

N/A

Enrollment Projections

	Grade Levels Served	Projected Enrollment per grade	
School Year 1	6-12	6 th	28
		7 th	28
		8 th	28
		9 th	24
		10 th	24
		11 th	24
		12 th	24
School Year 2	6-12	6 th	28
		7 th	28
		8 th	28
		9 th	24
		10 th	24
		11 th	24
		12 th	24

School Year 3	6-12	6 th	30
		7 th	30
		8 th	30
		9 th	26
		10 th	26
		11 th	26
		12 th	26
School Year 4	6-12	6 th	31
		7 th	31
		8 th	31
		9 th	27
		10 th	27
		11 th	27
		12 th	27
School Year 5	6-12	6 th	32
		7 th	32
		8 th	32
		9 th	28
		10 th	28
		11 th	28
		12 th	28
School Year 6	6-12	6 th	33
		7 th	33
		8 th	33
		9 th	29
		10 th	29
		11 th	29
		12 th	29

Ultimately, the school expects to serve a total of **215 pupils**

In **grades 6 to 12.**

Part 2: Program Overview Part 2 of 3

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

Is this school intended to serve primarily At-Risk pupils? (See NRS 386.500)

Yes

No

If yes, address the applicable Required Element in A.7.6

Will the charter school enroll pupils who are in a particular category of at risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS

386.580 (NRS 386.520(5)(p))?

Yes

No

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

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

Is this an application for the vocational education charter school?

Yes

No

If yes, respond to A.10, Career Education

Distance education status

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

Yes

No

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

Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

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

Yes

No

If yes attach the Private School Conversion Assurances found at:

http://charterschools.nv.gov/OpenASchool/Application_Resources/

Limiting Enrollment

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

Yes

No

If yes, what is that number or ratio?

N/A

If yes, state your plan in B.3.9

N/A

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

NE PLUS ULTRA Preparatory Academy offers a personalized, student-driven, arts and technology infused, flexible program of instruction leading to strong educational outcomes. NE PLUS ULTRA Preparatory Academy promotes academic excellence by identifying and developing each student's interests and creative talents. Students at NE PLUS ULTRA Preparatory Academy build essential skills and knowledge related to thinking critically and creatively, communicating and collaborating effectively, and excelling academically and intellectually. Students create and utilize Personal Learning Networks,

and use active engagement and product-based learning, to enhance problem-solving capacity and intellectual virtuosity. Located in northern Nevada, NE PLUS ULTRA Preparatory Academy is a tuition free public charter school serving grades 6-12. NE PLUS ULTRA Preparatory Academy provides an individualized and supportive learning environment that gives students the opportunity, guidance, instruction, and support to achieve at their highest level. At NE PLUS ULTRA Preparatory Academy students flourish emotionally and become college, career, and life ready.

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A.1: Mission, Vision and Educational Philosophy (tab)

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

Narrative A.1.2, Mission: NE PLUS ULTRA Preparatory Academy will provide a personalized, performance-based, arts and technology infused, rigorous program of instruction leading to strong educational outcomes. We will promote academic excellence by identifying and developing each student's interests and creative talents. Students will build and utilize Personal Learning Networks and use active engagement and product-based learning to enhance problem-solving capacity, effective communication, and intellectual virtuosity. NE PLUS ULTRA Preparatory Academy will provide an individualized and supportive learning environment where students flourish emotionally and become college, career, and life ready.

Narrative A.1.3, Vision: NE PLUS ULTRA Preparatory Academy will create a high-quality, student-focused educational environment that gives learners the opportunity, guidance, instruction, and support to achieve at their highest level. NE PLUS ULTRA Preparatory Academy, along with the students themselves, will develop and deliver an exemplary personalized learning program by turning passion into measurable performance through learning networks and hands-on experience. NE PLUS ULTRA Preparatory Academy will foster academic growth and enhance overall student development by providing a deep, enriching, and lasting schooling experience that is rooted in the vital role choice, active engagement, and performance has on accomplishment.

Narrative A.1.4, Philosophy: NE PLUS ULTRA Preparatory Academy (NPU Prep) believes that schools exist to foster the full potential of students and that the highest levels of performance are achieved when student passions and talents are nurtured, focused and applied to real-world situations. We believe that students excel when given the opportunity to help craft and customize their own educational process. NE PLUS ULTRA Preparatory Academy believes students should play an active role in their own education, and that including an array of tangible and viable resources in a personal learning network enhances positive educational outcomes. We believe the arts play a vital role in the education of

students, that inclusion of the arts throughout the curriculum is essential to developing the requisite skills for participating in modern society, and that technology provides the means for delivering a program of study that is individualized, flexible, and enriches the performance model of learning in all its manifestations. We believe that students respond to high expectations and that schools must provide an authentic educational experience that fully prepares students to engage meaningful post-secondary outcomes, take their place as active members of society, and value continued learning throughout their lives.

A.2: School-Specific Goals and Objectives (tab)

Narrative A.2.1, Assurance regarding performance frameworks: 1) The Governing Board of NE PLUS ULTRA Preparatory Academy assures that the school will adhere to the standards, goals, and objectives established in the SPCSA and NDE performance frameworks; 2) Each academic year, NE PLUS ULTRA Preparatory Academy will exceed mean scores on all dimensions of the Hoy Organizational Climate Description (OCDQ-RM and OCDQ-RS) and the Hoy Organizational Health Inventory (OHI-M and OHI-S) surveys; 3) By its sixth year of operation, 90% of the curriculum offered by NE PLUS ULTRA Preparatory Academy will be originally developed specifically for NPU Prep students and be 100% state approved for distance learning; 4) Each year of operation, NE PLUS ULTRA Preparatory Academy will produce zero material misstatements as a result of its annual audit of financial statements.

Narrative A.2.2, Assessment tools/data/artifacts: 1) Tool: SPCSA and NDE performance frameworks; 2) Tool: Hoy Organizational Climate Description (OCDQ-RM and OCDQ-RS) and the Hoy Organizational Health Inventory (OHI-M and OHI-S). The two surveys utilize Likert scale responses to provide overall ratings in the following categories: Supportive Behavior, Directive Behavior, Engaged Behavior, Frustrated Behavior, and Intimate Behavior (climate); Institutional Integrity, Initiating Structure, Consideration, Principal Influence, Resource Support, Morale, and Academic Emphasis (health). Annual results of the survey will be tabulated (with relevant standard deviation data) and compared against the normative data from other schools; 3) Tool: Manually count of classes currently taught as listed in the school's online course catalog; 10% or less of the courses offered for instruction will have originated from a commercial e-course vendor; 4) Tool: Annual audit of financial statements. A record of the audit findings will be maintained as part of the school's records.

Narrative A.2.3, Reasonableness of goals: 1) N.A.; 2) The goal is reasonable because each academic year NE PLUS ULTRA Preparatory Academy intends to exceed mean scores on all dimensions of the Hoy Organizational Climate Description (OCDQ-RM and OCDQ-RS) and the Hoy Organizational Health Inventory (OHI-M and OHI-S) surveys; 3) The goal is reasonable because NE PLUS ULTRA Preparatory Academy has the commitment, knowledge base, and experience necessary to develop state-approved e-

courses. 4) The goal is reasonable because NE PLUS ULTRA Preparatory Academy anticipates operating at the highest levels of efficiency regarding its program administration, and with an outstanding level of management and adherence to proper procedures and protocols.

A.3: Curriculum and Instruction (tab)

Narrative A.3.1, Curriculum model: NE PLUS ULTRA Preparatory Academy will utilize a distance education framework that delivers e-courses currently approved by the State of Nevada. The school will operate a blended learning format that creates opportunities for instruction in the arts as well as for infusion of arts into the regular curriculum. The guiding principle of NE PLUS ULTRA Preparatory Academy is that student outcomes improve when the arts are engaged as a regular part of instructional methodology, when opportunities to perform are individually meaningful, purposeful, authentic, and when curriculum is delivered in an individualized and flexible manner.

“The changing demands of the 21st century—and the students growing up in it—are generating fundamental challenges to our historical assumptions about what education looks like. The challenge today is to provide a deeper level of personalized learning to each and every student so that all can achieve mastery of the Common Core standards and other skills and dispositions.”

-iNACOL (International Association for K-12 Online Learning)

The world has changed. Education must change as well. This will not be an easy task. There are many challenges, yet there are also many paths and many opportunities. NE PLUS ULTRA Preparatory Academy believes that what is needed is a personalized, student-centered, arts-integrated, technology-based, blended and flexible schooling design that motivates and engages learners and allows them to identify and direct certain aspects of their own educational process.

The U.S. Department of Education’s National Education Technology Plan identifies the situation and challenge thusly: *“Many students’ lives today are filled with technology that gives them mobile access to information and resources 24/7, enables them to create multimedia content and share it with the world, and allows them to participate in online social networks where people from all over the world share ideas, collaborate, and learn new things. Outside school, students are free to pursue their passions in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous.*

The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students’

daily lives and the reality of their futures. In contrast to traditional classroom instruction, this requires that we put students at the center and empower them to take control of their own learning by providing flexibility on several dimensions.

A core set of standards-based concepts and competencies should form the basis of what all students should learn. Beyond that, students and educators should have options for engaging in learning: large groups, small groups, and work tailored to the individual goals, needs, interests, and prior experience of each learner. Technology should be leveraged to provide access to more learning resources than are available in classrooms and connections to a wider set of 'educators,' including teachers, parents, experts, and mentors outside the classroom. It also should be used to enable 24/7 and lifelong learning." (2010)

This connection to a "wider set of educators" is commonly known as a personal learning network (or environment), or a PLN. The New Media Consortium (NMC), a community of hundreds of leading universities, colleges, museums, and research centers that stimulates and furthers the exploration and use of new media and technologies for learning and creative expression, publish several reports and studies each year. One of their primary goals is to identify important movements in education and predict when they will become active. Their 2012 K-12 Report identified Personal Learning Environments (Networks) as being 2-3 years out for Time-to-Adoption. They wrote: "*The essential idea behind personal learning environments is that students are put in charge of the learning process, with a focus on how they can support their own needs and preferences. The goal is to give the student permission to make their learning as effective and efficient as possible.*" Their 2014 K-12 Report revisited PLNs and identified their integration into education as a "solvable challenge." They wrote: "*Personalized learning includes a wide variety of approaches to support self-directed and group-based learning that can be designed around each learner's goals. Solving this challenge means incorporating concepts such as personalized learning environments and networks, adaptive learning tools, and more into school activities... While the concept of personalized learning is fairly fluid, it is becoming clearer that it is individualized by design, different from person to person, and built around a vision of life-long learning... The goal of*

integrating more personalized learning into schools is to enable students to learn with their own strategy and pace, and demonstrate their knowledge in a manner that is uniquely their own."

Personalized learning is a hot topic in education circles at the moment and it can be difficult to pin down the exact meaning of the term. A review of the literature reveals two distinct strands: 1) the opportunity to derive and utilize formative data through improvements in technology, and 2) the broader idea of self-directed learning that reaches beyond traditional schooling. The latter definition is rooted in the idea of PLNs and has much in common with what the Connected Learning Research Network calls "Connected Learning." They write in their Research Synthesis Report: *"Connected learning is realized when a young person is able to pursue a personal interest or passion with the support of friends and caring adults, and is in turn able to link this learning and interest to academic achievement, career success or civic engagement. This model is based on evidence that the most resilient, adaptive, and effective learning involves individual interest as well as social support to overcome adversity and provide recognition.*

Connected learning addresses the gap between in-school and out-of-school learning, intergenerational disconnects, and new equity gaps arising from the privatization of learning. In doing so, connected learning taps the opportunities provided by digital media to more easily link home, school, community and peer contexts of learning; support peer and intergenerational connections based on shared interests; and create more connections with non-dominant youth, drawing from capacities of diverse communities.

Connected learning looks to digital media and communications to: 1) offer engaging formats for interactivity and self-expression, 2) lower barriers to access for knowledge and information, 3) provide social supports for learning through social media and online affinity groups, and 4) link a broader and more diverse range of culture, knowledge, and expertise to educational opportunity." (2013)

PLNs put students at the center of their own educational process. Jobs for the Future, in their 2012 report *The Students at the Center Series: Personalization in Schools*, addressed the question "What

are Student-Centered Approaches to Learning?” They wrote: “*Student-centered approaches to learning are drawn from the mind/brain sciences, learning theory, and research on youth development, and are essential to students’ full engagement in achieving deeper learning outcomes.*”

The four tenets of student-centered approaches to learning challenge the current schooling and education paradigm:

- 1. Learning Is Personalized: Each student is known well by adults and peers in the learning environment and hence experiences learning as both a personal and collective good/process. Students benefit from individually-paced learning tasks, tailored to start from where the student is, and to address individual needs and interests. At the same time, their learning is deepened and reinforced through participation in collaborative group work, focused on engaging and increasingly complex and authentic problems and projects.*
- 2. Learning Is Competency-Based: Students move ahead based primarily on demonstrating key learning milestones along the path to mastery of core competencies and bodies of knowledge (as defined in Deeper Learning), rather than on a student’s age or hours logged in the classroom. Tasks and learning units might be either individual or collective; and students have multiple means and opportunities to demonstrate mastery. Each student is assured of the scaffolding and differentiated support needed to keep progressing at a pace appropriate to reaching college and career and civic outcomes, even when unequal resources are required to achieve a more equitable result.*
- 3. Learning Takes Place Anytime, Anywhere: Time is fully utilized to optimize and extend student learning and to allow for educators to engage in reflection and planning. Students have equitable opportunities to learn outside of the typical school day and year in a variety of settings, take advantage of the variety of digital technologies that can enhance learning, and can receive credit for this learning based on demonstration of skills and knowledge. The school’s walls are permeable—benefitting from multiple community assets and digital resources.*

4. *Students Exert Ownership Over Their Learning: Students understand how to get “smarter” by applying effort strategically to learning tasks in the different domains. They have frequent opportunities to direct and to reflect and improve on their own learning progression through formative assessments that help them understand their own strengths and learning challenges. Students take increasing responsibility for their own learning, using strategies for self-regulation when necessary. Students also support and celebrate each other’s progress and experience a sense of commitment and belonging to the learning group.”*

The Center for 21st Century Skills also addressed the question “What Is Student-Centered Learning?” They note: “*Student-centered learning is an approach that targets the essential skills and knowledge that students need while connecting learning to their experiences, strengths, and interests where* 1) *Students take shared responsibility for learning in a variety of settings through authentic challenge projects. Teachers and adult mentors act as coaches to guide student learning;* 2) *Learning becomes the constant and time is the variable;* 3) *Progress is measured by students demonstrating mastery of skills and knowledge;* 4) *Instruction is consistent with evidence-based strategies that demonstrate effective student engagement and achievement.” (2014)*

An Aspen Institute Task Force report, *Learner at the Center of a Networked World*, built on previous work and effectively linked student-centered learning with personalized learning and learning networks. They wrote: “*New learning networks allow learners and teachers alike to connect directly to resources, people and activities. Teachers likewise will utilize networking for preparing classes, connecting to students and parents, and learning from and with other professionals. A new era is expanding the possibilities for inspiring, mentoring, assessing and credentialing learning for students of all ages. This starts with putting the focus on the student. For today’s students, learning does not start when they enter their homeroom or end when the dismissal school bell rings. Kids can attend class anytime, anywhere, in courses tailored to their own learning style, and at their own pace. We can create an education system where instead of time being the constant with learning the variable, the constant is mastery of content and*

the variable is time. If the opportunity for personalized learning were made available to all students—and we believe that it can be—we could realize the potential for improving academic performance for all students, substantially reducing the disparities that have long been a troubling aspect of the American educational system.

Learning that is active, engaged and personalized does not take place in a cloistered environment. Rather, it is made possible by a web of environments that includes libraries, museums, schools, afterschool programs and homes. Online resources that can support learning include tools such as search engines, blogs, wikis, podcasts, videos, social networks, massive open online courses (MOOCs), open educational resources and specialized communities of practice. Broadband connections, both wired and wireless, along with a variety of access devices ranging from desktop computers to smartphones, provide the ‘on-ramps’ that make these resources widely available. And, of course, people continue to play critical roles, both online and off-line, in inspiring, guiding and protecting students’ learning. Teachers and parents have vital roles in ensuring that each new generation of students gets the education that they need, safely and securely, even as peer-to-peer connections are enabling new forms of social learning.

*In a 2011 book, *A New Culture of Learning*, Douglas Thomas and John Seely Brown described the kind of learning necessary in this new environment as “whitewater learning” —the ability to acquire useful knowledge and skills while at the same time practicing them in an environment that is constantly evolving and presenting new challenges. They argue that our learning environments need to match the speed and degree of change happening in the world around us. Rather than systematically accumulating static “stocks” of knowledge, students now need to learn how to actively participate in “flows” of knowledge by engaging with others in the construction of new knowledge. This kind of knowledge is often put to use at the same time it is learned. It is most effectively acquired through solving problems with others in an environment that offers an abundance of challenges and unlimited opportunities. In this new world, curiosity and creativity become critical skills (or dispositions) that motivate students to seek answers to the*

questions that most interest them—an ability that will serve them well throughout the rest of their lives.”
(2014)

The American Institutes for Research (AIR), in their 2013 Education Issue Paper Series asked “Are Personalized Learning Environments the Next Wave of K–12 Education Reform?” They wrote: “*A personalized approach to teaching and learning requires rethinking the role of the school, the role of the teacher, the role of parents and the community, the structure of the classroom, and the ways that knowledge and skills are imparted and measured.*”

Still, even if each educational role is reimagined and every aspect of schooling is revamped, and even if we have a solid Common Core and Personal Learning Networks shape the periphery, for education to be both meaningful and preparatory a foundational emphasis needs to be established. At NE PLUS ULTRA Preparatory Academy we believe that emphasis is art. The integration of art into the regular curriculum (as opposed to simply teaching it in isolation), is a fundamental construct of NE PLUS ULTRA Preparatory Academy’s educational philosophy

The Kennedy Center’s Changing Education Through the Arts (CETA) program has identified elements of an arts-integrated curriculum: “*In Arts-Integrated Curriculum, the arts become the approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both. For example, students meet objectives in theater (characterization, stage composition, action, expression) and in social studies. The experience is mutually reinforcing—creating a dramatization provides an authentic context for students to learn more about the social studies content and as students delve deeper into the social studies content their growing understandings impact their dramatizations. For Arts-Integrated Curriculum to result in deep student understanding in both the art form and the other curriculum area, it requires that teachers engage in professional development to learn about arts standards and how to connect the arts to the curriculum they teach.*”

The Partnership for 21st Century Skills (P21) has been working since 2002 with educators, civic and community groups, and business leaders to define and advocate for the knowledge and skills they perceive as essential for 21st century success.

Arts integration makes a significant contribution to the development of 21st century knowledge, skills, and dispositions. Through the development of critical thinking, creativity, imagination and innovation, arts integration offers a powerful way to create ‘a new learning environment consistent with the cognitive and expressive demands of the 21st century’.” (2014)

The newly proposed National Core Arts Standards also make the case for arts as drivers of all curriculum and instruction: *“The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts but equally important for science and mathematics learning, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings.*

The arts impact educational change by taking the lead in the inclusion of creative practices rooted in instruction; by recognizing creativity as a tool to learning in other content areas and for influencing many aspects of one’s life; and by exploring ways to use creativity as evidence in alternative assessments that provide new ways of showing what students know and can do.” (2014)

The Arts Education Partnership, in their report entitled *Preparing Students for the Next America: The Benefits of an Arts Education* identifies several cross-curricular and real-world benefits of arts integration: *“The arts prepare students for success in school: 1) Boosts literacy and English Language Arts (ELA) skills; 2) Advances math achievement; 3) Engages students in school and motivates them to learn; 4) Develops critical thinking; 5) Improves school culture. The arts prepare students for success in work: 1) Equips students to be creative; 2) Strengthens problem solving ability; 3) Builds collaboration and communication skills; 4) Increases capacity for leadership. The arts prepare students for success in life: 1) Strengthens perseverance; 2) Facilitates cross-cultural understanding; 3) Builds community and supports civic engagement; 4) Fosters a creative community.”* (2013)

The National Arts Policy Roundtable in its report entitled *Thinking Creatively and Competing Globally: The Role of the Arts in Building the 21st Century American Work Force*, proclaimed that *“America’s workplace has changed. The 21st century business environment is global and knowledge-based; accelerated advancements in technology have effectively ensured that today’s workplace is no longer limited by geographic boundaries... These challenges have been the subject of numerous research reports and policy forums... Many of these studies have also indicated that this preparation demands a rethinking of how schools are educating students to thrive in the workplace of the future... Business leaders increasingly acknowledge critical thinking, creativity, and innovation as among the top applied skills necessary for workers at all levels in all industries to succeed in the new economy. Yet, our nation’s education system remains geared more toward the 19th century industrial economy rather than prepared to meet the challenges of life and work in the 21st century.”* (2007) The report cites the Governor’s Commission on the Arts in Education Findings and Recommendations, which concluded that *“the Creative Economy... relies upon people who can think creatively, adapt quickly to new situations, and problem-solve. This industry, which is growing at a faster pace than total U.S. business growth, increases the demand for workers with the skills that are gained through the arts in education.”* (2006)

A report from the New Commission on the Skills of the American Workforce, entitled *“Tough Choices or Tough Times”* echoed these findings: *“This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education—a very different kind of education than most of us have had—are going to be the only security there is.”* (2006)

In a 2011 report entitled *Re-Investing in Arts Education: Winning America’s Future Through Creative Schools*, the President’s Committee on the Arts and Humanities (PCAH) called for *“a seamless marriage of arts education strategies with overall educational goals, a vibrant collaboration between arts*

specialists, classroom teachers and teaching artists to create collaborative, creative environments that allow each child to reach his or her potential, using all the tools at our disposal to reach and engage them in learning.” The report profiled research that suggests arts and arts-infused curriculum has the capacity to improve student attendance, academic achievement, and test scores. The Committee concluded that *“The United States has a long proud history of innovation and creativity. This is one of our greatest assets and what will give our workforce an edge in an increasingly competitive global economy. But to do this, we need to prepare the next generation of inventors, designers and creators. Business leaders are already asking for this. They recognize that this is essential for our schools to be teaching children how to think outside the box and to address challenges with creative solutions... Arts education is a solution to many of these problems that has been hiding in plain sight.”* Among the Committee’s recommendations are calls to further develop the field of arts integration and expand in-school opportunities for teaching artists.

Additionally, the National Endowment for the Arts’ Research Report #55, *The Arts and Achievement in At-Risk Youth*, noted that while arts and arts-integration curriculum boosted educational outcomes in a variety of areas for low socio-economic status (SES) students in areas such as *“school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics, the curriculum was also shown to boost performance in the area of civic engagement for students at the high end of the SES spectrum as well.”* (2011)

While it seems clear that arts-integrated curriculum provides the framework for developing essential student educational outcomes, the ideal instructional model by which to deliver this curriculum requires a shift in both practice and philosophy. In a report entitled *Next Generation Learning: The intelligent use of technology to develop innovative learning models and personalized educational pathways*, the Bill and Melinda Gates Foundation noted *“In this paradigm of next-generation learning models, students and teachers—both secondary and postsecondary—will have access to high-quality, relevant, and engaging content in a variety of forms. Class time and structure will be more flexible, to adapt*

to the learning needs of the students. Students will have access to multiple sources of instruction and use assessment and diagnostic tools to help direct the pace and format of their learning.” (2010) Indeed, the new paradigm of instruction utilizes technology to bend and then blend the best of the old with the best of the new.

In the highly influential report by Innosight (Now the Clayton Christensen Institute for Disruptive Innovation) entitled *The Rise of K12 Blended Learning*, blended learning was defined as “*A combination of online and face-to-face instruction in which the student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace*” (a definition adopted by the Evergreen Education Group in *their Annual Review of Policy and Practice: Keeping Pace with Online Learning* in 2011). This definition was updated in 2012 to include the addend “*at least in part at a supervised brick-and-mortar location away from home.*” Digital Learning Now (DLN) in their 2013 Smart Series: *Navigating the Digital Shift: Implementation Strategies for Blended and Online Learning*, suggested: “*We add to that broad definition a statement of intent: Blended learning is a shift to an online delivery for a portion of the day to make students, teachers, and schools more productive, both academically and financially.*”

The first Innosight report identified several modes of blended learning. One model is identified as *Flex*. “*Programs with a flex model feature an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive as-needed basis through in-person tutoring sessions and small group sessions. Many dropout recovery and credit-recovery blended programs fit into this model*” (note: this definition was updated in 2012 as “*a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face*

support, while others have minimal support. For example, some flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model”).

NE PLUS ULTRA Preparatory Academy believes the flex model is the blended program most suited to engage personalized learning and the creation and usage of PLNs. In fact, Digital Learning Now, in their same report wrote: *“There are many reasons for districts to add flex models. They can leverage local assets, address specific needs, and provide flexible and cost-effective options for students. Perhaps most importantly, flex models provide site-visit opportunities where staff members can experience competency-based blended learning with innovative staffing and scheduling.”* DLN added: *“Blended learning is a term often used to describe the role of technology in the classroom; unfortunately, it is burdened with a myriad of definitions. From defining the location of instruction (e.g., traditional brick-and-mortar to additional time offsite) to the roles of technology (e.g., using a learning management system), these definitions are usually incomplete and lack the practical aspects of the actual implementation strategies. Blended learning means rethinking how class is structured, how time is used, and how limited resources are allocated. Compared to high-access environments, which simply provide devices for every student, blended learning includes an intentional shift to online instructional delivery for a portion of the day in order to boost learning and productivity. Productivity in this sense includes improvements to teacher access to data and its potential to inform instruction. Greater student productivity includes less time wasted on skills already mastered. Increased learning opportunities and improved student outcomes enhances overall system productivity.”* (2013)

A recent policy paper from the Center for 21st Century Skills, Exploring Student-Centered Pedagogical Strategies to Promote a Technology-Enhanced Learning Environment, endorses combining face-to-face instruction, computer-mediated learning, authentic experiences, proficiency assessments, and reflective practices for a more powerful learning experience. They suggest a move beyond blended

learning to blended instruction: *“This student-centered, teacher-facilitated strategy includes online and experiential components to strengthen classroom learning. In blended instruction, blending not only includes technology but authentic experiences as well. Well-designed blended instruction’s foundation is curriculum. The curriculum drives the instruction—and high-quality instruction drives learning. Blended instruction offers higher levels of engagement, more adaptability, and the opportunity to build relationships, which increases student achievement. Students utilize technology when needed, they collaborate with one another, they communicate in multiple ways, but perhaps most importantly, they are given opportunities to problem solve and be creative producers.*

Studies consistently indicate that blended learning strategies increase or equalize student achievement when compared to other delivery forms. More importantly, blended learning leverages and provides equitable opportunities for students of varied intellect, cultures, and ethnicities to personalize learning. In an educational world that demands accountability, learning paradigms that reliably increase achievement are necessary.

Incorporating the positive benefits of blending learning, blended instruction goes a step further and supports the paradigm shift from teacher-directed to student-centered learning. National research has shown that student-centered learning effectively develops both traditional and higher-order thinking skills, and this model advances the full implementation of student-centered learning in a classroom setting. In a blended instruction classroom, the teacher is an expert guide, supporting each student’s individual discovery and learning progression. Success in school, higher education, and careers requires content knowledge and information processing skills that are developed through interactions and collaborations with others as well as technological skills that are used to gather information, solve problems, and communicate ideas.

Effective blended instruction is unquestionably a constructivist strategy: a combination of content, skills, attitudes, and dispositions. In terms of design (curriculum) and delivery (instruction) a constructivist philosophy provides an opportunity for educators to facilitate learning, unlike a transactional paradigm

where knowledge is 'given' or 'delivered'." (2013) NE PLUS ULTRA Preparatory Academy believes in both blended learning and blended instruction.

At NE PLUS ULTRA Preparatory Academy, not only will students have the opportunity to enjoy a flexible schedule, individualized learning opportunities, synchronous and asynchronous web-based instruction, and face-to-face instructional support at brick-and-mortar sites, they will be able to fill their days with additional opportunities to learn, practice, create, and grow through direct interaction with tutors, mentors, guides, and teachers. This face-to-face element of instruction is a vital component of our educational philosophy and practice. The Center for Research on Educational Equity (CREATE), in their report *Innovating Toward Equity with Online Courses: Testing the Optimal "Blend" of In-Person Human Supports with Low-income Youth and Teachers in California*, identified the highly impactful role the face-to-face instruction provides within the blended learning model: *"We saw the importance of human creative innovation in taking learning deeper through in-the-moment discussion, explanation, extension, and application, and through ongoing verification of student comprehension. We also note that face-to-face humans encouraged students to go deeper in their learning experience than what the computer accepted. Humans prodded students to ask questions regarding any given topic rather than simply provide right answers. Humans also chose at times to override the online material's explanation of content to explain material in ways they found more compelling or, to afford students additional practice opportunities. Humans supplemented (sometimes heavily) the computer's material with different or additional learning experiences they thought would deepen students' learning. Humans also extended course material to help students apply core concepts to real-world examples."* (2014)

While it is a clear and stated goal of NE PLUS ULTRA Preparatory Academy to develop unique arts-integrated curriculum in all subject areas within its first six-year operational cycle, the school recognizes that this process is inherently organic and must be undertaken as a professional collaboration between certified instructors, community experts, brick-and-mortar schools already engaged in successful implementation strategies of arts integration, and e-course developers, once the school has

begun full operation. Still, we anticipate that a rich and fruitful partnership between all members of our instructional and support community, in order to develop the means and opportunities to embellish and enrich the existing approved curriculum to emphasize arts integration, will be a major focus of the school from its first day of operation onward.

While the details of steps necessary to achieve this goal have not yet been established, some aspects have emerged from discussion and research into the topic. The implementation of this goal will have two key thrusts. First, a series of Performance Elective e-courses will be created in order to provide students with the opportunity to earn credit for the various PLN-based activities they are engaged in (arts-oriented or otherwise). Second, new e-courses in all core subject areas will be developed that meet standards while simultaneously (and uniquely) infusing arts-inspired content into the curriculum. In both instances, the curricular emphasis will be rooted in the instructional methods necessary for fostering creativity, problem-solving ability, and solutions-oriented thinking.

NE PLUS ULTRA Preparatory Academy believes we must address the challenges facing the American education system for to do nothing at all is tantamount to accepting failure as the new status quo. We agree with Digital Learning Now in their 2013 Smart Series: Navigating the Digital Shift: Implementation Strategies for Blended and Online Learning, when they proclaim: *“The dire consequence of the status quo is that almost one-third of U.S. high school students fail to graduate, with a disproportionate number of dropouts coming from low-income households who attend urban high schools (Education Week 2011). Personalizing schools can help stem this loss by engaging students and making schools not only relevant, but places where they can feed ‘their hunger for support and connection’ (Yazzie-Mintz 2010).”* There is still time to change the course of American education, but we must act now. NE PLUS ULTRA Preparatory Academy is ready, willing and able to accept the challenge.

Attachment A.3.2, Schedule of courses

Middle School Grades

6 th	7 th	8 th
English	English	English
Social Studies	Social Studies	Social Studies
Mathematics	Mathematics	Mathematics
Science	Science	Science
Physical Education	Physical Education	Physical Education
Elective	Elective	Elective

High School Grades

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

Attachment A.3.3, Course descriptions and alignment with standards

NE PLUS ULTRA Preparatory Academy will utilize a selection of e-courses from three specific vendors on Nevada’s Distance Education Approved Course Provider List (Aventa (K-12), Apex Learning, and Florida Virtual High School). All listed courses, where applicable, have been mapped to Common Core and Nevada Academic Content Standards. The school intends to be selective in providing curriculum to students, so choosing content from three well-established vendors allows for the best e-courses to be chosen. Additionally, there is obvious overlap in curriculum from the three vendors, but it is anticipated that different students may respond better to different approaches so multiple options (particularly in core subject areas) inevitably improves chances for successful student outcomes. Lastly, because of duplication or known curricular weaknesses, some classes available and approved from each vendor are not included on the school listing below. Note: The School also anticipates utilizing the new Apex Learning middle school curriculum currently in production and anticipated to be released for the 2015-16 academic year, provided state approval is granted by the beginning of school.

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

Art Appreciation	9 to 12	AP US Government	11 to 12
Digital Video Production	9 to 12	AP US History	11 to 12
Music Appreciation	9 to 12	AP World History	11 to 12
Computer Fundamentals	7 to 12		
Game Design	9 to 12	APEX	
		Course	Grade(s)
World History	9 to 12	English Foundations I	6 to 9
American History	9 to 12	English Foundations II	6 to 9
American Government	9 to 12	Reading Skills and Strategies	9 to 12
Civics	9 to 12	Writing Skills and Strategies	9 to 12
Economics	9 to 12		
Accounting	9 to 12	Math Foundations I	6 to 9
Physical Education	9 to 12	Math Foundations II	6 to 9
Health	9 to 12	Introductory Algebra	9 to 12
Nutrition & Wellness	9 to 12	Algebra I: Literacy Advantage	9 to 12
Career Planning	9 to 12	Algebra I	9 to 12
Personal Finance	9 to 12	Honors Algebra I	9 to 12
Life Skills	9 to 12	Algebra II: Literacy Advantage	10 to 12
		Algebra II	10 to 12
Physical Science	9 to 12	Honors Algebra II	10 to 12
Earth Science	9 to 12	Geometry: Literacy Advantage	10 to 12
Biology	9 to 12	Geometry	10 to 12
Chemistry	9 to 12	Honors Geometry	10 to 12
Physics	9 to 12	Integrated Math I	9 to 12
Environmental Science	9 to 12	Integrated Math II	10 to 12
		Financial Literacy	10 to 12
Intro to World Languages	7 to 12	Probability & Statistics	9 to 12
Spanish I	7 to 12		
Spanish II	7 to 12	Science Foundations	6 to 9
Spanish III	9 to 12	Earth Science	9 to 12
Spanish IV	9 to 12	Honors Earth Science	9 to 12
French I	7 to 12	Physical Science	9 to 12
French II	7 to 12	Honors Physical Science	9 to 12
French III	9 to 12	Biology	9 to 12
French IV	9 to 12	Honors Biology	9 to 12
		Chemistry	10 to 12
AP Art History	11 to 12	Honors Chemistry	10 to 12
AP Biology	11 to 12		
AP Chemistry	11 to 12	World History	9 to 12
AP Computer Science A	11 to 12	Honors World History	9 to 12
AP English Language	11 to 12	US History	9 to 12
AP English Literature	11 to 12	Honors US History	9 to 12
AP Environmental Science	11 to 12	US Government & Politics	9 to 12
AP European History	11 to 12	US and Global Economics	9 to 12
AP Physics B	11 to 12	Multicultural Studies	9 to 12
AP Psychology	11 to 12		
		Art Appreciation	9 to 12

Music Appreciation	9 to 12
Physical Education	9 to 12
Skills for Health	9 to 12

Marine Science Honors	9 to 12
Physics	9 to 12
Physics Honors	9 to 12
Physical Science	9 to 12
Physical Science Honors	9 to 12
AP Environmental Science	9 to 12

FLORIDA VIRTUAL HIGH SCHOOL

Course	Grade(s)
AP Art History	9 to 12
Web Design I	9 to 12
Web Design II	9 to 12
Computing for College Careers	9 to 12
English I	9 to 12
English I Honors	9 to 12
English II	9 to 12
English II Honors	9 to 12
English III	9 to 12
English III Honors	9 to 12
English IV	9 to 12
English IV Honors	9 to 12
Reading for College Success	9 to 12
Algebra I A	9 to 12
Algebra I B	9 to 12
Algebra I	9 to 12
Algebra I Honors	9 to 12
Algebra II	9 to 12
Calculus	9 to 12
Geometry	9 to 12
Geometry Honors	9 to 12
Liberal Arts Math	9 to 12
Pre-Calculus	9 to 12
Biology	9 to 12
Biology Honors	9 to 12
Chemistry	9 to 12
Chemistry Honors	9 to 12
Earth Space Science	9 to 12
Earth Space Science Honors	9 to 12
Marine Science	9 to 12

American Government	9 to 12
American History	9 to 12
AP US Government & Politics	9 to 12
AP US History	9 to 12
Economics	9 to 12
Economics Honors	9 to 12
Global Studies	9 to 12
Psychology	9 to 12
World History	9 to 12
World History Honors	9 to 12
Fitness Lifestyle Design	9 to 12
Personal Fitness	9 to 12
PE	9 to 12
SAT Preparation	9 to 12
Orientation to Art 2-D	MS
Keyboarding	MS
Language Arts 1	MS
Language Arts 1 Advanced	MS
Language Arts 2	MS
Language Arts 2 Advanced	MS
Language Arts 3	MS
Language Arts 3 Advanced	MS
Math 1 Advanced	MS
Math 2 Advanced	MS
Math 3 Advanced	MS
World Cultures	MS
US History	MS
World Geography	MS
Middle School Spanish I	6 to 8

Curriculum Alignment to Nevada Academic Content Standards

The Charter School governing board attests that NE PLUS ULTRA Preparatory Academy is:

- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in English Language Art (K-12).
- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in Mathematics (K-8) and working toward full implementation for grades 9-11 by 2014.
- Ready for the implementation of the Smarter Balanced Assessment Program.
- Moving toward full alignment to the new Nevada Academic Content Standards in Science (New Generation Science Standards).
- Currently fully aligned to the Nevada Academic Content Standards in Social Studies.

If you are unable to attest to these five things, please explain where in the process the school is currently, how full alignment will be obtained, and when full alignment will be completed.

The charter school governing board furthermore understands that changes to the curriculum that are of such a nature to cause the curriculum within the Charter Application to cease to be in operation are a material amendment. Material amendments require Authority approval. Pursuant to NRS 386.527(6) any material amendment to the Charter Contract or Written Charter will be effective only if approved in writing by the Authority. The proposed amendment must be submitted in a manner consistent with applicable law and regulation and defined in the Operations Manual. A material amendment shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

Charter School Name: NE PLUS ULTRA Preparatory Academy

Keith Martin
Board President Signature

Date: August 29, 2014

David Papke
School Administrator

Date: August 29, 2014

Attachment A.3.4, *Typical daily schedule*

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

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

Attachment A.3.5, Courses to complete for promotion

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

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

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

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

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

Attachment A.3.6, Courses/credits for graduation (if applicable)

Graduating From High School at NE PLUS ULTRA Preparatory Academy

State requirements for graduation	NE PLUS ULTRA Preparatory Academy
Number of credits (units) required for Standard Diploma+	22.5
Core Courses required for Standard Diploma++	Am. gov. 1 Am. hist. 1 Arts & hum. 1 English 4 Health .5 Math 3 PE 2 Computers* .5 Science 2

Addendum #2

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

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

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

Computers	$\frac{1}{2}$	Computer Fundamentals	7 to 12
		AP Computer Science A	11 to 12
Electives	$7 \frac{1}{2}$	Grammar & Composition	8 to 12
		Creative Writing	9 to 12
		Journalism	9 to 12
		Digital Video Production	9 to 12
		Game Design	9 to 12
		Economics	9 to 12
		Accounting	9 to 12
		Nutrition & Wellness	9 to 12
		Career Planning	9 to 12
		Personal Finance	9 to 12
		Life Skills	9 to 12
		Financial Literacy	10 to 12
		US and Global Economics	9 to 12
		Multicultural Studies	9 to 12
		Skills for Health	9 to 12
		Reading for College Success	9 to 12
		Liberal Arts Math	9 to 12
Economics	9 to 12		
Economics Honors	9 to 12		
Global Studies	9 to 12		
Psychology	9 to 12		
Total	$22 \frac{1}{2}$		

Narrative A.3.7, Policy for pupil promotion: At NE PLUS ULTRA Preparatory Academy, to graduate from eighth grade and be eligible for enrollment in high school, the following passing credits must be earned by the pupil during both the sixth, seventh and eighth grades: 1 unit in English; 1 unit in Mathematics; 1 unit in Science; 1 unit in Social Studies.

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



NE PLUS ULTRA
Preparatory
Academy

THIS CERTIFIES THAT

**[STUDENT
NAME]**

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

DIPLOMA

Given this ___ day of _____, 20___

PRINCIPAL

GOVERNING BOARD PRESIDENT

Attachment A.3.9, Transcript

XXX COUNTY SCHOOL DISTRICT

XXX School

OFFICIAL TRANSCRIPT

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

	SEMESTER 1	INTERIM	SEMESTER 2	SEMESTER 3	
08-09 XXX School					
Advisory IV S1	P 0.00		P 0.00		
Advisory IV S2	A 0.50		A 0.50		
Animal Production/Science S1	A 0.50		A 0.50		
Animal Production/Science S2	A 0.50		A 0.50		
Business-Coop I S1	B 0.50		B 0.50		
Business-Coop I S2	B 0.50		B 0.50		
English IV S1	D 0.50		D 0.50		
English IV S2	P 0.00		P 0.00		
Pre-Calculus Honors S1	D 0.50		D 0.50		
Study Hall S1	P 0.00		P 0.00		
Study Hall S2			P 0.00		
Tutoring Practicum I S2	A 0.50		A 0.50		
U.S. Govt S1	C 0.50		C 0.50		
U.S. Govt S2			C 0.50		
07-08 XXX School					TEST SCORES
Advisory III S1	P 0.00		P 0.00		A.C.T DATE ENG READ WRTG MATH SCI COMPOSITE
Advisory IV S2	P 0.00		P 0.00		1st ACT 00/00/00 0 0 0 0 0 0 0
Algebra II S1	C 0.50		C 0.50		2nd ACT 00/00/00 0 0 0 0 0 0 0
Algebra II S2	C 0.50		C 0.50		3rd ACT 00/00/00 0 0 0 0 0 0 0
Computer Graphics I S1	A 0.50		A 0.50		
Computer Graphics I S2	A 0.50		A 0.50		
Creative Art II S1	B 0.50		B 0.50		S.A.T. DATE CRITICAL READING MATH WRITING VERBAL
Economics S2	B 0.50		B 0.50		1st SAT 00/00/00 0 0 0 0 0
English III S1	B 0.50		B 0.50		2nd SAT 00/00/00 0 0 0 0 0
English III S2	P 0.00		P 0.00		
Study Hall S1	P 0.00		P 0.00		TEST SCORE PASS/FAIL
Study Hall S2	P 0.00		P 0.00		HS Proficiency Reading 376 P
Tutoring Practicum I S1	A 0.25		A 0.25		HS Proficiency Writing 8.5 P
Tutoring Practicum I S2	A 0.25		A 0.25		HS Proficiency Math 351 P
U.S. History S1	C 0.50		C 0.50		HS Proficiency Science 0
U.S. History S2	C 0.50		C 0.50		CREDIT SUMMARY
Weight Training I S1	A 0.50		A 0.50		Earned* Req'd for Reg Diploma** Req'd for Advanced Diploma**
Weight Training I S2	A 0.50		A 0.50		English: 4.00 4.0 4.0
06-07 XXX High School					Health Ed: 0.50 0.5 0.5
Accelerated Reader for Credit S1	P 0.25		P 0.25		Math: 3.50 3.0 3.0
Accelerated Reader for Credit S2	P 0.25		P 0.25		Phys Ed: 2.00 2.0 2.0
Biology I S1	C 0.50		C 0.50		Science: 3.00 2.0 3.0
Biology I S2	C 0.50		C 0.50		Govt: 1.00 1.0 1.0
Creative Art I S1	A 0.50		A 0.50		US Hist: 1.00 1.0 1.0
Creative Art I S2	A 0.50		A 0.50		Economics: 0.50 0.5 0.5
Emergent Technologies I S1	A 0.50		A 0.50		Social Study Other: 1.00 0.5 0.5
Emergent Technologies I S2	B 0.50		B 0.50		Humanities/Voc Ed: 3.50 1.0 1.0
English II S1	B 0.50		B 0.50		Use of Computers: 1.50 0.5 0.5
English II S2	B 0.50		B 0.50		Electives: 3.00 6.5 7.0
Geometry S1	A 0.50		A 0.50		*Credits earned over the required totals may be added to elective total.**Up to one credit of PE may be waived if Specific Sports Activity classes satisfy PE credit.
Geometry S2	A 0.50		A 0.50		MINORIZATIONS
Physical Education I S1	A 0.50		A 0.50		DTP (1) 5/21/91(2) 10/21/91(3) 11/23/92(4) 8/01/94(5) 8/21/95. DT
Physical Education I S2	A 0.50		A 0.50		(1) (2) (3) (4) (5)
05-06 XXX High School					Td (1) 5/11/05(2) (3) .
Accelerated Reader for Credit S1	P 0.25		P 0.25		MMR (1) 11/23/92 (2) 8/21/95 (3) . POLIO (1) 5/21/91 (2) 10/21/91
Accelerated Reader for Credit S2	P 0.25		P 0.25		(3) 11/23/92 (4) 8/21/95 (5) . HEPATITIS A (1) (2) .
Agricultural Mech/Equip/Strctr I S1	A 0.50		A 0.50		HEPATITIS B (1) (2) (3) .
Agricultural Mech/Equip/Strctr I S2	B 0.50		B 0.50		VARICELLA (chicken pox) (1) (2)
Algebra I S1	B 0.50		B 0.50		
Algebra I S2	B 0.50		B 0.50		ATTENDANCE
English I Honors S1	C 0.50		C 0.50		03-04 Absences: 12
English I Honors S2	C 0.50		C 0.50		04-05 Absences: 8.5
Gen. Computer Applications I S1	B 0.50		B 0.50		05-06 Absences: 7
Health Education S2	B 0.50		B 0.50		06-07 Absences: 4.5
Integrated Science I S1	C 0.50		C 0.50		07-08 Absences: 5.5
Integrated Science I S2	C 0.50		C 0.50		08-09 Absences: 6
World History I S1	A 0.50		A 0.50		GRADING SCALES
World History I S2	A 0.50		A 0.50		General Scale Weighted Scale
					A = 4.0 A = 5.0
					B = 3.0 B = 4.0
					C = 2.0 C = 3.0
					D = 1.0 D = 2.0
					F = 0.0 F = 0.0
					* Indicates modified grade

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

Graduation Date: _____

 SIGNATURE

 DATE

Narrative A.3.10, *Transfer of credit*: NE PLUS ULTRA Preparatory Academy will transfer successfully completed student credits to another school, whenever a student transfers to another school and/or upon the appropriate and lawful request of any other school or district. Additionally, the school will accept in transfer all legitimately earned credits from other academic institutions in accordance with standard credit accrual protocols. Pursuant to NRS 386.582, if a student has successfully completed equivalent courses at a charter school, the student shall be allowed to transfer the credit that the student received at the charter school as applicable toward advancement to the next grade at any other public school or toward graduation from any other public school. NE PLUS ULTRA Preparatory Academy 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 NE PLUS ULTRA Preparatory Academy will use the Infinite Campus 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 Infinite Campus including transcripts, courses, grades, grade point average and other relevant information to facilitate successful transfer of credits.

Narrative A.3.12, *Instructional strategies*: Blended format instruction, as described in detail in Section A.3.3, relies in a successful merging of synchronous, asynchronous, and face-to-face instructional strategies. At NE PLUS ULTRA Preparatory Academy, an emphasis on excellence in all three domains will be established. Synchronous instructional opportunities will be provided for online students in all core subject areas. Teachers will utilize virtual white board sessions, streaming media presentations, video conferencing, live chats, and other technology tools in order to bridge the physical gap between instructor and student. Asynchronous instructional opportunities will be provided within the school's learning management system (LMS). These will include private comments and individualized feedback on assignments, moderated discussion forums, virtual group projects and presentations, remedial intervention, advanced curricular options, etc. Face-to-face instruction will have several overlapping components. Teachers will be on site on a rotational daily basis in order to provide both scheduled and impromptu opportunities for individual instruction to students in all core subjects. Additionally, open learning labs will be available during all school hours for students to engage their online curriculum with the assistance of certified and support staff. And, special cohort instructional pods will be scheduled on a regular basis to give special in-depth instruction to groups of students in all core content areas. In addition, for those students who elect and are approved to take courses at local community colleges, in addition to the college-specific review and approval process to be undergone by each student, , NE PLUS ULTRA Preparatory Academy will provide additional counseling and offer seminars based on the successful program at Nevada State High School. Specifically: Introduction to College, Study Skills, and Transitions. Through a seamless, engaged, active, and robust merging of all these instructional approaches, NE PLUS ULTRA Preparatory Academy will establish a learning environment that is conducive to high academic achievement and positive student learning outcomes.

Narrative A.3.13, *Professional Development*: The professional development framework in support of NE PLUS ULTRA Preparatory Academy has two distinct yet intertwined aspects. The first is training related to effective instructional strategies within a blended learning environment and the second is training related to e-course construction with an emphasis on arts-infusion throughout the academic disciplines. The first part of the framework will be supported by aligning the school and its faculty with the Sloan-C Online Teaching Certificate (Sloan Corporation) and the Leading Edge Certification (administered by Computer Using Educators, a non-profit corporation). Both certificates offer the ability to focus on blended learning environments and the costs for these enrollments will be shouldered by the school. The second part of this framework will be initiated by aligning the school and its faculty with training and support by an educational technology courseware specialist. This specialist, or consulting firm, will help NE PLUS ULTRA Preparatory Academy and its faculty create the Performance Elective series of courses as well as the next generation core courses specifically infused with arts-based themes and structures.

A.4: Assessment and Accountability (tab)

Attachment A.4.1, Assessment plan and instruments

The proposed examination schedule will be aligned with any schedules of examinations of achievement and proficiency which are required by the Department, applicable federal, state and local laws and regulations. All formal testing and administration dates will be aligned with schedules provided by the Nevada Department of Education. Whenever possible, NE PLUS ULTRA Preparatory Academy will follow the testing calendar of the Washoe County School District.

NEVADA TESTING CALENDAR FOR THE YEARS 2015-2016 (Dates TBD)

Program	Grade(s)	Testing Window/Dates
MAP Benchmark Assessment	6-11	3 times per year (fall/winter/spring)
CRT	8	Up to 10 days on either side of the 120 day of Instruction
Writing	8	Jan.-Feb. (specific dates to be determined)
HSPE / End-of-Course Exams	10+	TBD
NAA	8	Jan.-Feb. (specific dates to be determined)
ELPA	8	Oct.-Feb. (specific dates to be determined)
NAEP	8	Jan.-Feb. (specific dates to be determined)
Hoy Surveys	All	Once annually in the spring

All approved vendor-supplied distance education courses have multiple built-in, teacher-directed and reviewed assessment tools that operate within the host learning management system. These tools include, but are not necessarily limited to: quizzes, exams, discussions, projects, essays, etc. These tools will be utilized extensively by course instructors to monitor the academic progress of all students enrolled in NE PLUS ULTRA Preparatory Academy. Additionally, teachers will have the benefit of working with many students on an individualized basis, which will allow for review of student ability and course content cognition. The school will utilize the NWEA MAP assessment program to chart growth and identify potential areas for increased attention. The MAP program can be utilized as both a formative assessment (allowing for direct intervention and remediation), as well as a summative measurement of annual growth in key learning areas. Student success in course completion leading to advancement, MAP benchmark scores and what they mean, HSPE results, and Hoy survey data can easily be communicated to families via web site portals and printed material. The NE PLUS ULTRA Preparatory Academy assessment plan aligns the written, taught and tested curriculum. The objective is to improve academic achievement of all students, align to state standards and provide information to parents, teachers, administrators and other stakeholders. NE PLUS ULTRA Preparatory Academy 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. NE PLUS ULTRA Preparatory Academy will focus on formative assessments and summative assessments and will be based on grade level, and will follow Nevada Administrative Code 389.051 for the times of administration. The Administrators and teachers NE PLUS ULTRA Preparatory Academy 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 NE PLUS ULTRA Preparatory Academy, pursuant to NAC 389.056 and the Nevada Department of Education

Procedures Manual. 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/Director 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.

Formative Assessments (grades 6-8)	Summative Assessments
<ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Quarterly and unit pre-assessments • Prewriting activities (e.g., outlines, notes, graphic organizers) • Annotations and notes based on close readings of texts • Written summaries and reflections based on readings • Evaluation of rough drafts using checklists, rubrics and exemplar papers 	<ul style="list-style-type: none"> • End-of-unit tests • Final drafts of formal writing assignments, evaluated with <i>Nevada Formative Writing Tools</i> • End-of-quarter and semester exams • 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 • National Assessment of Educational Progress (NAEP)

Formative Assessments (high school)	Summative Assessments
<ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Quarterly and unit pre-assessments • Prewriting activities (e.g., outlines, notes, graphic organizers) • Annotations and notes based on close readings of texts • Written summaries and reflections based on readings • Notes, summaries and written reflections based on lectures and discussions • Evaluation of rough drafts using checklists, rubrics and exemplar papers <p><i>Nevada Formative Writing Tools High School</i> (for use in grades 9 and 10) from the Nevada Department of Education</p>	<ul style="list-style-type: none"> • End-of-unit tests • Final drafts of formal writing assignments, evaluated at least monthly with <i>Nevada Formative Writing Tools High School</i> (grades 9 and 10) and common, school-wide rubric selected by staff for grades 10, 11 and 12. • End-of-quarter and semester exams • Singapore Math placement tests and end-of-course tests (for grade 9 if required for remediation) • 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 • National Assessment of Educational Progress (NAEP)

Narrative A.4.2, *Use of student data:* The results from these measurement tools will be used to identify improvement needs and demonstrate benchmark mastery. Frequent data collection, particularly for students performing below grade level is fundamental to improvement. The results from these ongoing assessments will be used to drive instruction and continuous school improvement. School wide results will be utilized to target faculty professional development.

Narrative A.4.3, *Use of longitudinal data:* NE PLUS ULTRA Preparatory Academy will evaluate and validate their performance by using the frameworks from their sponsor and the Nevada Department of Education. The school will utilize internal methods to evaluate student performance as outlined in the assessment plan (see A.4.1) and compare these data from year to year at the school. Student data is collected from the time they enroll to the school through graduation and beyond. Year-to-year, the school will evaluate overall performance and the graduates' enrollment and retention into post-secondary institutions through a variety of methods in an effort to continually improve instruction, adapt intervention methods, and assess the students' post-high school outcomes over time. Longitudinal data analysis will be reported annually to measure success and will consist of: 1. A student baseline developed during the first year using testing results; 2. A comparison of annual results with the baseline scores to assess progress; 3. Grade-level and school composite scores; 4. A graph of annual results showing year-to-year change; 5. A graph of school scores relative to state and national averages; 6. Sub-analysis of a variety of variables to identify areas for improvement.

Narrative A.4.4, *Data management plan:* NE PLUS ULTRA Preparatory Academy will store student data in the school's Student Information System (SAIN) and/or other database to manage multiple data sets for each student and to compile data analysis reports. Staff will place student test results into the students' cumulative files. The management of data and assessment protocol and security will be completely managed and overseen by the academic administrator. Per NAC 386.150

(7), the school will follow the state testing calendar for state testing and follow the provision NAC 389.048.048-.083 in regards to test security, training, administration, etc. The School will report required assessments and student data directly to the state through the SAIN system and directly to Bighorn or similar systems required by the State of Nevada.

A.5: Tentative School Calendar and Daily Schedule Guidelines (tab)

Attachment A.5.1, Calendar

NE PLUS ULTRA Preparatory Academy Calendar for 2014-20											Start Date:			
Type of calendar	Monday	Tuesday	Wednesday	Thursday	Friday						Total Days	Days NT	Total Days	
August 2015	24	25	26	27	28	1	1	1	1	1	5			First Day 8/24/2015
September 2015	31	1	2	3	4	1	1	1	1	1	5			Labor Day 9/7/15
	LD 7	8	8	10	11	0	1	1	1	1	4			
	14	15	16	17	18	1	1	1	1	1	5			School Count Day 9/18/2015
											19	1	19	Month 1
September 2015	21	22	23	24	25	1	1	1	1	1	5			
October 2015	28	29	30	1	2	1	1	1	1	1	5			
	5	6	7	8	9	1	1	1	1	1	5			
	12	13	14	15	16	1	1	1	1	1	5			School
											20	0	39	Month 2
October 2014	19	20	21	22	23	1	1	1	1	1	5			Nevada Day 10/30/15
November 2014	26	27	2	29	ND 30	1	1	1	1	0	4			Veterans Day 11/11/15
	2	3	4	5	6	1	1	1	1	1	5			
	9	10	VD 11	12	13	1	1	0	1	1	4			School
											18	2	57	Month 3
November 2015	16	17	18	19	20	1	1	1	1	1	5			
December 2015	23	24	25	THG 26	FD 27	1	1	1	1	0	3			Thanksgiving 11/26/15
	30	1	2	3	4	1	1	1	1	1	5			Family Day 11/27/15
	7	8	9	10	11	1	1	1	1	1	5			School
											18	2	75	Month 4
	14	15	16	17	18	1	1	1	1	1	5			
December 2015	WB 21	WB 22	WB 23	WB 24	WB 25	0	0	0	0	0	0			Winter break
January 2016	WB 28	WB 29	WB 30	WB 31	WB 1	0	0	0	0	0	0			12/21/15 thru 1/01/16
	4	5	6	7	8	1	1	1	1	1	5			Intercession
	11	12	13	14	15	1	1	1	1	1	5			1/4/2016 thru 1/22/16
											15	5	90	School Month 5
January 2015	MLK 18	19	29	21	22	0	1	1	1	1	4			
February 2015	25	26	27	28	29	1	1	1	1	1	5			Martin Luther King
	1	2	3	4	5	1	1	1	1	1	5			1/18/2016
	8	9	10	11	12	1	1	1	1	1	5			School
											19	1	109	Month 6
February 2015	PRES Day 15	16	17	18	19	0	1	1	1	1	4			
March 2015	22	23	24	25	26	1	1	1	1	1	5			President's Day 2/16/16
	28	1	2	3	4	1	1	1	1	1	5			
	7	8	9	10	11	1	1	1	1	1	5			School
											19	1	128	Month 7
March 2015	14	15	16	17	18	1	1	1	1	1	5			
April 2015	21	22	23	24	25	1	1	1	1	1	5			
	28	28	29	31	1	1	1	1	1	1	5			
	4	5	6	7	8	1	1	1	1	1	5			School
											20	0	148	Month 8
April 2015	11	12	13	14	15	1	1	1	1	1	5			
May 2015	18	19	20	21	22	1	1	1	1	1	5			
	SB 25	SB 26	SB 27	SB 28	SB 29	0	0	0	0	0	0			Spring Break
	2	3	4	5	6	1	1	1	1	1	5			School
	9	10	11	12	13	1	1	1	1	1	5			4/25/16 thru 4/29/15
											20	0	168	Month 9
May 2015	16	17	18	19	20	1	1	1	1	1	5			
June 2015	23	24	25	26	27	1	1	1	1	1	5			Memorial Day 5/30/16
	Mem Day 30	31	1	2	3	0	1	1	1	1	4			School
	CD 1	CD 2	CD 3			0	0	0	0	0	0			Contingency days
						0	0	0	0	0	0			Post session
											14	6	182	Month 10
														5/23/16 thru 6/3/16
PD	Professional Development for all teachers					Totals					182	18	182	
WB	Winter Break													
SB	Spring Break													
CD	Contingency day													
DH	District Holiday													
Scheduled Professional Development Days:														

Narrative A.5.2, *Enrollment dates*: The proposed first day of enrollment for NE PLUS ULTRA Preparatory Academy is May 1, 2015.

Attachment A.5.3, Alternative schedule application

**NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE
PURSUANT TO NRS 388.090 OR NRS 386.550
SCHOOL YEAR 2015-2016**

Date Received by Sponsor:	Date received by NDE:
----------------------------------	------------------------------

SCHOOL YEAR 2015-2016

Charter School Name NE PLUS ULTRA Preparatory Academy	Beginning Date August 24, 2015	Ending Date June 3, 2015
Address 223 S Division Street	City, Zip Carson City, 89703	Telephone/Fax 775.846-2201
Authorized Contact David Papke	Title Executive Director	E-Mail dpapke@NPU Prep.org

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the Board of Trustees has authorized me, as its representative, to file this application; such action is recorded in the minutes of the Charter School's meeting held on: **TBD**. The Board of Trustees is aware that a written report is required to be submitted to the Sponsor and State Superintendent of Public Instruction on or before December 31, 2016. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

David Papke	Executive Director	September 1, 2014
Signature	Title	Date
Charter School Administrator or Chairman of the Board of Trustees		

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

- A.** The charter school is in a rural or remote area, whereby the population of the county is less than 100,000. The charter school requests to operate on an alternative instruction schedule in accordance with NRS 388.090.2.
- B.** The charter school requests to operate on an alternative instruction schedule at one or more rural sites in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the charter school has sites in a rural or remote area.
- C.** The charter school requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. [Supporting documentation to justify the claim of growth or overcrowding must be submitted with this application.]
- D.** The charter school requests to operate on an alternative instruction schedule in accordance with NRS 386.550.1 due to reasons described in item 2 of this application.

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

NE PLUS ULTRA Preparatory Academy (NPU Prep) will offer students the opportunity for Dual Credit and Concurrent Enrollment with our education partners, Western Nevada College and Truckee Meadows Community College. We wish to align the NE PLUS ULTRA Preparatory Academy calendar more closely with that of WNC and TMCC. Additionally, this proposed calendar will allow for the creation of two Enrichment blocks; the first between the fall and spring semester and the second at the end of the spring semester.

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

Without this schedule, students will have deadlines at different times throughout the term, which will lead to confusion and lower academic achievement. Additionally, the Enrichment blocks at the end of the terms will be used for remediation, credit recovery, credit accrual, extracurricular activities, and proctored finals (per the requirement from the distance education department).

4. Exactly how will this benefit the students at the charter school?

Students, and their families, will be able to coordinate their schedules more easily between the institutions, which will not only allow for better educational outcomes, but also help deliver a goal of NE PLUS ULTRA Preparatory Academy enrollment: Providing individualized flexibility for pursuit of student performance goals related to the development and implementation of personal learning networks. Additionally, the Enrichment blocks are well-suited for providing opportunities for various classes or activities that are not offered during the regular terms, including a variety of seminars related to college readiness. Plus,

opportunities for directed remediation, credit recovery, credit accrual, and scheduling proctored finals effectively expands on the academic possibilities available for students at NE PLUS ULTRA Preparatory Academy.

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

School Name	School Address	Grade Levels	Estimated Pupil Enrollment
NE PLUS ULTRA Preparatory Academy	TBD	6-12	180

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

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

Classes End					N/A
-------------	--	--	--	--	-----

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

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

Daily Minutes of Attendance by Grade

Grades	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					
WEEK 2					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					
WEEK 3					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					
WEEK 4					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					

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

NOTE: NE PLUS ULTRA Preparatory Academy is a distance education school utilizing online classes available 24 hours a day, seven days a week. As such, regular daily seat time rules are not directly applicable.

8. NAC 387.131 requires that Kindergarten pupils receive a minimum of **21,600**

minutes of instruction per school year. Kindergarten requires 120 minimum daily

minutes per school day x 180 school days = 21,600

minutes per school year. How many minutes of

instruction per

N/A

Please check your calculations

school year will be received by Kindergarten pupils attending schools in the district that operate on an alternative instruction schedule?

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

Please check your calculations

N/A

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

Please check your calculations

N/A

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

Please check your calculations

N/A (distance learning school)

FOR SPONSOR USE ONLY

Date	Recommend approval / denial	Signature/Title
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Comments:

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FOR DEPARTMENT OF EDUCATION USE

Date	Recommend approval / denial	Signature/Title
Comments:		

This application is APPROVED / DENIED. Date: _____

DALE A.R. ERQUIAGA, Superintendent of Public Instruction

A.6: School Climate and Discipline (tab)

Narrative A.6.1, *How climate/discipline policies support educational goals:* NE PLUS ULTRA Preparatory Academy has online instructional components, as well as brick-and-mortar sites. As such, the School's Code of Conduct is designed to encompass the various learning environments students will engage when enrolled. The School's policy provides for the progressive discipline of pupils and on-site review of disciplinary decisions. The policy will be further developed with input and participation from the teachers, parents, and other School stakeholders. It is and shall be consistent with the rules of behavior prescribed in accordance with NRS 392.463, including provisions designed to address the specific disciplinary needs and concerns of the School, and provide for the temporary removal of a pupil from the campus if necessary. The Principal/Director will collaborate with School stakeholders to annually revise the policy. The School's policy balances student achievement with the needs of the other stakeholders.

Narrative A.6.2, *Student behavior philosophy:* Student learning, via self-expression, personal choice, and performance, is the *raison d'être* of NE PLUS ULTRA Preparatory Academy. Students are inherently inquisitive, active, and vital and the School provides an opportunity to explore their interests and passions. As such, the School believes that students, being the most important part of the education community, are just as interested in decorum, mutual respect, and thoughtful discourse as are the rest of the stakeholders. Still, there are times when behavior or attitude intrudes on the learning process and must be dealt with expediently in order to guarantee the educational pursuits of all. Education is a process which requires reasonable order and decorum. Such decorum provides a positive, nurturing educational environment that respects values and diversity. Students are expected to demonstrate positive character traits at all times. Most students attend school to learn and participate in school activities. They seldom have difficulty with complying with school rules. However, some students experience difficulty in maintaining a positive attitude towards school which may result in inappropriate behavior. Such behavior creates problems for themselves, fellow students, parents, and school personnel. Behaviors which interfere

with the instruction of students will not be tolerated. Issues of student behavior are not just school issues and they are not just home issues. Rather, they are issues which require mutual collaboration in order to help maintain student success in all realms.

NE PLUS ULTRA

Preparatory Academy

Discipline Policy And Code of Conduct

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INTRODUCTION

The NE PLUS ULTRA Preparatory Academy School Board of Trustees (%Board+) is committed to providing a safe and orderly school environment where students may receive and school personnel may deliver quality educational services without disruption or interference.

Responsible behavior by students, teachers, or other school personnel, parents and other visitors is essential to achieving this goal.

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

- The school promotes an environment in which children are intellectually challenged, experience team work and display respect for others;
- Children gain self-esteem by improving their ability to articulate and express themselves on diverse subjects and in a variety of situations.
- Effective education includes teaching children to exercise good judgment, be critical thinkers, be creative and attain a positive attitude towards self and others.
- Effective education accepts that deep understanding leads to broader knowledge and increased opportunity for short and longer-term application.
- Educational strategies are evidence-based to the extent possible.
- The school is a learning community for parents, faculty, staff, children and the greater community; and as such, contributes to the improvement of assets of the community at large.

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

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

DEFINITIONS

For purposes of this Code, the following definitions apply:

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

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

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

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

Staff means an employee of NE PLUS ULTRA Preparatory Academy.

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

Violent student means a student under the age of 21 whom:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys NE PLUS ULTRA Preparatory Academy property.

Visitor means anyone who is not a regular staff member or student of NE PLUS ULTRA Preparatory Academy.

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

STUDENT RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility:

RIGHTS RESPONSIBILITIES

1. Attend classes regularly, complete assignments, strive to do the highest quality work possible, and have the opportunity to receive a quality education.
2. Be made aware of the school rules and be familiar with NE PLUS ULTRA Preparatory Academy Policies, obey and be treated in a manner consistent rules it contains, conduct oneself in accordance with these policies in a manner not distracting to others.
3. Have the opportunity to present, be truthful and respectful when responding your version of the facts and to authority.
4. Take part in all school activities. Work to one's best ability in all academic and extracurricular activities on an equal basis regardless of race, sex, religion, national origin, or disability, while being fair and supportive of others.
5. Be safe in the school environment. Behave in a manner that will not jeopardize the safety and well-being of oneself or others.
6. Not to be intimidated or harassed by others. Respect one another and treat others fairly and in accordance with this Code.
7. Dress in a manner not distracting to others, according to policy.

ESSENTIAL PARTNERS

Expectations for Parents:

1. Make certain your child's attendance is regular and all absences are properly excused, as required by law.
2. Insist that your child is dressed in compliance with the dress policy and school rules regarding sanitation and safety and in a fashion that will not disrupt educational procedures.
3. Be as certain as possible that your child is free of communicable disease and is in good health, enabling him or her to participate in the learning environment.
4. Teach your child, by word and example, respect for the law, for the authority of the school and for the rights and property of others.
5. Know and understand the rules your child is expected to observe at school. Be aware of the consequences for violations of these rules and accept legal responsibility for your child's actions.
6. Help your child understand that appropriate rules are required to maintain a safe, orderly environment and provide effective and appropriate strategies for dealing with peer pressure in accordance with NE PLUS ULTRA Preparatory Academy Code of Conduct.
7. Instill in your child a desire to learn; encourage a respect for honest work and an interest in exploring broader fields of knowledge.
8. Become acquainted with your child's school, its staff, curriculum and activities. Attend parent-teacher conferences and school functions.
9. Convey to your child a supportive attitude toward education and the NE PLUS ULTRA Preparatory Academy.
10. Recognize that the education of your child is a joint responsibility of the parents/guardians and the school community.
11. Send your child to school ready to participate and learn as required by NV Education Law.
12. Promote positive behavior in your child by helping him or her to accept the consequences of his or her actions and by becoming involved in the behavior management/disciplinary process; guide your child to develop socially acceptable standards of behavior.
13. Inform school officials of changes in the home situation that may affect student conduct or performance.
14. Support your child educationally by providing a place for study and ensuring that homework assignments are completed.
15. Report any school-related safety concerns to a building administrator for resolution.

Expectations for Teachers:

1. Reflect a personal enthusiasm for teaching and learning and a genuine concern for the individual student.
2. Guide learning activities so students learn to think and reason, assume responsibility for their actions and respect the rights of others.
3. Be fair, firm and consistent in enforcing school rules on school property and at all school functions.
4. Give positive reinforcement for acceptable behavior.
5. Inform the Director and/or his/her designee concerning any student whose behavior requires special attention.
6. Maintain a climate of mutual respect and dignity to strengthen each student's self-concept and confidence to learn.
7. Communicate to students and parents that which is important to the student's emotional, social, behavioral and academic progress, including but not limited to:
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Class discipline plan
 - School-wide discipline plan
 - Student progress
8. Be knowledgeable about effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.
10. Demonstrate dependability, integrity, self-discipline and respect for law by word and personal example.
11. Report any school-related safety concerns to the Director and/or his/her designee for resolution.

Expectations for Student Support Service Personnel:

1. Demonstrate interest and concern for student achievement in the educational process.
2. Know school policies and rules, including this Code of Conduct, and enforce them in a fair and consistent manner.
3. Maintain confidentiality about all personal information and educational records concerning students and their families.
4. Demonstrate dependability, integrity and other standards of ethical conduct.
5. Provide educationally related service(s) to support students in their educational program.
6. Support educational and academic goals.
7. Assist students in coping with peer pressure and emerging personal, social, emotional and physical problems.
8. Encourage students to benefit from the curriculum and co-curricular activities.
9. Communicate regularly with students, parents and other staff.
10. Be knowledgeable about effective classroom behavior/building management techniques and the non-violent crisis intervention philosophy and techniques.
11. Report any school-related safety concerns to the Director, Principal and/or his/her designee for resolution.

Expectations for Other School Staff:

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity, respect and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning staff, students and their families.
5. Report any school-related safety concerns to the PrincipaIDirector and/or his/her designee for resolution.

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

1. Organize school schedules and teaching assignments which promote effective classroom management and instruction.
2. Be fair, firm and consistent in all decisions affecting students, parents and staff.
3. Promote a successful teaching and learning environment by fostering a safe, orderly and academically stimulating school environment.
4. Ensure that students and staff have the opportunity to communicate regularly with the Director regarding any school related matters.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for students, parents, and staff knowing and understanding the Code of Conduct.
7. Be knowledgeable about effective classroom behavior/building management techniques, the non-violent crisis intervention philosophy and techniques, and assure the utilization of the building/discipline plan.
8. Ensure that a school-wide behavior management system is created, supported and enforced.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.
10. Demonstrate by word and personal example dependability, integrity, self-discipline and respect for law.
11. Adhere to NE PLUS ULTRA Preparatory Academy Charter Schools policies, regulations and procedures.
12. Inform the Board about educational trends relating to student discipline.
13. Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and is designed to minimize problems of student misconduct.
14. Establish, implement and maintain programs for students with special needs in accordance to NV Education Law.
15. Become acquainted with the schools, staff and students, by visiting classrooms regularly and by attending school functions.

Expectations for Board of Trustees:

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

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

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

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

CIVILITY

Appropriate Language/Respectful Behavior

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

STUDENT CONDUCT

The primary goal of the NE PLUS ULTRA Preparatory Academy Charter School is to optimize the potential of each child to meet or exceed the Nevada State *Learning Standards* and advance to personal independence with short and long term contribution to the community. The information herein has been designed to assist each student in realizing a rewarding academic experience at NE PLUS ULTRA Preparatory Academy.

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

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

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

- Engage in conduct that is disorderly.
- Engage in conduct that is insubordinate.
- Engage in conduct that is disruptive.
- Engage in conduct that is violent.

- Engage in any conduct that endangers the safety, morals, health or welfare of others.
- Engage in misconduct while using school transportation. It is crucial for students to behave appropriately while riding on owned or leased NE PLUS ULTRA Preparatory Academy Charter School transportation to ensure their safety and that of other passengers and to avoid distracting the driver. Students are required to conduct themselves in a manner consistent with established standards for class behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- Engage in any form of academic misconduct.

The following are examples of, but not limited to, behavioral expectations of the students of NE PLUS ULTRA Preparatory Academy Charter School:

Food

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

Computer/Internet Policy

We encourage students to use computers and technology available in our school facilities and for their home use; however, with this use comes responsibility. Violations of the following guidelines may result in a loss of access as well as other disciplinary actions or legal action in accordance with applicable laws and/or due process procedures. Users are expected to:

Respect the privacy of others.

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

Respect the legal protection provided by copyright and license to programs and data.

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

Abide by the Acceptable Use Agreement distributed to all NE PLUS ULTRA Preparatory Academy students, and their parents, who use School computers.

Corridor Passes

While school is in session, no student is permitted in the halls or lavatories without permission. Students found in the halls without permission may be subject to disciplinary measures. Appropriate hallway behavior is expected; no running, shoving or any other inappropriate

behaviors not conducive to the school environment.

Dangerous Behavior/Weapons

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

Electronic Devices

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

Note: School-related personal communication devices are encouraged.

Fighting/Harassment

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

Forgery

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

Gambling/Selling/Trading of Items

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

Medications

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

Insubordination

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

Loitering/Trespassing

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

Plagiarism/Cheating

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

Substance Use/Abuse (Including Smoking)

Federal law and Board policy prohibits any type of substance use/abuse, including the use of tobacco, in any form on school property or at school functions.

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

Tardy to School

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

Theft/Possession of Stolen Property

Disciplinary action will be taken against students taking things that do not belong to them.

Vandalism

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

Student Visitors

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

Vulgarity/Profanity

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

Attendance

In accordance with Board policy, the impact of attendance upon instruction on a regular and continuing basis is an important element in an effective teaching/learning program. Each and every student should attend classes on a regular basis and be a participant in the classroom programs, activities, and discussions in order to benefit from presentations made by teachers. Because of the information being disseminated and because of the expectation of student participation, class attendance is important. Students' prolonged absences will result in a loss of

instruction; therefore, attendance is imperative. At such time as a student's lack of attendance is identified as a problem, every effort should be made to address the problem, utilizing the resources of the school and involving the student and his or her parents or guardians to resolve the attendance problem. The school resources include both teaching and administrative staff as well as guidance staff. When resources of NE PLUS ULTRA Preparatory Academy have been exhausted and attendance patterns have not improved, other sources, including family court, may be appropriate in an attempt to correct the problem. Students requesting early dismissal must complete the appropriate form.

REPORTING VIOLATIONS

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

All NE PLUS ULTRA Preparatory Academy staff that is authorized to impose disciplinary sanctions is

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

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

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

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

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

- Other extenuating circumstances.

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

Penalties

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

- Oral warning . any member of the NE PLUS ULTRA Preparatory Academy staff.
- Written warning . bus drivers, hall and lunch monitors, coaches, school counselors, teachers, Principal/Director, and/or his/her designee.
- Written notification to parent-school counselors, teachers, Director and/or his/her designee.
- Detention . teachers, Director, Principal and/or his/her designee.
- Suspension from transportation . Principal/Director, and/or his/her designee (Students will be expected to attend school as regularly scheduled; parents must arrange for transportation.)
- Suspension from athletic participation . coaches, Director/Principal and/or his/her designee.
- Suspension from social or extracurricular activities . activity director, Director/Principal and/or his/her designee.
- Suspension of other privileges . Director, Principal and/or his/her designee.
- Removal from classroom by teacher . teachers, Director/Principal and/or his/her designee.
- In-school suspension . Director/Principal and/or his/her designee.
- Short-term (five days or less) suspension from school . Director/Principal and/or his/her designee, Board of Trustees.
- Long-term (more than five days) suspension from school . Director/Principal and/or his/her designee, Board of Trustees.
- Permanent suspension from school . Director/Principal and/or his/her designee, Board of Trustees.

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends

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

Detention

Teachers, Principal/Director and/or his/her designee may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. In the event of a detention parents will be notified that day of the reason and the student will be expected to serve the detention the following day. Parents must provide transportation for their child.

Suspension from Athletic Participation, Extra-curricular Activities and Denial of other Privileges
Students are expected to abide by NE PLUS ULTRA Preparatory Academy Charter School's athletic training rules and other rules applicable to students participating in extracurricular activities. A student subjected to a suspension from extra-curricular activities or other privileges is not entitled to a full hearing. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with NE PLUS ULTRA Preparatory Academy Charter School's Director, Principal or designee to discuss the conduct and the penalty involved.

Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can manage a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Time-honored classroom management techniques do not constitute disciplinary removals for purposes of this Code as long as the management technique does not transfer student care/custody from the teachers. On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. A student removed from class for up to two days will be placed in Internal Suspension under the supervision of a monitor. While the student is in Internal Suspension (ISS), he/she will receive two hours of instruction per day by a certified teacher. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities at a designated time-out place as determined by NE PLUS ULTRA Preparatory Academy.

Each teacher must keep a complete log for all cases of removal of students from his or her class. The Director/Principal and/or his/her designee must keep a log of all removals of students from class. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until she or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

In-School Suspension

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

DIRECTOR'S RESPONSIBILITIES TRIGGERED BY TEACHER REMOVAL OF A STUDENT

- 1) Within 24 hours of removal, the Director and/or his/her appointee must inform parent of reasons for removal.
- 2) **On request**, student/parent must be given an opportunity to discuss reasons with Director/Principal and/or his/her appointee.
- 3) If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This must take place within 48 hours of removal.
- 4) Director/Principal and/or his/her appointee must decide, by the close of the business on the day following the opportunity for the informal hearing, whether the discipline will be overturned. Director/Principal and/or his/her appointee may only set aside discipline if:
 - a. The charges against the student are not supported by **substantial evidence**.
 - b. The student's removal is in violation of the law.
 - c. The conduct warrants suspension and a suspension will be imposed.

A student subject to an in-school suspension is not entitled to a full hearing. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with NE PLUS ULTRA Preparatory Academy/Principal or designee imposing the in-school suspension to discuss the conduct and the penalty involved. While the student is in Internal Suspension (ISS), he/she will receive two hours of instruction per day by a certified teacher and is supervised by a monitor. Suspension from School Suspension from school is a severe penalty, which may be imposed only on students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Director/Principal or designee. Any staff member may recommend to the Director/Principal or designee that a student be suspended. All staff members must immediately report and refer a violent student to the Director or designee for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Director and/or his/her designee, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation to the Board, if necessary.

1. Short-term (5 days or less) Suspension from School

When the Director/Principal and/or his/her designee proposes to suspend a student charged

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

Disciplinary Infractions

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others;
- Engage in insubordination;
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;

- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress code;
- Misuse computer technology, including viewing or downloading inappropriate material not germane to schoolwork.
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

2. Long-term (More than 5 days) Suspension from School

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

Disciplinary Infractions

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;
- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;

- Intentionally causes physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

Permanent Suspension

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

Minimum Periods of Suspension

Students who Bring a Weapon to School

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

- The student's age
- The student's grade in school
- The student's prior disciplinary record
- The Director/Principal and/or his/her designee's belief that other forms of discipline may be more effective
- Input from parents, teachers and/or others
- Other extenuating circumstances

Students Who Commit Violent Acts Other Than Bringing a Weapon to School

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

Students Who are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interferes with the Teacher's Authority Over the Classroom

Any student, who repeatedly is substantially disruptive of the education process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. A student with a disability may be suspended only in accordance with the requirements of state and federal laws. For the purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) and this Code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students to a long-term suspension. The Director/Principal and/or his/her designee has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Director may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

ALTERNATIVE INSTRUCTION

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

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply.
 - a. A "suspension" means a suspension pursuant Nevada Revised Statutes.
 - b. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
 - c. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and

modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

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

a. The Board, the Director/Principal and/or his/her designee may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a nondisabled student would be subject to suspension for the same behavior.

b. The Director/Principal and/or his/her designee may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Administrator determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The Director/Principal and/or his/her designee may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d. The Director/Principal and/or his/her designee may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE) of the student's school district of residence, for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

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

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

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

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

Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current

educational placement that is either:

- a. For more than 10 consecutive school days; or
- b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

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

CORPORAL PUNISHMENT

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

- Protect oneself from physical injury;
- Protect another student, teacher or any other person from physical injury;
- Protect the property of the school or others; or
- Restrain or remove a disruptive student, whose behavior interferes with the orderly exercise and performance of NE PLUS ULTRA Preparatory Academy functions, powers and duties, if that student has refused to comply with a request to refrain from further disruptive behavior.

STUDENT SEARCHES AND INTERROGATIONS

Questioning of Students by School Officials

Any school designee authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law, school rules or the NE PLUS ULTRA Preparatory Academy Code of Conduct. School officials are not required to give %Miranda+type warning before questioning, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

School officials have the right and responsibility to contact appropriate law enforcement agencies, as may be necessary, with regard to statements and information given by students to school officials.

Student Searches by School Officials

In order to maintain discipline and safety on school property and at school functions, students

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

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

- The age of the student;
- The student's record and past history;
- The predominance and seriousness of the problem in the school where the search is directed;
- The statements of the student and others;
- Personal observations of the student behavior giving rise to the suspicion;
- The urgency to conduct the search without delay.

Student Lockers, Desks and Other School Storage Places

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

Other Searches

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

Police Involvement in Searches and Interrogations

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

Child Protective Services Investigations

Consistent with the School's commitment to keep students safe from harm and the obligation of

school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the School will cooperate with local child protective service workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

VISITORS TO THE SCHOOL

The following rules apply to visitors to the school:

1. Anyone who is not a regular school staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office upon arrival at the school and state the purpose of their visit. Visitors will be required to sign the visitors register and follow specific building procedures. Signs notifying visitors to report first to the school office shall be prominently posted in the school building.
3. Visitors attending school functions that are open to the public, such as parent teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to obtain permission in advance from the Director and/or his/her designee.
5. Visitors are expected to refrain from taking class time to discuss individual matters with teachers. Visitation will occur in a way that avoids or minimizes disruption to the normal learning process and the ordinary classroom routine. The Director/Principal and/or his/her designee may accompany visitors during the visit when appropriate. Visitors are expected to maintain confidentiality regarding information acquired during the course of the visit.
6. Any unauthorized person on school property will be reported to the Director, Principal and/or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situations warrants.

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

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

PUBLIC CONDUCT ON SCHOOL PROPERTY

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

persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, or disability.
3. Obstruct the free movement of any person in any place to which this Code applies.
4. Willfully incite others to commit any of the acts prohibited by this Code.
5. Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
6. Disrupt or prevent the orderly conduct of classes, school programs or other school functions.
7. Distribute or wear apparel or other materials on school property or at school functions that are obscene, advocate the use of drugs, alcohol, tobacco products or illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
8. Use tobacco products on school property or at any school function.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school.
11. Gamble on school property or at school functions.
12. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
13. Loiter on or about school property.
14. Refuse to comply with any reasonable order of identifiable school officials performing their duties.
15. Violate the traffic laws, parking regulations or other restrictions on vehicles, including the unauthorized operation of ATVs, snowmobiles or other such vehicles, as posted.
16. Violate any federal or state statute, local ordinance or Board policy while on school

property or while at a school function.

Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and may not return. The duration of the eviction will be determined by the severity of the action and in accordance with law.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Nevada Law or any other legal rights that they may have.
4. Staff members shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with state law or any other legal rights they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

ENFORCEMENT

The Director and/or his/her designee or her designee shall be responsible for enforcing the conduct required by this Code. When the Director and/or his/her designee or her designee sees an individual engaged in prohibited conduct, which is his or her judgment does not pose any immediate threat of injury to persons or property, the Director or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Director/Principal and/or his/her designee or her designee shall also want the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Director or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The school shall initiate disciplinary action against any student or staff member, as appropriate, with the %Penalties+section above. In addition, the school reserves its right to pursue a civil or criminal legal action.

DISSEMINATION AND REVIEW

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Conducting a public hearing relating to this Code before Board approval.
2. Providing copies of a summary of the Code to all students at a general assembly held at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Mailing a summary of the Code of Conduct written in plain language to all parents of

NE PLUS ULTRA Preparatory Academy students before the beginning of the school year and making this summary available later upon request.

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

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

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

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

Attachment A.6.4, *Truancy policy*

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

When a student exceeds two (2) absences (10 consecutive school days), the student is declared a habitual truant, and the school must report the student to the local law enforcement agency to file an educational neglect complaint (Child Protective Services) for elementary students or the issuance of a truancy citation for secondary students. Elementary school truancy violations will be referred to the Child Protective Services (CPS) for investigation. The possible consequences that may be imposed for secondary student violators are as follows: first offense-supervision by a probation officer or warning; second offense - court appearance, eight to sixteen hours of community service at the school of attendance, suspension of the student's driver's license for 30 days-6 months or a delay of 30 days from the date a student can apply for a first-time license and a \$100 fine. The consequences for a secondary school student who is issued a misdemeanor truancy citation cannot be appealed through the school.

Another misdemeanor citation is issued to the secondary school student. The consequences for subsequent citations - assigned additional hours of community service, court assigned curfew and/or house arrest, 60 days - 1 year suspension of driving privileges, suspension of work permit and \$200 fine. In addition, if the parent/guardian, to whom notice of the habitual truancy has been given, fails to prevent the child's subsequent truancy within that school year, the parent/guardian is guilty of a misdemeanor. Parents/guardians of habitually truant elementary students who do not

attempt to ensure their children's regular attendance at school will be referred to Child Protective Services for investigation or educational neglect or to law enforcement for possible issuance of a misdemeanor citation.

Attachment A.6.5, *Absence policy*

In accordance with Board policy, the impact of attendance upon instruction on a regular and continuing basis is an important element in an effective teaching/learning program. While it is understood that virtual education formats allow for a greater degree of self-direction and autonomy, the School believes each student should attend class-based instructional activities on a regular basis and be a participant in the various (yet optional) on-site education programs and activities in order to benefit from presentations made by teachers. Because of the information being disseminated and because of the expectation of student participation, class attendance is important. As stated elsewhere, minimal distance education protocols may be met in order to meet attendance requirements; however, a student's prolonged absence from optional learning activities (virtual and face-to-face, synchronous and asynchronous), will result in a loss of meaningful instruction; therefore, attendance is imperative if not technically required. At such time as a student's lack of attendance in optional programs is identified as a contributing problem to academic success, every effort should be made to address the problem, utilizing the resources of the School and involving the student and his or her parents or guardians to resolve the attendance problem. The school resources include both teaching and administrative staff as well as guidance staff. When resources of NE PLUS ULTRA Preparatory Academy have been exhausted and attendance patterns have not improved, other sources may be appropriate in an attempt to correct the problem. The School believes regular attendance at school or online is a necessity if students are to achieve to their fullest potential. Parents/guardians are urged to work with school personnel to resolve issues that may interfere with their student's school attendance. Pursuant to Nevada revised Statue (NRS) 392.040, students between the ages of 7 and 17 years of age must enroll and attend school for the entire time the school is in session. Enrolled students who are 17 years of age are subject to the state truancy laws until they reach their 18 birthday. ALL students enrolled must follow the rules of the school including those relating to school attendance. Students who have

been absent for an entire period (i.e. one week) must provide notice from the parent/guardian to the school explaining the reason for the absence within three (3) school days after their return from the absence. Parent/guardian explanations should include the following information: 1. The first and last name of the student; 2. The date(s) the student was absent; 3. The reason the student was physically or mentally unable to attend, how the absence was related to the student's disability, or the nature of the emergency. This must be in e-mail or written form. The principal/designee will determine whether the absence is classified as excused or unexcused. Students or parents/guardians are allowed three school days after the return from a student's absence to request homework. Schools must provide at least three school days for the assignment to be completed and submitted. If an acceptable explanation of the absence is not provided within three school days, the student is deemed a truant. The limitation of absences for secondary student is ten (10) unexcused total absences per semester. Pre-arranged absences in excess of 10 during the school year and any pre-arranged absences for which the makeup work was not completed and submitted, as required by the teacher, count toward the limitation of absences. Elementary students may be retained in the current grade. Secondary students will not receive credit for any course in which the limitation of absences has been exceeded. For secondary students, the school is required to provide written documentation to students and parents/guardians regarding options for making up deficient credits. The school is required to provide a written copy of the appeal process procedures to Parents/guardians. If a parent/guardian believes that extenuating circumstances, issues that may have led to the excessive absence and/or mistakes in the record have been made, the parent may appeal to the principal/designee.

Narrative A.6.6, *Involving families*: NE PLUS ULTRA Preparatory Academy and the governing body of the School commit to establish relationships with local community organizations in order to have community support and engagement in school matters. The School will promote an environment that allows parents, teachers, and other community members to be actively engaged in the School. Examples of parent involvement include: 1) Regular parent/teacher conferences - these conferences are held during or after school or in the evening and provide parents with opportunities to discuss educational progress with their child's teacher; 2) Open houses, career fairs, performances and performance exhibits - these events are held regularly to maintain communication and active involvement in the School; 3) School Website, school newsletter, events calendar - updated monthly to disseminate information and maintain open lines in the community; 4) PTA - Parent Teacher Organization provides invaluable support to the School leadership and faculty. The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school and are in support of the school's mission, vision, and goals and objectives. The School will convey the expectation that parents regularly volunteer therein and be active participants in their child(ren)'s learning process.

A.7: Target Populations (tab)

Narrative A.7.1, *School location*: The premise and goal of the brick and mortar locations of NE PLUS ULTRA Preparatory Academy is to best serve students in two core regions: Reno and Carson City. The School anticipates the approval of recommended changes to NRS that will allow for more than one facility in more than one county of operation. While exact locations are not set at this time, the School anticipates operating within the areas covered by zip codes 89521 and 89703. Additionally, the school will explore opening facilities in other areas based on enrollment and demand, so as to best serve students and their families. NE PLUS ULTRA Preparatory Academy believes that a new version of supported blended learning, whereby a single school entity provides support for a variety of micro-regions in a rural environment, is a unique and promising operational model that takes advantage of modern technology to provide educational options to students who may not have the population density to support more than a single or few schooling choices. NE PLUS ULTRA Preparatory Academy believes this model provides choice for Nevada residents, but also as serves as a model to other regions as well.

Narrative A.7.2, *Target population*: Despite various attempts by local school districts to provide various educational options to students, the basic premise of one-size-fits-most continues to be the overarching theme of public education in Nevada. The educational program of NE PLUS ULTRA Preparatory Academy is designed to provide freedom of choice for a small section of the overall student population and specifically for those students and families looking for an opportunity to explore learning within a framework that allows for a greater amount of personal choice and expression. Per the attached 2010 census reports (see Attachment A.7.3), there are tens of thousands of school age children located within the ten mile radius of south Reno and Carson City alone. Additionally, there are scores more in neighboring counties. NE PLUS ULTRA Preparatory Academy believes that only a small fraction of these will be interested in a new education option, but that these students will be delighted at the opportunity the School provides. The School expects to have a pupil population that is reflective of the community it will serve. The School's educational

process relies on the partnership among the School, family and community. The stakeholders of the School are committed meet the needs of the target population by hiring staff that will mirror the diverse characteristics of the community it will serve and incorporate multiple perspectives in school development. NE PLUS ULTRA Preparatory Academy will draw motivated and self-directed students from homeschool, public schools, and other charter schools that do not offer the unique educational option of personalized learning.

Narrative A.7.4, *Alignment of school plan with target population:* Students looking to engage in personal learning experiences and those seeking an arts and technology infused curricular emphasis have few if any options when seeking a school that caters to their interests and pursuits. NE PLUS ULTRA Preparatory Academy, by virtue of its blended instructional design, variety of means by which students may choose to engage their virtual courses and receive assistance from teachers, large array of school-supported personal learning activities, and overarching emphasis on performance, the arts, and technology as a means to focus academic content as well as prepare students for future success, aligns itself perfectly with the needs and interests of its targeted student population. The mission of the School, the specified and to-be-developed curriculum, the flexible instructional format, and variety of related services, demonstrate the overarching alignment between the School and the educational needs and interests of the students. All students need to learn, but no two students learn in the same way. In an increasingly technologically complex society, there is no one “right” way to teach all students, nor a need to with the vast array of tools at our disposal to ensure effective learning. Our mission is to identify student academic needs and ensure those goals are reached by applying the appropriate resources (teaching, technology, and curriculum) to ensure a successful outcome through a blended, differentiated, individualized, personalized, student centered and directed approach, whatever the student’s needs and abilities.

Attachment A.7.5, *Student recruitment plan*

NE PLUS ULTRA Preparatory Academy will market via multiple modes to ensure that families that are less informed about educational options are reached. Some of the marketing mechanisms include: 1) school website; 2) social media; 3) open forums at community centers; 4) direct mail; 5) advertising; 6) word of mouth; 7) homeschool outreach; 8) press releases; 9) banners and signage; 10) commercial media. Insofar as is practical, bilingual marketing will be employed throughout the aforementioned

A.8: Special Student Populations (tab)

Narrative A.8.1, Identification, etc. for ELL: Enrollment, Identification, and Placement of ELL Students Enrollment Policy: The School's plan follows state guidelines in providing service to Limited English Proficient students. English Language Learners have equal access to a quality education that enables them to progress academically while learning English.

Mission Statement

To provide high-quality instruction in the English language, as well as appropriate modifications and accommodations in the mainstream instructional environment (physical and virtual), so that English Language Learners may develop the language skills necessary to successfully achieve academically and socially in the United States.

ESL Program Goals

Our goal is to provide a program that is effective in meeting the educational needs of the LEP students that will lead to academic achievement and timely acquisition of English language proficiency. We will monitor all appropriate data and responsively adjust our instructional program as needed.

Educational Theory

LEP students can be expected to attain proficiency in Basic Interpersonal Communication Skills (BICS) within 1-3 years of instruction in US Schools. They can be expected to attain Cognitive Academic Language Proficiency (CALP) within 5-7 years.

Definition of ELL

A child who is Limited English Proficient (LEP) is: between the ages of 3 and 21; enrolled in an elementary or secondary school; has a native/home language other than English, whether born in the U.S. or another country; and has such difficulty speaking, reading, writing or understanding English that the student may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.

Legal Responsibilities

There exists a substantial body of Federal Law that establishes the rights of ELL students and which define the legal responsibilities of a school district serving these students. The School's Executive Director and Governing Body who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1868 Constitution of the United States, Fourteenth Amendment

"...No state shall deny to any person within its jurisdiction the equal protection of its laws."

Title VI of the Civil Rights act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

1974 Lau v. Nichols

A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District: In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

1981 Castañeda v. Pickard

On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school

district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir., 1981)]

1982 Plyler v. Doe

The decision of the Supreme Court in Plyler v. Doe, 457 U.S. 202 (1982), holds that States may not, consistent with the Equal Protection Clause of the Fourteenth Amendment, withhold from undocumented children the same free public education they provide to other children residing in the State. The Court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

Translation and Interpretation for Families

Since the majority of LEP students and their families speak Spanish, the School has committed to hiring Bilingual ESL teachers, tutors, aides or other staff members whenever possible. School documents will be translated into Spanish, including, but not limited to: registration, the Code of Conduct, Acceptable Use Policy, Free & Reduced Lunch Application, intervention, and all health forms. We intend to provide bilingual interpreters for parent conferences, hearings, IEP and MFE conferences, and to make appropriate accommodations for languages other than Spanish as the need arises.

SIOP® Training

All staff members and newly hired staff members who work with our LEP students will be trained in Sheltered Instruction Observation Protocol Model. Definition: A scientifically validated model of sheltered instruction designed to make grade-level academic content understandable for English learners while at the same time developing their English language.

(Echevarria, J., Short, D., & Vogt, M.E., (2008) Making Content Comprehensible for English Learners, The SIOP® Model)

When a staff member is approached about enrolling a student, the first question must be “Is there a second language in the home?” If so, the parents are to be directed to the Registrar to set up a language-supported appointment for enrollment. If not, they may proceed to register the student. EVERY new student who enrolls must fill out a language survey, which is part of the enrollment folder for all new students. The Home Language Survey will determine whether or not we proceed with the evaluation to determine LEP status. Once registration is complete the student’s folder will be reviewed, the necessary copies made and placed in a special ESL folder to become part of the child’s permanent folder. The ESL coordinator will be alerted immediately, notifying them that a child has enrolled who needs to be evaluated for English proficiency.

Home Language Survey

A Home Language Survey must be completed for each student registering for enrollment in the School. It may be helpful to conduct an interview with the student and/or parents during the enrollment process. Information from the interview may be helpful to ELL Staff when considering appropriate placement for the student. The assistance of an interpreter may be required to complete the survey. The completed survey becomes part of the student’s permanent record and should be available for future reference.

When all responses on the Home Language Survey indicate that English is the only language used by the student and by individuals in the home, the student is considered a Fluent English Speaker (FES). If any response on the survey indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student’s English-language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a fluent English speaker.

Initial Language Proficiency Assessment and Program Placement

Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions.

ELL students identified through the Home Language Survey during registration must be assessed for English-language proficiency within fourteen (14) days of enrollment.

NE PLUS ULTRA Preparatory Academy will adopt the Pre-LAS (K) and LAS Placement Test to help determine eligibility for placement in the School's English language development program. Testing is administered under contract by TESOL teachers. The Pre-LAS and LAS Placement Tests assess English language proficiency in all four domains of language development—listening, speaking, reading, and writing as well as comprehension to ensure that students' language needs are properly identified and addressed through the districts' educational program.

Students are then designated as "LEP" (if they score less than Proficient in all areas on the LAS) or "Not LEP" (if they score totally proficient). A student must score at the Proficient level in all five domains in order to be considered "Not LEP".

Parent Notification

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), the School must notify parents of Limited English Proficient (LEP) students who are participating in ESL programs of the following:

- Reasons for child's identification and placement;
- Child's level of English proficiency, how assessed, and status of child's academic achievement;
- Type of language acquisition program and method of instruction used in child's program;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Program exit requirements, expected rate of transition and expected rate of graduation;
- If applicable, and the LEP student has been appropriately identified as having a learning disability, how the program meets the child's individual education plan (IEP).

Rights of the Parent

- To remove the child from the program;
- To decline enrollment in the program or other program options available;
- Obtain assistance in selecting from among available programs.

*If parents deny permission for services, the student keeps the LEP designation, and the student's progress will continue to be monitored by the responsible ESL teacher. The “denied participation” code will be entered for that student. However the student will be included in the annual spring assessment of English proficiency given to all LEP students.

The School Must

- Notify parents within 30 days when the School fails to progress on measurable objectives;
- Implement an effective means of outreach to parents of LEP students to inform them how they can be involved in the education of their children;
- Provide above information in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand.

Narrative A.8.2, *ELL Program:* The English as a Second Language (ESL) program is designed to enable limited English proficient (LEP) students to become competent in listening, speaking, reading, writing and comprehension of the English language through the use of second language methods. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, to enable the LEP students to participate the same as their native English speaking peers in school. The ESL program is an integral part of the total school program. NE PLUS ULTRA Preparatory Academy will use a variety of program models to serve students in the ESL program. The models include:

- ESL Pull-out/ Push-in—students spend part of their time in available mainstream instructional environments (physical and virtual), and are “pulled out” for a portion of their time to receive instruction in the ESL program. “Push- in” classroom ESL support (physical

and virtual), will be provided by an ESL resource teacher or an ESL bilingual paraprofessional.

- Sheltered Instruction—an approach to teaching content area subject matter through specific teaching techniques. Sheltered Instruction teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as the vocabulary in the target language.
- Mentored Support—bilingual instructional aides, performance specialist, or certified teachers provide individualized student support in tutoring and in program assimilation and navigation.

Special Education

When an ELL student's performance suggests that he or she is having difficulties attaining academic and social expectations, which are unrelated to the student's ELL status, the student will be referred to the School's support team for intervention strategies. The ESL staff must be part of this team. The team utilizes the Response to Intervention model. (RTI) Periodic reviews will be conducted to determine the success or failure of the strategies and what further strategies may be necessary. In the event that various strategies are not successful, the student may be referred for special education evaluation. Prior to this, the School will consider language proficiency of the student by analyzing the most recent English language proficiency scores.

NE PLUS ULTRA Preparatory Academy follows the State Nevada policies and procedures for referring students for special education evaluations. The intervention strategies must be utilized to ensure that such students are not referred for a formal evaluation when the lack of academic progress is primarily related to language background or a need for more ESL and/or support services. The student may require an evaluation administered in his/her native language. An ESL teacher, who is knowledgeable about the student's native language will be part of the process of

diagnosis and placement, and will discuss the effects of language on the evaluation. Parents will be provided an interpreter for due process, testing results and educational team reports in their native language if needed. The IEP or Section 504 plan for a LEP student with a disability will reflect the student's program of services and the service provider. The IEP or Section 504 teams for LEP students will consider the student's language needs when developing the student's educational plan.

If a student needs, or is believed to need special education services or related aids and services, the parents and guardians will be informed about the student's services in a language that they can understand. Documents and proceedings to be translated include, but are not limited to, the following: notices of rights and procedural safeguards, consent forms, notices of meetings, interviews, special education or Section 504 placement meetings, individual education or Section 504 plan documents, statements of goals and objectives, and the district's policies and procedures for identifying, evaluating, and placing students with disabilities. In addition, every LEP student with a disability will receive ESL services by qualified and appropriately trained staff unless the placement committee determines and documents that such ESL services are clearly inconsistent with the student's identified individual needs.

Title I Services

NE PLUS ULTRA Preparatory Academy will ensure that ELL students will be eligible for and provided with Title I services on the same basis as other children who qualify for such services. The School will ensure that ELL students will be held to the same high content and performance standards required of all students. They will be assessed to determine how well they are progressing toward these standards.

Gifted Services

LEP students will be provided an equal opportunity to participate in gifted and talented programs, upper level courses, and other specialized programs offered by the School

Narrative A.8.3, Plan to evaluate ELL Program: As NE PLUS ULTRA Preparatory Academy defines the ESL program services available and develops others to meet the needs of ELL students, the Executive Director will work with the staff to develop appropriate measures of implementation and effectiveness. While general evaluation principles will apply to the ESL program assessment, inquiry will be more specific to each service model. The evaluation will address participant, program, and system-level evaluation. This evaluation format will be ongoing to allow for mid-year corrections within services and will summarize to provide an overall accountability of services. System evaluation will provide an overall assessment of the effectiveness of the School in meeting the needs of ELL students. In addition to providing evidence of implementation, the system-level evaluation will examine ELL students' performance on all current indicators of accountability. The School will use the following measures at all three levels to evaluate the success of the ELL program:

- teacher observation measures and checklists,
- grade point averages,
- graduation/promotion rates,
- inclusion of ELL students in Gifted and Talented and other special programs,
- participation in extra- curricular activities,
- drop-out rates,
- scores on appropriate and relevant standardized assessments

Narrative A.8.4, Plan to monitor ELL student: The length of time an English Language Learner (ELL) student spends in the program is dependent on their level of proficiency. Research indicates it can take from 5 to 7 years to acquire academic language proficiency compared to a native speaker. Therefore, the amount of support given to an ESL student will depend on their progress in their new language. The typical path of an ELL is from full support, to minimal support, to progress monitoring by the ESL teacher. When the student becomes proficient in the four domains of

language acquisition Listening, Speaking, Reading, and Writing, the student is then exited from the program. To be exited from LEP program, students must demonstrate proficiency in listening, speaking, reading, and writing. They must be able to: Achieve successfully in classes where the language of instruction is in English; meaningfully participate in academic assessments in English; and attain the state's required level of English proficiency.

English Language Proficiency Levels and Characteristics

Pre-Functional (1)

- Student is dominant in native language at school and home.
- Student may not yet produce speech in English and may spend weeks or months in a “silent” stage.
- Student is listening and may begin to respond with nonverbal signals.
- Student may be able to participate in class through physical actions rather than verbal responses.
- Student has little or no literacy skills in English.
- Student may possibly have little or no background in grade level subject matter.
- Student has little or no command of English structure.
- Student has little or no grasp of English phonology.
- Student operates generally in the concrete.

Beginner Characteristics (2)

- Student continues native language dominance in school and at home.
- Student may begin to respond with short answers and have a greater understanding of verbal instructions and directions.
- Student will begin to initiate conversation and respond to a wider variety of comprehensible language input.
- Student still has limited literacy skills in English.
- Student still has limited background in grade level subject matter.

- Student has limited receptive or expressive vocabulary.
- Student has little command of English structure.
- Student has limited grasp of English sound system.
- Student still operates generally in the concrete.

Intermediate Characteristics (3)

- Student is still dominant in native language at school and home.
- Student is able to respond with phrases and some complete sentences and is able to engage in basic classroom discourse.
- Student is able to communicate thoughts effectively both orally and in writing.
- Student can use more academic language in a variety of settings.
- Student can participate in classroom discussions and conversations.
- Student has acquired some literacy skills in English.
- Student has acquired some background knowledge in grade level subject matter.
- Student has increased receptive and expressive vocabulary.
- Student has increased command of English structure.
- Student has increased understanding of the phonetic sounds of English.
- Student still operates generally in the concrete.

Advanced Characteristics (4)

- Student is dominant in English at school and native language at home.
- Student is capable of communicating orally in English and in most classroom situations.
- Student can use more academic language in a variety of settings.
- Student near grade level in English literacy skills.
- Student has acquired background knowledge in grade level subject matter.
- Student produces complete sentences appropriate for developmental age.

- Student has a very good command of English structure but makes occasional errors that would not be uncommon among native speakers.

- Student has an increased ability in the abstract.

Fully English Proficient (5)

- Student is dominant in English at school.

- Student is proficient in oral and literacy skills in English.

Narrative A.8.6, Identification, etc. for Special Ed., etc.: NE PLUS ULTRA Preparatory Academy operates as a public charter school with the State of Nevada for all special education purposes. Eligible students enrolled shall receive special education services in accordance with their individualized education plans (IEP). These services will be in accordance with the student's IEP and Special Education Local Plan Area (SELPA) policy. Special education placements and related services available on site may include general education inclusion (virtual and face-to-face, when applicable), individual and small group instruction, speech and language therapy, and other designated instructional services. Programs for special populations will be regularly and routinely monitored by the school principal to ensure that the students' needs are being met for ELL, IEP or 504. The school will have a licensed special education teacher on staff or contract with a generally licensed special education teacher to meet the IEP needs of the students at the school including the specialty areas needs and appropriate case load number dependent on school need based off actual enrollment. The school will contract with the necessary licensed/certified contractors to provide related services (example: psychologist, social worker, nursing, therapists, ELL testing, etc.). When providing services and programs to pupils with disabilities, the School will remain in compliance with the policies and procedures of the federal government and the State of Nevada. (See attached Special Education Policies and Procedures Manual.) Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act); Section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other State of Nevada statutes. The educational program for exceptional students will include the following:

- A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process;
- Free appropriate public education (FAPE) will be provided to every exceptional student enrolled in the School;

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

The school's Child Find program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services. When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the

use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

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

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

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

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

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

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

3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the Child's RESPONSE TO INTERVENTION, provide the NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT - RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTIONS document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.

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

5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:
- a. Conduct the initial evaluation if the school that the student is suspected of having a disability; or
 - b. Provide PARENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the school does not agree that the student is suspected of having a disability).
- Any proposed refusal to evaluate a student must be discussed with the principal or Special Education Designee.

If the school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation. A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's Child Find or general education intervention activities, school personnel recommend an evaluation. If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. In conducting the evaluation, the school must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to the school from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early

intervention services at age three), the School must review existing evaluation data and determine what, if any, additional assessments are necessary.

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

Special education staffing will be aligned pursuant to the requirements of the law. The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the State of Nevada Department of Education. A public agency shall provide a continuum of alternative placements to meet the needs of any pupil with a disability for special

education and related services necessary to implement the individualized educational program for each pupil with a disability. This continuum must include, as appropriate:

- (a) Consultative and supplementary services provided with regular class placement; and
- (b) Instructing the pupil in: a regular class; a special class; a special school; a community-based program; the pupil's home; a hospital; or an institution.

If the governing body of NE PLUS ULTRA Preparatory Academy determines the school is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled at the school, the governing body of NE PLUS ULTRA Preparatory Academy may request that the school district of residence of the student transfer the student to an appropriate school. NE PLUS ULTRA Preparatory Academy's governing body would request that the pupil be transferred pursuant to subsection 4 of NRS 386.580. The following would be undertaken:

(1) the governing body of NE PLUS ULTRA Preparatory Academy shall submit the request to the district within 10 days after the governing body of NE PLUS ULTRA Preparatory Academy determines that the school is unable to provide an appropriate special education program and related services for the student; (2) the request to the district will be accompanied by an explanation of the facts and circumstances that led the governing board to determine that the school is unable to provide the appropriate special education program and related services for the student; and (3) a person employed by the governing body will be designated to verify to the district that the information submitted to the school district pursuant to NAC 386.605 is gathered in a format required by the school district. The IEP Team will review the IEP and determine appropriate placement considerations. The IEP will determine percentage of time in the regular education environment. A statement of jurisdiction for placement involving removal from regular education environments will be developed and written. This jurisdiction will explain why the IEP goals and objectives cannot be implemented in the regular education environments, including the reasons why the team rejected a less restrictive placement. A final statement of recognized harmful

effects on the learning of the IEP student of other students which will affect the placement will be written.

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

For special education budget see budget attachment Schedules Code 100 under Special Education teachers and form #4, 200 special programs for years 2015-2016 and 2016-2017. Note: Supplies for Special Education are included in budget item 1000-600 and Transportation is specifically listed under item 1000-320 within the Narrative.

Attachment A.8.7, *Special Ed. Policy assurance*

SUBMISSION STATEMENT WITH MANDATED ASSURANCES

I, the Superintendent of the School District, or the Authorized Representative of the State Public Charter School Authority, can make the assurances and certifications found in Section II of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446. The Local Education Agency (LEA) will operate its Part B program in accordance with all of the required assurances and certifications.

SECTION I

SUBMISSION STATEMENT FOR PART B OF IDEA

The LEA provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the IDEA as found in PL 108-446, and the applicable regulations. The LEA is able to meet all assurances found in Section II of this application.

SECTION II

ASSURANCES

The LEA makes the following assurances that it has policies and procedures in place as required by Part B of the IDEA. (20 U.S.C. 1411-1419; 34 CFR 300.101 through 100.163 and 300.165 through 300.174. 34 CFR 300.201). All policies and procedures established in and administered by the LEA will be consistent with the approved state's Program Plan, Nevada Revised Statutes, and Nevada Administrative Code, Chapter 388, and all other applicable statutes, regulations, program plans, and applications.

- a. A free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 USC 1412(a)(1); 34 CFR 300.101-108.
- b. The LEA endorses the goal of providing a full educational opportunity to all children with disabilities and the state's timetable for accomplishing that goal. 20 USC 1412(a)(2); 34 CFR 300.109-110.
- c. All children with disabilities residing in the LEA, including children with disabilities who are homeless or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 USC 1412(a)(3). 34 CFR 300.111.
- d. An individualized education program that meets the requirements of 20 USC 1436(d) is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR 300.320-324, except as provided in 300.300(b)(3) and 300.300(b)(4). 20 USC 1412(a)(4); 34 CFR 300.112.
- e. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 USC 1412(a)(5)(A)-(B); 34 CFR 300.114-300.120.
- f. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR 300.500 through 300.536 and in accordance with 20 USC 1412(a)(6); 34 CFR 300.121.
- g. Children with disabilities are evaluated in accordance with 34 CFR 300.300 through 300.311. 20 USC 1412(a)(7); 34 CFR 300.122.
- h. The LEA complies with 34 CFR 300.610 through 300.626 (relating to the confidentiality of records and information). 20 USC 1412(a)(8); 34 CFR 300.123.

- i. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under Part B, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program has been developed and is being implemented for the child. The LEA will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). 20 USC 1412(a)(9); 34 CFR 300.124.
- j. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under Part B of IDEA by providing for such children special education and related services in accordance with the requirements found in 34 CFR 300.130 through 300.148. 20 USC 1412(a)(10); 34 CFR 300.129-300.148.
2. The LEA assures that amounts provided to it under Part B of IDEA will be expended in accordance with 20 USC 1412(a) and 34 CFR 300.202 through 300.206 and that such amounts 1) shall be used only to pay the excess costs of providing special education and related services to children with disabilities; 2) shall be used to supplement State, local, and other federal funds and not to supplant such funds; 3) shall not be used to reduce the level of expenditures for the preceding fiscal year subject to the exceptions contained in 20 USC 1413(a)(B) and (C), and 4) may be used to carry out a schoolwide program under section 1114 of the ESEA subject to the limitations and conditions in 34 CFR 300.206. 34 CFR 300.202-206.
3. The LEA ensures that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 USC 1412(a)(14)(A)-(E) and 34 CFR 300.156. 34 CFR 300.207.
4. The LEA assures that if amounts provided to it under Part B of the IDEA are used for a) services and aids that also benefit nondisabled children, b) early intervening services, c) high cost special education and related services, and/or d) administrative case management, the LEA will use such funds in compliance with the provisions contained in 34 CFR 300.208. 34 CFR 300.208.
5. The LEA assures that it complies with the requirements of 34 CFR 300.209 concerning the carrying out of Part B requirements for charter schools that are public schools of the LEA, including requirements to serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, and the requirements to provide funds under Part B of the IDEA on the same basis and at the same time as the LEA provides Part B federal funds to the LEA's other public schools. 34 CFR 300.209.
6. The LEA will coordinate with the National Instructional Materials Access Center (NIMAC). The LEA assures that each child who requires instructional materials in an alternate format will receive these in a timely manner. 34 CFR 300.210.
7. The LEA assures that it will provide the Nevada Department of Education with information necessary to enable the State to carry out its duties under Part B of the IDEA, including with respect to 34 CFR 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the IDEA. 34 CFR 300.211.
8. The LEA assures that it will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the IDEA, including this application. 34 CFR 300.212.
9. The LEA assures that it will cooperate with the U.S. Department of Education's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. 34 CFR 300.213.

10. The LEA assures that programs assisted under P.L. 108-446 will be operated in compliance with Title 45 of the Code of Federal Regulations Part 84 (Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance).

11. The control of funds provided to the LEA under each program and title to property acquired with those funds will be in the LEA and the LEA will directly administer and supervise the administration of those funds and property.

12. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the LEA under each program.

13. None of the funds expended by the LEA under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization, representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

14. The LEA will:

a. Ensure that all data submitted to the Nevada Department of Education will be accurate and complete.

b. Make reports and provide data to the Nevada Department of Education and the U.S. Department of Education as may reasonably be necessary to enable the Nevada Department of Education and the U.S. Department of Education to perform their duties;

c. Maintain records--including the records required under Section 437 of GEPA--and provide access to those records as the Department or Secretary decides are necessary to perform their duties; and

d. Retain records for a minimum of five years after completion of the activities for which these federal funds were received.

15. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

16. In the case of any project involving construction:

a. The project is not inconsistent with overall state plans for the construction of school facilities; and

b. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.

17. The LEA has a procedure for insuring that the hearing aids worn by students with hearing impairments in school are functioning properly.

18. The LEA assures that neither it nor its principals are presently debarred, suspended, proposed for debarment, or voluntarily excluded from participation in federal funding by any Federal department or agency.

19. The LEA assures that either its policies and procedures have not changed since the last State monitoring review, or if the policies and procedures have changed, the changes have been submitted to the Department of Education for review and approval prior to implementation.

Printed/Typed Name and Title of Authorized Representative of the LEA:

David Papke, Executive Director

Signature: *David Papke*

Date: **08/29/2014**

Attachment A.8.8, RtI referral packet and flowchart

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

- (1) providing high-quality instruction/intervention matched to student needs and
- (2) using learning rate over time and level of performance
- (3) to make important educational decisions to guide instruction.

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

The essential components of RtI include:

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

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

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

The following are Response to Intervention core principles.

1. Use scientific research-based interventions/instruction. The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions.

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

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

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

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

4. Use a multitier model of service delivery. The RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. NE PLUS ULTRA Preparatory Academy has adopted a three-tier approach that will utilize the RtI Manual and the PEP Initiative.

NE PLUS ULTRA

Preparatory Academy

RtI Reference Manual & General Operational Guidelines

Response to Intervention (RtI): Reference Model for Implementation

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

Part 2: Behavioral Instruction / Interventions

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INTRODUCTION: Response to Intervention (Rtl) Manual

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

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

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

The core principles of Rtl are:

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

The three tiers of instruction:

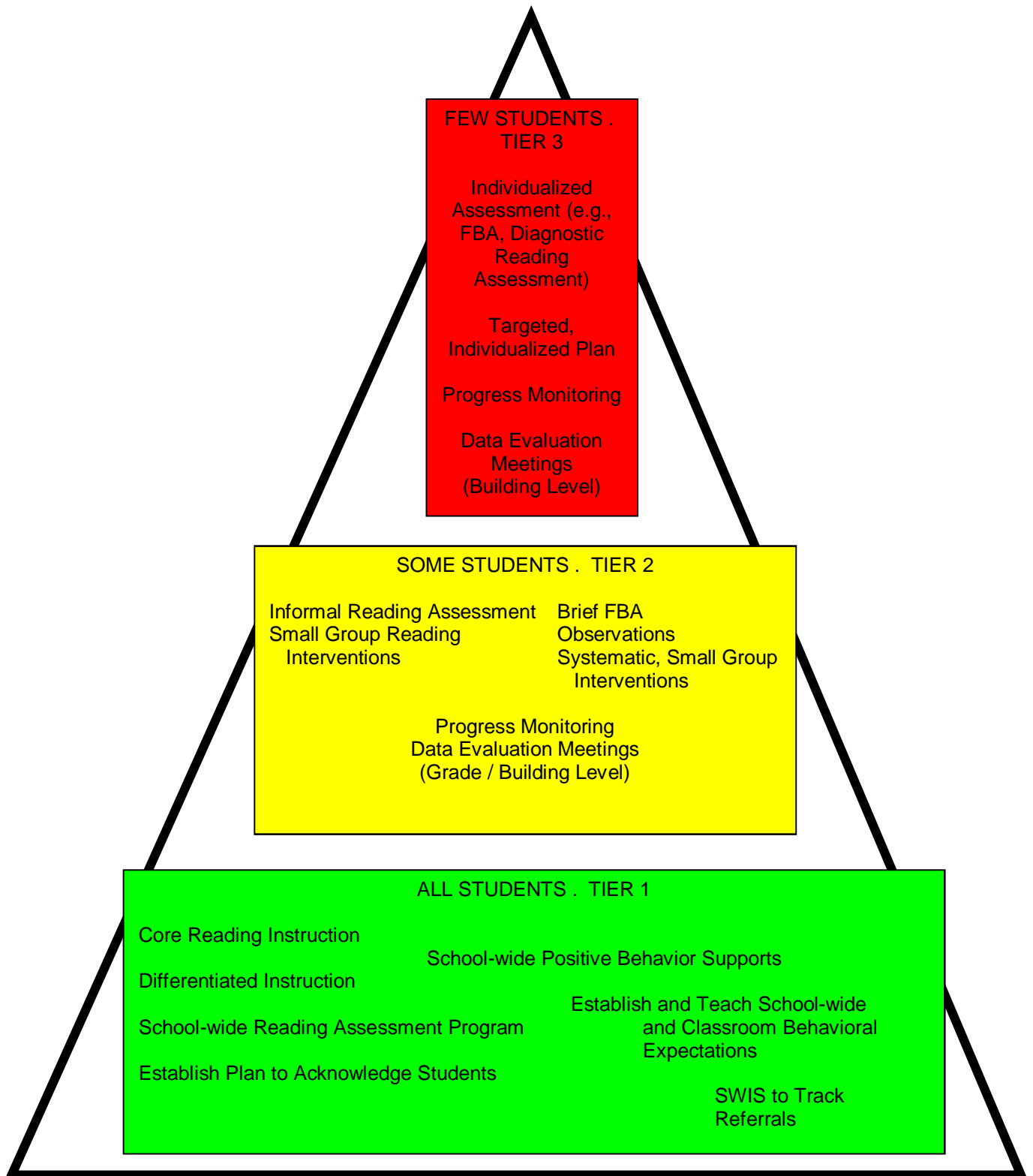
Tier 1 . The use of scientific, research-based programs or instructional strategies with all students to teach academic and social behavior skills in the general education setting. Differentiated instruction is also provided to students with diverse needs. In academic areas, benchmark (or screening)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

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

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

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

Providing Three Tiers of Support for ALL Students



Response to Intervention (Rtl) Readiness Checklist

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

Status: **Achieved**, **In process**, **Not started**

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

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

Three-Tier Process for Reading

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

Tier 1 - Core Instruction

Focus: All students in the class

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

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

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

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

Intervention – Differentiated Instruction

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

Interventionist: Course teacher.

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

Frequency: 3-5 days a week.

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

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

Tier 2 - Instruction and Strategic Intervention

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

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier 1 core curriculum while targeting student

need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions.

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

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

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

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

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

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

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

Tier 3 - Instruction and Intensive Intervention

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

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

Program Options:

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

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

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

Setting: Same as Tier 2.

Assessment: Progress monitoring weekly (or twice a week) on the target skill. School must decide on level of progress monitoring materials and aimline. If student is significantly below grade level, consider alternating between using grade level assessments and instructional level

assessments. Aimline can be based on progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

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

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

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

Three-Tier Process for Mathematics

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

Tier 1 - Core Instruction

Focus: All students in the class.

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

Grouping: Large group and flexible small groups.

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

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

Intervention – Differentiated Instruction

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

Examples of Tier 1 intervention strategies/materials/programs:

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

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

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

Interventionist: General education classroom teacher.

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

Frequency: 2-5 days a week.

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

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

Tier 2 - Instruction and Strategic Intervention

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

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

Tier 2 programs should incorporate the following principles:

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

Examples of Tier 2 programs/strategies:

See programs/strategies listed in Tier 1, also

Examples of computer programs:

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

- Math Tutor

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

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

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

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

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

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

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

Tier 3 - Instruction and Intensive Intervention

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

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

Program options:

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

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

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

Setting: Same as Tier 2.

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

progress needed to reach benchmark goal by a certain time or on a weekly rate-of-improvement goal.

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

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

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

Three-Tier Process for Written Expression

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

Tier 1 - Core Instruction

Focus: All students in the class.

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

Grouping: Large group and flexible small groups.

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

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

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

Test schedule:

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

Intervention – Differentiated Instruction

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

Examples of Tier 1 intervention strategies/materials/programs:

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

Handwriting:

- Provide students with plenty of opportunities to write.
- Eliminate interfering habits that may reduce handwriting fluency.
- Have students copy a short passage several times, asking them write it a little faster each time.
- Provide practice tracing, copying, and writing the letter from memory.
- Keep instructional sessions short, with frequent reviews and practice.
- Ask students to identify or circle their best formed letter or letters.

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

Spelling:

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

Sentence / Paragraph:

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

Other general strategies / adaptations:

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

Interventionist: General education classroom teacher.

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

Frequency: 2-5 days a week.

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

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

Tier 2 - Instruction and Strategic Intervention

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

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

Tier 2 strategies / programs should incorporate the following ideas:

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

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

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

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

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

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

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

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

Tier 3 - Instruction and Intensive Intervention

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

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

Program options:

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

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

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

Setting: Same as Tier 2.

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

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

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

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

Decision Considerations For Increasing or Decreasing Intensity of Academic Interventions

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

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

Exceptions:

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

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

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

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

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

- 1. Consider discontinuing Tier 3 intervention when the following conditions exist:
 - a. The student has met the end of year grade level benchmark score on the last 3 progress monitoring assessments and classroom performance has improved. (Consider continuing Tier 1 intervention), or
 - b. The student's progress monitoring scores are at or above the aimline for last 3 assessments, the scores are all above the 25th percentile using the next benchmark test period norms, (but below the end-of-year benchmark level), classroom performance has improved and capacity makes it difficult to continue intervention. Should continue Tier 1 intervention, and if capacity exists, provide Tier 2 intervention.
- 2. Consider discontinuing Tier 3 intervention but continuing Tier 1 and 2 interventions when the student's progress monitoring scores are between 10th and 25th percentile using the next benchmark test period norms and trend line shows progress.
- 3. Consider continuing Tier 3 intervention in general education when the student's progress monitoring scores remain below 10th percentile, trend line shows progress, and capacity exists to continue.
- 4. When the RTI option is used for the SLD determination process, consider Special Education referral when the following conditions exist:
 - a. Progress monitoring scores remain below the 10th percentile on grade level measures and flat /declining trend line on below grade level measures.
 - b. Tier 3 program was implemented for 8 - 12 weeks.
 - c. Adjustments were made after every 3 - 4 consecutive weeks of flat or declining progress monitoring scores.
 - d. Student's performance is significantly below grade level expectations on academic activities in the classroom.
 - e. Motivation, behavior, and attendance issues were ruled out as the primary determinant of low achievement.

- f. General education can verify through principal or itinerant staff observations, and/or other documentation that core instruction and scientific research-based (or best practice) interventions were implemented with fidelity.
- g. General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.
- h. Student's test results on School assessments (e.g., NWEA,) or state assessments (e.g., CRT, HSPE) were significantly below grade level expectations.
- i. The intensity of the intervention required cannot be sustained over time in general education.

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

Academic RtI Resources

Academic RtI Bibliography

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

Definitions of Academic RtI Terms

Examples of Differentiated Instruction and Tier 1,2,3 Data Collection Worksheets

These may be used or modified to help schools document the implementation of differentiated instruction or interventions provided to students and evaluate the student's progress.

Programs/Instruction Fidelity Checklist

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

Evaluating Explicit Instruction and Systematic Curriculum

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

Academic Skills Checklists

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

Other Effective Instructional Writing Practices

Recommended writing practices for students in all grades.

Involving Parents in the RTI Process

Ideas for helping parents understand the process and encourage their involvement.

Academic Rtl Bibliography

Reading Research / Reading First Websites

<http://www.fcrr.org/>

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

<http://www.texasreading.org/utcrcla/>

(Vaughn-Gross Center for Reading and Language Arts at the University of Texas . Contains information on 3-tier instruction, reading interventions, reading research, etc.)

<http://oregonreadingfirst.uoregon.edu/>

(State of Oregon Reading First Site . Contains information on basal and supplemental program reviews, reading assessments, professional development, etc.)

Universal Screening and Progress Monitoring Assessment Information

<http://dibels.uoregon.edu/>

(DIBELS . K-6 Reading Assessment)

<http://www.aimsweb.com/>

(AIMSweb . K-8 Assessments for reading, math, writing and spelling)

<http://www.studentprogress.org/>

(National Center for Student Progress Monitoring . has reviews of several progress monitoring assessments and other progress monitoring information)

Rtl Books / Videos

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

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

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

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

Getting Ready for Rtl: Staff Training on Key Principles, Implementation Issues, Contributing Editors, John E. McCook, Ed.D. and Joseph C. Witt, Ph.D., LRP Publications, 2006

(LRP Publications has many books, articles and recorded presentations on RTI. See:

http://www.shoplrp.com/gen_ed/cat-rti.html

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

State /County Rtl Implementation Websites

<http://www.kcs.k12tn.net/cbm/rti-index.htm>

(Knox County Schools . Knoxville, Tennessee)

<http://www.k12.wa.us/SpecialEd/RTI.aspx>

(State of Washington)

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

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

Rtl Web Resources

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

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

www.interventioncentral.org

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

<http://www.joewitt.org/>

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

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

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

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

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

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

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

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

Math Resources

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

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

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

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

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

Tier 1 math interventions from:

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

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

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

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

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

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

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

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

Writing Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions of Academic RTI Terms

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

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

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

Differentiated Instruction (DI) Documentation Subject: _____

Students in group: _____

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

Tier 1 Intervention Plan and Monitoring Sheet

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

Progress monitoring

Assessment Tool: _____

Schedule (circle): Twice a week Once a week Once every two weeks
 Rate of Improvement Goal Per Week: _____

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

- Above targeted rate Intervention no longer needed
- At targeted rate Continue intervention
- Below targeted rate Modify intervention (Explain _____)
- _____ Start new in-class intervention (Explain _____)

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

- Above targeted rate Intervention no longer needed
- At targeted rate Continue intervention
- Below targeted rate Modify intervention (Explain _____)
- _____ Start new in-class intervention (Explain _____)
- _____ Refer for Tier 2 Intervention

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

- Above targeted rate Intervention no longer needed
- At targeted rate Continue intervention
- Below targeted rate Modify intervention (Explain _____)
- _____ Start new in-class intervention (Explain _____)

___ Refer for Tier 2 Intervention

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

Date: _____ Method: _____

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

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

Tier 2 Intervention Plan and Monitoring Sheet

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

Progress monitoring

Assessment Tool:

Schedule (circle): Twice a week Once a week Once every two weeks
 Rate of Improvement Goal Per Week: _____

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

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

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

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

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

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

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

- Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention

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

- Below targeted rate Modify intervention (Explain _____)
 Start new intervention (Explain _____)
 Refer for Tier 3 Intervention

Verification of Tier 2 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

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

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

Tier 3 Intervention Plan and Monitoring Sheet

Progress monitoring

Assessment Tool: _____

Schedule (circle): Twice a week Once a week Once every two weeks
 Rate of Improvement Goal Per Week: _____

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

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

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

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

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

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

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

Above targeted rate Intervention no longer needed
 At targeted rate Continue intervention
 Below targeted rate Modify intervention (Explain
 _____)
 Start new intervention
 (Explain
 _____)
 Refer for Special Education Evaluation

Verification of Tier 3 Intervention (e.g., Observation, Student Work, Student Chart/Graph of Progress):

Date: _____ Method: _____

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

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

Program/Instruction Fidelity Observation Checklist

Teacher:
Observer:
Program/Lesson:
Special Considerations:

Grade:
Time Spent Observing:
Name of Group:

Date:
Subject:
Number of Students:

Program:

1. Is the program/instruction appropriate for the instructional needs of the student(s)?

Comments:

2. Has the teacher been trained in using the program?

Comments:

3. Did the teacher follow the program's guidelines/procedures/script for delivering the instruction?

Comments:

4. Is the program/instruction being delivered with sufficient intensity (minutes per day and times per week) to ensure adequate content coverage and academic progress for most students?

Comments:

5. Did the teacher assess the student(s) frequently enough to accurately assess the student's progress and, if necessary, make adjustments to the instruction?

Comments:

Other Instructional Considerations (from Oregon Reading First):

1. Did the instructor model instructional tasks when appropriate?

Comments:

2. Did the instructor provide explicit instruction?

Comments:

3. Did the instructor engage students in meaningful interactions with language during lesson?

Comments

4. Did the instructor provide multiple opportunities for students to practice instructional tasks?

Comments

5. Did the instructor provide corrective feedback after initial student incorrect responses?

Comments

6. Were students engaged in the lesson during teacher-led instruction?

Comments

7. Were students engaged in the lesson during independent work?

Comments

8. Were students successfully completing activities at a high criterion level of performance?

Comments

9. Did the instructor encourage student effort?

Comments

Observation Feedback

Areas Implemented Well:

Identified Area(s) for Student Support:

Action Plan:

Follow-Up Date:

Worksheet for Evaluating Explicit Instruction and Systematic Curriculum
 (from www.pattan,k12.pa.us/files/SpEd/conf05/Marchand.ppt)

<u>Instructional</u> Characteristic	Evaluation Question	Well Met	Somewhat Met	Not Met
Clear Instructional Targets	Are the purpose and outcomes of instruction clearly evident in the lesson plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear Purpose For Learning	Does the student understand the purpose for learning the skills and strategies taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear and Understandable Directions and Explanations	Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Practice and Corrective Feedback	Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructionally Embedded Assessments	Are instructionally embedded assessments used to monitor student's mastery of skills and strategies and to pace student's learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summative Assessments	Are summative assessments used to monitor student's retention and reinforcement of skills and strategies following instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Curriculum</u> Characteristic	Evaluation Question	Well Met	Somewhat Met	Not Met
Instructional Scope	Does the curriculum include all key instructional content necessary to achieve the goals of instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Sequence	Is the curriculum sequenced in a logical order that builds skills from prior skills and extends skills in order to move students to independent mastery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent Instructional Format	Are the instructional strategies consistent from lesson to lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses Multimodality Instruction	Are a variety of instructional methods used to provide the student with auditory, visual, and hands-on learning activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Skills Checklists

READING CONCERNS:

Phonemic Awareness: Does the student have

- Awareness of words?
- The ability to rhyme?
- The ability to blend?

- The ability to segment into words and syllables?
- The ability to identify beginning sounds (onsets)?
- The ability to segment words into phonemes?
- The ability to substitute and manipulate beginning phonemes?
- The ability to substitute middle and ending phonemes?

Phonics

- Identifies ___/___ upper-case letters
- Identifies ___/___ lower-case letters
- Consonant sounds?
- Short vowels?
- Long vowels?
- Consonant blends?
- Consonant digraphs?
- R-controlled vowels?
- Vowel digraphs/diphthongs?
- Prefixes and suffixes?
- # of Fry words (____) on the ___00 list

Word, Sentence, Paragraph Reading: Does the student

- Read grade level regular words?
- Read grade level irregular sight words?
- Read grade level multi-syllabic words?
- Read sounds in words from left to right?
- Read words in sentences from left to right?
- Read sentences in paragraphs without skipping lines?

Fluency: Does the student have

- Accuracy?
- Automaticity?
- Prosody (the appropriate use of phrasing and expression to convey meaning)?
- What are the wpm? _____
- What percentile is the wpm? _____
- What measure was used? _____
- List types of errors: (e.g., omissions, substitutions, additions) (Attach running record of oral reading [DRA]) _____

Vocabulary: Does the student

- Understand the grade-appropriate word wall words? (Listening vocabulary concerns)
- Use the grade-appropriate word wall words while speaking? (Speaking vocabulary concerns)
- Read the grade-appropriate word wall words accurately? (Reading vocabulary concerns)
Provide scores from the vocabulary section of the weekly basal unit reading test:

- Use the grade-appropriate word wall words in his/her writing? (Writing vocabulary concerns)

Comprehension: Does the student

- Self-monitor?

- Self-correct?
 - Recognize story structure?
 - Identify the main idea?
 - Pull out the most important details?
 - Decode well enough?
 - Pace self?
 - Use prior knowledge?
 - Make predictions?
 - Make inferences?
 - Understand cause-and-effect?
 - Use questioning?
 - Re-read?
 - Cross-check?
 - Look for details?
 - Sequence events?
 - Summarize?
 - Scan?
 - Have greater listening comprehension than reading comprehension?
 - Provide scores of the comprehension questions from the weekly basal reading tests:
-

MATH CONCERNS

Number Sense/Preskills

Number identification
 Count numbers
 Count objects
 Write numbers
 Comparing numbers
 Sequencing numbers
 Matching numbers to objects
 Understand number patterns
 Place value
 Understands 4 basic operations

Facts

Addition
 Subtraction
 Multiplication
 Division

Operations

Whole numbers
 Regrouping
 Fractions
 Decimals

Geometry:

Identify, describe and draw geometric objects (e.g., shapes, solids, points, lines)
 Create 2-D and 3-D shapes from other shapes

Describe the relative position of shapes (e.g. above, below, on, over)
Identify, complete, and create geometric patterns
Identify transformations of shapes (i.e., slides, flips, turns)

Applications:

Story Problems
Measurement
Time
Money
Data and Graphs
Probability

WRITTEN EXPRESSION CONCERNS

Handwriting

Holding writing instrument
Posture
Letter formation
 Printing
 Cursive
Fluency
Writing words in isolation
Writing words in sentence
 Formation
 Spacing

Spelling

Identification of letters
Identification of sounds
Writing letters from dictation
Writing sounds from dictation
Writing regular words
Writing grade level irregular words
Spelling words in sentences

Writing

Mechanics
 Capitalization
 Punctuation
Paragraph writing
 Ideas
 Organization
 Sentence fluency
 Word Choice
 Editing

Other Effective Instructional Writing Practices

(<http://www.idonline.org/article/6213> and http://www.scoe.org/files/archer_writing.pdf):

- Daily writing with students working on a wide range of writing tasks for multiple audiences, including writing at home.
- Integration of writing activities across the curriculum and the use of reading to support writing development.
- Have a predictable writing routine where students are encouraged to think, reflect, and revise.
- Extensive efforts to make writing motivating by setting an exciting mood, creating a risk-free environment, allowing students to select their own writing topics or modify teacher assignments, developing assigned topics compatible with students' interests, reinforcing children's accomplishments, specifying the goal for each lesson, and promoting an "I can" attitude.
- Limit the number of genres students are expected to master for a school year.
- Teach necessary preskills before the new lesson, not during the lesson.
- When teaching a new skill, genre or rubric, show examples and non-examples of writing that is related to the topic.
- Use the same or similar versions of the writing process and rubrics within and across grade levels.
- Provide frequent opportunities for students' to self-regulate their behavior during writing, including working independently, arranging their own space, and seeking help from others.
- Create cooperative arrangements where students help each other plan, draft, revise, edit, or publish their written work.
- Allow group or individual sharing where students present work in progress or completed papers to their peers for feedback.
- Have regular teacher/student conferences concerning the writing topic the student is currently working on, including the establishment of goals or criteria to guide the child's writing and revising efforts.
- Both teacher and student assess students' writing progress, strengths, and needs.
- Follow-up instruction to ensure mastery of targeted writing skills, knowledge, and strategies.
- Periodic conferences with parents and frequent communications with home about the writing program and students' progress as writers.
- Students' written work is prominently displayed in the classroom, the room is packed with writing and reading material, and word lists adorn the walls.

Involving Parents in the RTI Process

Goals:

1. Improve student outcomes.
2. Gain and maintain parents support.

Major activities:

1. Include parents in problem-solving efforts as soon as there is an indication of student difficulty.
2. Clarify for parents how the RTI process works.
3. Engage parents in school/district data-collection and progress monitoring practices.
4. Discuss your shared vision and responsibilities for their child to encourage problem-solving and discourage blaming team participants.

Points to discuss with parents:

Delivering interventions:

- What is the proposed intervention?
- Who will be responsible for implementing the proposed interventions?
- Where and when will the intervention take place?
- Why do you think this particular intervention will work?

Collecting data:

- What academic/behavior skill will be monitored?
- Who will gather the information?

Gauge progress:

- How will you determine if an intervention is working?
- How much progress will be enough to deem an intervention a success?

Keep in touch:

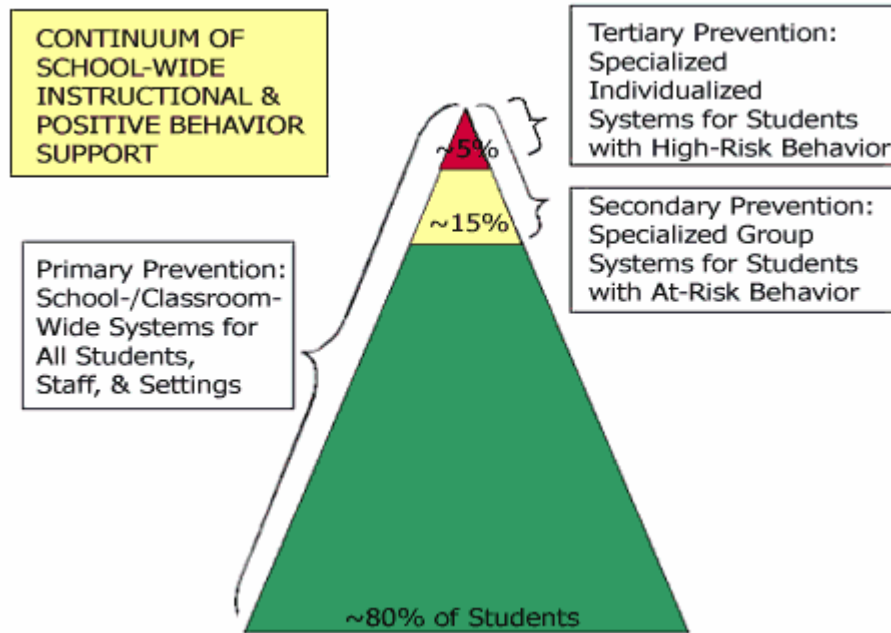
- What can the parent do at home to support their child's progress?
- How frequently will you communicate with parents about their child's progress and their role in that growth? (The more frequent the student's progress is monitored, the more frequent the parents should be contacted.)
- Who will contact the parent? Will this be done in person, by phone or by email?

Ideas from Amy L Reschly, assistant professor, University of Georgia,
In ~~the~~ Special Educator, +January 30, 2009

Part 2: Behavioral Instruction / Interventions

Three-Tier Process for Behavior

The following pages describe a three-tier process for teaching all students appropriate behaviors and developing interventions for students with at-risk behaviors. This process is used to determine the intensity level of behavioral instruction needed by every student in school. A brief description of each tier is given in the picture below (from the www.pbis.org website).



In this portion of the document, the focus population, instructional goal, examples of effective procedures, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed for each tier.

Tier 1: School-wide Positive Behavior Supports (PBS)

Focus: Proactive and preventative supports for all students and staff in the school.

Instructional Program/Goal: Provide scientific, research-based behavioral instruction. The instructional goal is to have at least 80% of the student population at a benchmark level *using a school-wide Positive Behavior Support system and evidence-based academic instruction*. (Benchmark level for any student is usually defined as having 0 . 1 major office discipline referrals for the year.)

Essential components of a research-based school-wide Positive Behavior Support system:

1. 3 . 5 positively-stated, *school-wide* behavioral expectations.
2. Lessons for teaching these expectations.
3. Expectations for the classroom and non-classroom settings (i.e., hallways, cafeteria, media center, playground, bathrooms, bus lines/buses, etc.) with accompanying lessons for teaching the expectations through modeling, practicing and reviewing.
4. Procedures for ongoing monitoring of behaviors in the various school settings in order to acknowledge and maintain appropriate behaviors.
5. Procedures for reteaching behaviors and correcting behavioral violations.
6. A list of which inappropriate behaviors will be office-managed and which will be staff-managed.
7. *Classroom* management plans developed and implemented by every teacher that include:
 - a. 3 . 5 positively-stated general classroom expectations.
 - b. Procedures for teaching, modeling, practicing and reviewing the expectations.
 - c. Specific expectations for common classroom activities (i.e., entering the classroom, large/small group instruction, independent work, transitions, going to lunch, etc.).
 - d. A list of potential methods for acknowledging and maintaining appropriate class-wide and individual student behaviors related to academic achievement, social interactions with other students and adults, and meeting other behavioral expectations in classroom and non-classroom settings.
 - e. A list of potential corrective consequences for behavioral violations.
 - f. Procedures for monitoring students' academic learning and social/work behavior in the classroom.
 - g. Procedures for managing serious behavioral violations in the classroom.

Assessment of School-Wide PBS:

Tools for assessing support system components:

1. Effective Behavior Supports (EBS) Self-Assessment Survey
2. Effective Behavior Supports (EBS) Team Implementation Checklist (TIC)
3. Benchmarks of Quality (BoQ) for School-wide Positive Behavior Support

All of the above can be found at: <http://pbis.org/tools.htm>

4. Questionnaires for staff, students, family/community - Sample questionnaires can be found in Foundations: Establishing Positive School-Wide Discipline Policies, Sprick, R.S., Garrison, M., Howard, L. (2002) Eugene, Oregon, Pacific Northwest Publishing.
http://www.pacificnwpublish.com/sku_fd.php

Tools for assessing support system effectiveness:

1. School-Wide Information System (SWIS) <http://www.swis.org>
2. Common Area Observation Form - Foundations: Establishing Positive School-Wide Discipline Policies, Sprick, R.S., Garrison, M., Howard, L. (2002) Eugene, Oregon, Pacific Northwest Publishing. http://www.pacificnwpublish.com/sku_fd.php

Tier 1: Intervention

Focus: Individuals or groups of students who start to have behavioral concerns in school.

The concerns may be due to:

- social behavior skill deficits (e.g., large groups of students do not know how to share limited equipment on the playground, a small group of students do not know how to resolve a conflict affecting them, a student does not know how to ask to participate in a playground game and just barges into a group playing a game),
- academic deficits (e.g., a student disrupts the class to avoid working on division problems during independent work time),
- motivation issues (e.g., a class is continually noisy in hallway because students receive attention from other classes, a student needs attention and usually receives it by acting out in class).
- internal, emotional issues (e.g., a student appears to always be unhappy, unusually shy or very easily embarrassed).

One method to identify these students is to use a behavior screening tool, such as the Systematic Screening for Behavior Disorders which can be found at: <http://www.sopriswest.com/>

Instructional Program/Goal: Provide interventions within the setting where the problem behaviors occur that should address both the deficit (by teaching the social behavior and/or providing extra academic assistance) and the motivation (by starting to provide more acknowledgements for behaving appropriately).

School-wide concerns may also involve issues with the numbers of monitors available and the training of the monitors (e.g., administrators, teachers, paraprofessionals, bus drivers) working in the specific area of concern.

The scope of Tier 1 interventions may be:

- School-wide: (e.g., bus, cafeteria, playground, or hallway issues.)
- Class-wide: (e.g., most or entire class has difficulty with transitions or treating each other with respect.)
- Group: (e.g., on-going conflict within the same group of students.)
- Individual: (e.g., a student bullies other students during less supervised parts of the school day, a student disrupts a class to avoid doing long writing assignments.)

By providing these interventions early, the likelihood of future office referrals will be reduced.

Tier 1 intervention resources:

- *From Safe & Civil Schools* <http://www.safeandcivilschools.com>
%Administrator's Desk Reference of Behavioral Management+(Volumes I, II, III)
%Cafeteria Discipline: Positive Techniques for Lunchroom Supervision+
%CHAMPS: A Proactive and Positive Approach to Classroom Management+

CHAMPS: DVD In-Service Set+
On the Playground+
START on Time! Safe Transitions and Reduced Tardies+(for middle and high schools)
Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans+
5 Minutes to Better Behavior: A Teacher-to Teacher Problem-Solving Process+

- From Sopris West (<http://www.sopriswest.com/>):
RIDE (Responding to Individual Differences in Education)+
Tough Kid Series+
The Effective Elementary Classroom Book+
Best Behavior Book . Building Positive Behavior Support in Schools+
- Intervention Central:
www.interventioncentral.org
- Bullying Prevention in Positive Behavior Support+
<http://www.pbis.org/files/newwebfiles2008/pbsbullyprevention.pdf>
- Behavior Doctor:
<http://www.behaviordocor.org/>
- From NASP (<http://www.nasponline.org/publications/booksproducts/interventions.aspx>):
Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches+
- Trouble-free playground program:
<http://www.playfiteducation.com/workshops/troublefree/>

Assessment of Tier 1 Intervention:

Progress monitoring is required if a problem continues and data is needed to determine the next step in the intervention process. (See appendix for examples of data collection ideas).

- For group interventions, behavior data should be collected at least weekly.
- For individual interventions, data should be collected more frequently, depending on the frequency of the targeted behavior.

When developing a data collection procedure, schools (for large group concerns) or teachers (for classroom or individual student concerns) should:

1. Set a specific goal for the targeted behavior.
2. Select the specific method (e.g. frequency counts, points earned, work completed, duration of behavior, latency between a stimulus and student response, etc.) for collecting the data.
3. Determine the frequency (e.g., daily, weekly) and time of day (e.g., during reading class, out on the playground, during hallway passing times in the afternoon, all day) for data collection.
4. Determine the person(s) responsible for collecting the data for school-wide concerns.

The data should be reviewed at least monthly in order to determine if the intervention is working or if modifications need to be made.

Parent notification for Tier 1 intervention: Although not required, the school may want to contact parent(s) to inform of intervention plans and seek parental input.

General decision considerations (made at grade level meetings) before implementing a Tier 2 intervention:

1. Are the essential components of school-wide PBS in place?
2. Is evidenced-based academic instruction taking place in classrooms?

3. Were Tier 1 interventions implemented with fidelity for approximately three weeks?
4. Did progress-monitoring data related to targeted behavior for Tier 1 indicate that the student(s) are not making progress towards the specified goal?
5. Does a student or group of students have two or more office discipline referrals (ODRs)?
6. Are the office discipline referrals a result of a chronic behavior problem rather than the result of a temporary condition (e.g., inconsistent medication, family trauma, moving into district)?
7. Does a student or group of students demonstrate a *pattern* of chronic minor behavioral concerns that disrupt student learning or interfere with socialization among students *and* which *cannot* be addressed within the supports of Tier 1?
8. Has a teacher identified a student or group of students who exhibit behaviors of a more internalized nature (e.g., mood swings, depression) and demonstrate a need for additional supports beyond Tier 1?

Exceptions to these considerations:

1. If a student has received Tier 2 behavioral supports during the previous academic school year or in a previous setting, the school may want to start a Tier 2 intervention immediately coordinated with a Tier 1 intervention.
2. If a student has a history of chronic minor behavioral concerns that have not been successfully addressed through Tier 1 support, the school may want to start a Tier 2 intervention immediately coordinated with a Tier 1 intervention.
3. If a student's behavior presents a danger to the student or others, the school should start a Tier 3 intervention immediately coordinated with a Tier 1 intervention.
4. If the frequency and/or intensity of the student's behavior indicates the need for the school to start Tier 3 intervention coordinated with a Tier 1 intervention.

Tier 2: Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions or students who meet the criteria for exceptions.

Instructional Program/Goal: Provide additional instructional/motivational support through the use of published programs, the use of school personnel for mentoring or counseling and, if needed, academic assistance, for the approximately 15% of students who need a more intense and systematic intervention than Tier 1 support. The interventions may involve teaching the students more acceptable social/behavioral skills, academic assistance, and/or provide more feedback and incentives for behaving appropriately. In addition to a Tier 2 intervention, school should consider continuing any effective Tier 1 interventions that do not interfere with the goals of the Tier 2 intervention. Teams may also want to complete a quick functional behavior analysis to help determine an appropriate intervention.

Essential components of research-based Tier 2 Positive Behavior Supports intervention:

- Continuous availability throughout the school year
- Rapid access (can be started within 3 days)
- Consistent with school-wide expectations
- Implementation possible by any staff/faculty member in a school
- Flexibility in choosing intervention based on Tier 1 assessment data and staff input.
- Continuous monitoring of student behavior for decision-making
- Easy to administer and track data for individuals or small groups of students
- The at-risk students' attention is focused on school-wide expectations

Tier 2 Programs / Intervention Resources:

Increasing Daily Behavioral Feedback, Positive Adult Attention, and Home/School Collaboration:

- Responding to Problem Behavior in Schools: The Behavior Education Program (Practical Interventions in the Schools) by [Deanne A. Crone](#), [Robert H. Horner](#), [Leanne S. Hawken](#).
"The purpose of this book is to describe a targeted system of positive behavior support called the Behavior Education Program (BEP)" also known as: Check-In Check Out (CICO). Can be found on www.Amazon.com or other sites.
- The Behavior Education Program (Check-in, check out), 25-minute video training program, <http://www.nprinc.com/classmgt/dbip.htm>
- Check and Connect, <http://ici.umn.edu/checkandconnect/>

Social Skills Training (research-based):

- Second Step www.cfchildren.org (Committee for Children)
Programs for Preschool/Kindergarten, Grades 1 - 6 and Middle School students
- Stop and Think Program Social Skills Program by Howard Knoff, at Sopris West Educational Services www.sopriswest.com
- Center for Evidence-Based Practice: Young children with Challenging Behavior
www.challengingbehavior.org
- Center on the Social and Emotional Foundations for Early Learning
<http://www.vanderbilt.edu/csefel/>

Skillstreaming books and manuals can be found on www.amazon.com or other sites

- Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills by Ellen McGinnis and Arnold P. Goldstein
- Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills by Ellen McGinnis and Arnold P. Goldstein
- Skillstreaming in the Elementary School: Lesson Plans and Activities by Ellen McGinnis
- Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills by Arnold P. Goldstein and Ellen McGinnis

Mentoring Programs (research-based):

- <http://www.mentoring.org>
- <http://www.reachoutmichigan.gov>

Individual or Group Counseling

ClassWide Peer Tutoring (research-based):

- <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction§ion=main&subsection=cwpt/main>
- www.interventioncentral.org (Tools for Educators, Kids as Reading Helpers: A Peer Tutor Training Manual)

Increased Academic Supports as Needed (e.g. in-class small group instruction, tutoring, Title 1)

Assessment of Tier 2 Interventions:

Tools for assessing intervention effectiveness:

1. School-Wide Information System (SWIS) <http://www.swis.org>
2. Common Area Observation Form - Foundations: Establishing Positive School-Wide Discipline Policies, Sprick, R.S., Garrison, M., Howard, L. (2002) Eugene, Oregon, Pacific Northwest Publishing. http://www.pacificnwpublish.com/sku_fd.php
3. Check-in, Check-out Student Graph
4. Progress-monitoring data, such as time sampling and event counting documentation forms
5. Any graph or sheet used to record points earned by student for appropriate behavior (e.g. appropriate interactions in class, work turned in on time, appropriate behavior on the playground, staying on-task during independent seatwork time, etc.)

Parent notification for Tier 2 intervention: Although not required, the school may want to contact parent(s) to inform of intervention plans and seek parental input.

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

1. Consider discontinuing Tier 2 intervention when the following conditions exist:
The student has met the targeted goal for at least 3 -4 consecutive weeks.
Rather than completely discontinuing the intervention, the school may want to consider fading the supports gradually.

2. Consider continuing Tier 2 intervention (with Tier 1 intervention) when the following conditions exist:
 - The student is making steady progress in meeting the target goal but has not yet met the goal or has not sustained the appropriate behavior for 3 . 4 consecutive weeks.
 - If the student's progress is slow or inconsistent (but still showing a positive trend), the school may want to continue the Tier 2 intervention with some adjustments (e.g., change how the behavior is acknowledged, change the frequency of acknowledgement, add academic support, teach social skills).

3. Consider Tier 3 intervention (with Tier 1 intervention) when the following conditions exist:
 - Tier 1 and Tier 2 interventions were implemented with fidelity, including making adjustments based on progress monitoring data.
 - Tier 2 interventions were implemented for approximately three to six weeks.
 - Data shows flat or downward trend.
 - Student has 5 or more ODR's.
 - Student has chronic or severe misbehaviors that have not responded to previous interventions.
 - Student's internalized problems have continued and are increasingly disrupting the student's academic progress and/or socialization.

Tier 3: Intervention

(Most of the information on focus, goals, and components is from PBIS.org)

Focus: Students who have not responded to Tier 2 instruction and interventions or students who meet the criteria for exceptions. These students may have behaviors that are dangerous, highly disruptive, impede learning, and may result in social or educational isolation. Tier 3 interventions are also appropriate for students with other characteristics, such as developmental disabilities, autism, and emotional and behavioral disorders.

Instructional Programs/Goal: Diminish the problem behavior and increase the student's adaptive skills and opportunities for an enhanced quality of life. Tier 3 provides an individualized assessment, planning, intervention, and monitoring approach for the approximately 5% of students who need a more intense and systematic intervention than Tier 2 support.

Essential components of a research-based Tier 3 Positive Behavior Supports intervention:

1. A functional behavioral assessment
 - Identifies specific concerns and goals of intervention based on available information. Goals typically include:
 - increasing participation and presence in the school and community
 - gaining and maintaining significant relationships
 - expressing and making choices
 - experiencing respect and living a dignified life
 - developing personal skills and areas of expertise
 - Gathers relevant information through a variety of sources (e.g. existing records, interviews of support providers in school and home, direct observations).
 - Develops summary statements that describe relationships between the student's behaviors of concern and aspects of the environments.

2. A behavioral support plan

- Addresses the behavioral concerns and fits within the environment in which it will be used.
- Includes:
 - Adjustments to the environment that reduce the frequency, duration and/or intensity of the inappropriate behaviors.
 - Teaching replacement skills and building general competencies.
 - Consequences to promote positive behaviors and deter problems.
 - A crisis management plan, if needed.

3. Implementation and monitoring strategies for the behavioral support plan

- Identify any training or resources needed to implement plan.
- Determine how to monitor plan.
- Determine schedule to evaluate the monitoring data and, if necessary, make adjustments to the plan.
- Determine responsible individuals for implementation and monitoring. These individuals may be any staff having contact with the student, including teachers, paraprofessionals, counselors, itinerant staff, playground/hallway/bus monitors. Individuals from outside agencies and parents/guardians may also be included.

Assessment of Tier 3 Intervention: May involve daily monitoring by teaching staff using observation recording sheets, point sheets, or graphs. May also include observations by itinerant staff, weekly check on academic progress, or staff/parent/student interviews.

Parent notification: Parent/guardian should be notified. Documented notification should consist of a summary of recent student data, type of intervention proposed and the rationale for the intervention. The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email, or in-person contact. If the behavior support plan is part of delivering a free appropriate public education to a student with disabilities under IDEA or Section 504, the parent should be invited to participate in the development of the plan.

Parental Consent for Tier 3: Written consent is not needed if intervention is part of the student's general education program. If the student's behavioral data suggests the likelihood of dangerous behavior that might require seclusion or restraint as a last resort in a set of tiered interventions within the plan to prevent harm to self or others, parent consent must be sought.

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

1. Consider discontinuing Tier 3 intervention, but continuing Tier 1 and 2, when the student has shown positive gains for at least 3-4 consecutive weeks and has learned the adaptive skills necessary to function within his/her current school environment.
2. Consider continuing Tier 3 intervention when the student's progress monitoring data shows slow progress, and capacity exists to continue intervention within current general education setting.
3. Consider Special Education referral when the following conditions exist:
 - Monitoring scores show a flat /declining trend line.
 - Tier 3 program was implemented for 8 . 12 weeks.
 - Adjustments were made after every 2 . 4 consecutive weeks of flat or declining progress monitoring scores.
 - Student's behavioral performance continues to be significantly below grade level expectations in the classroom.
 - Low achievement has been addressed with academic interventions.

- General education can verify through principal or itinerant staff observations, and/or other documentation that core instruction and scientific research-based interventions were implemented with fidelity.
- General education can provide a timeline with documentation of the interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.
- Intervention cannot be sustained with available general education resources.

Definitions of RTI Terms - Behavior

Term:	Definition:
Accommodation	A change in the student's educational program that may include allowing greater or easier access to instruction (e.g., preferential seating, tests/assignments read to student), different ways for the student to respond (e.g., oral testing, individual/small group testing), a reduction in the amount of learning required (e.g., modified assignments) or reducing the amount of work to be submitted.
Aimline	The projected rate of behavior change over a period of weeks or months. The rate may be based upon the difference between baseline data and the benchmark goal or based upon research-based rate change expectations.
Behavior Support Plan (or Behavior Improvement Plan)	A plan for behavior changes that includes: (1) a summary of the functional analysis data, (2) a hypothesis of the function of the targeted behavior, (3) procedures for behavior change and support. These procedures usually consist of: (a) adjustments to the environment that reduce the occurrences of the inappropriate behaviors, (b) teaching replacement skills and building general competencies, (c) consequences to promote positive behaviors and deter problems, and (d) a crisis management plan, if needed.
Benchmark	A short term or long term assessment goal that indicates that the student is on grade level.
Continuum of Services	A range of services that vary by the type of instructional intervention (e.g., differentiated instruction, supplemental programs), and intensity (e.g., frequency of instruction and feedback given to student within the general education classroom, Title 1 room, resource / self-contained room).
Data collection methods	Methods used to record observed student behavior either by the teacher or another observer in the school setting. Includes event recording (frequency counts), time sampling, interval recording, and behavior ratings.
Differentiated instruction	Classroom instruction targeting specific behavioral skills based on assessment data. The skills may be at, above or below expected levels.
Exclusionary factors	Factors that may cause behavioral concerns and would exclude the student from being certified as Emotionally Impaired. Examples of exclusionary factors include intellectual issues, sensory issues, and health factors.
Fidelity/Integrity of Intervention	The degree to which an intervention is implemented as intended.
Functional Behavior Analysis	Gathering information in order to form a hypothesis as to what type of environmental variables exist when the problem behavior occurs and what is maintaining the problem behavior. The information is usually gathered through the use of observations and interviews.

Intervention	A change in the student's instructional program (e.g. providing more review of classroom rules, teaching social skills, adding academic services) and/or motivation with the goal of improving the student's behavioral skills.
Intervention decision making rules	<p>3 . 4 consecutive weeks below aimline: modify intervention.</p> <p>3 . 4 consecutive weeks around the aimline: continue the intervention.</p> <p>3 . 4 weeks above the aimline: consider increasing the rate goal.</p> <p>3 . 4 weeks at the benchmark level: discontinue intervention if the student is at grade level.</p>
Positive Behavior Support	<p>Positive behavior support is an application of a systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between scientific research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school-wide, classroom, supplemental and individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.</p>
Progress monitoring	Brief, frequent data collection of a particular behavior skill used to assess student performance and evaluate the effectiveness of instruction. The assessment is usually done daily to weekly. Review of assessment data is usually done weekly to monthly.
Research-based intervention	An intervention based on previously proven strategies used in other interventions. However, the particular intervention may not have evidence supporting its own effectiveness.
Response to Intervention (RTI)	A research-based approach to providing students with the type and amount of instruction needed to reach grade level goals. RTI involves (1) early identification of students not achieving at benchmark, (2) scientific, research-based instruction and interventions matched to student need and delivered as soon as possible, (3) frequent monitoring of student progress to measure the rate of actual behavior change after an intervention has been implemented, and (4) use of student data to make educational decisions regarding the student's curriculum, instruction and placement.
Scientific, research-based intervention	A research-based intervention that has been proven to be successful when implemented with fidelity. Also called an evidence-based intervention.

Severe discrepancy	A difference between two scores or skills that is both statistically significant (not likely due to chance) and educationally significant (meaningful in the classroom).
Supplemental Programs	Scientific, research-based instructional programs used to supplement the school-wide programs (e.g. Second Step, ClassWide Peer Tutoring).
Systematic observation of behavior	The observation of the student in different school settings, during different times of the day, and on different days, usually by a trained itinerant staff member. The observations consist of defining the behavior to be observed, selecting a data collection method (e.g. time sampling, interval recording, event recording), and observing the student as well as another reference student or students. Data is then compared between the students, between the settings and with expected norms.
Three-tier intervention process	A three-step process for providing general education interventions. The first step (or tier) consists of intervening within the student's regular classroom during the scheduled instructional period. The second tier, which is done in addition to the first tier intervention, consists of using a targeted, supplemental program or service. The third tier, which is also done in addition to the first tier intervention, consists of a targeted, individualized, intensive intervention.
Universal Screening	The administration of brief screening assessments to all students in a grade, or school, to determine if students are meeting the grade-level benchmark goal or if not, the level of intervention needed to help them meet the goal.

Tier 1 - Initial Teacher Responses to Minor, Inappropriate Student Behaviors

1. Praise other students who are behaving appropriately
 - a. How . Praise students who are close to the student who is misbehaving. Name the student(s) and specifically mention the appropriate behavior. Try to avoid using the phrase, "I like the way _____." This implies to some students that they should only behave appropriately to please the teacher.
 - b. When . As soon as you see the misbehavior. Most effective with students who are not following directions.
 - c. Discontinue . Never.
2. Proximity
 - a. How . Stand close to the student who is misbehaving but do not say anything or look at the student. While doing this, you may also want to praise other students who are behaving appropriately.
 - b. When . As soon as you see the misbehavior. Most effective with students who are not following directions.
 - c. Discontinue . When the student continues to misbehave after you have stood by him/her for 15 . 30 seconds.
3. Gentle verbal reprimand
 - a. How . Immediately after the behavior happens, name the student or group and calmly tell them what is the appropriate behavior.
 - b. When . The first week of school, whenever a new misbehavior begins, or with younger students who do not yet know exactly how they are expected to behave.
 - c. Discontinue . When you find yourself constantly giving the same reprimand to the same person or group.
4. Ignore the behavior.
 - a. How . When the student misbehaves, do not speak to the student or look at the student until the student stops the inappropriate behavior and starts behaving appropriately. When this happens, immediately praise the appropriate behavior.
 - b. When . After you have used a gentle verbal reprimand so the student knows what you expect. Effective with attention-getting behaviors such as chronic blurting out, asking to have directions repeated over and over, or chronic complaining. Be aware that the rate of the inappropriate behavior may increase when you start ignoring before decreasing.
 - c. Discontinue . When you see that the student's behavior is being maintained by the reinforcement of other students, when you don't think you can continue ignoring the behavior because it is driving you nuts, or when the behavior starts to become dangerous to the student or others.
5. The look
 - a. How . You can decide if you want to use your questioning look (eyebrows raised, head tilted slightly to the side) or your withering look (eyebrows furrowed together, head tilted forward).
 - b. When . Probably more effective with students who know what they should be doing and misbehave infrequently.
 - c. Discontinue . When you find yourself constantly giving the same look to the same person or group.

When using these techniques, you are usually assuming that the student understands the directions and has the skills to complete an assigned task. When these techniques don't work, it is often because the student is misbehaving because s/he is avoiding a task that is too difficult and/or s/he is trying to get your attention (or other students' attention) by misbehaving.

5 Easy ways to increase appropriate behaviors

1. Increase the amount of praise to the student and class. The ratio of positive praise to redirections should be at least 3 to 1 with the entire class and at least 5 to 1 with a student who frequently misbehaves.
 - a. How . Mention the student(s) name and the specific appropriate behavior. Try to avoid starting the praise with "like the way ___" and try to avoid the use of general reinforcers (e.g. "good job") that do not tell the students exactly what they were doing correctly.
 - b. When . Immediately after the students have learned new behaviors or immediately after a student has started behaving appropriately after being redirected. With other students, the immediacy of the reinforcer should be based on their maturity (less mature . more immediate) and difficulty of behavior (more difficult . more immediate).
 - c. Discontinue . Never.
2. Goal setting. This involves having an individual conference with a student to set realistic and attainable goals. The goal and how to attain the goal can be written down on a standard form.

Goal Contract Form
Student's Name: _____ Date: _____
A goal for you to work on is to _____ _____
You can show you are working on this goal by:
A: _____
B: _____
C: _____
Student's Signature: _____
Teacher's Signature: _____

Plan to meet with the student at least once a week, or more frequently, to discuss progress and revise if necessary.

3. Goal setting with points and contract. This involves setting goals, as above, and then letting the student earn points throughout the day. At the end of a certain period of time (hour, half-day, whole day, week) if the student earned a certain amount of points, the student would have access to some type of reward. The points could be earned for completing academic work and/or for behaving appropriately for a certain amount of time. The contract should specify the goal, the appropriate behaviors that will lead to attaining the goal, how the points will be earned, how many points are needed to earn the reward, choices for the reward and a beginning and end date. If a checklist is used to track points earned, the checklist should have 3 - 5 of the behaviors needed to attain the goal. Feedback to student on their performance should be given as frequently as necessary. See an itinerant staff member or special ed. teacher for assistance in setting up a contract and checksheet. For examples of contracts, see Tough Kids Tool Box.

Generic Contract Sample	
Student's Name: _____	Date: _____
What to Do to Earn Points:	What Not to Do:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
If I earn _____ points by _____, I will receive one of the following rewards _____	
to be provided by _____, on _____.	
Student's Signature: _____	
Teacher's Signature: _____	
Start Date: _____	End Date: _____

4. Academic help. When many problem behaviors occur during a structured or independent academic work time, some of the following strategies may be helpful:
 - A. During a large group time: have the student sit close to you, check with the student frequently for understanding, have the student sit next to someone who could answer their questions, praise the student frequently for showing good attending skills, in between showing the students how to do something and then asking them to do it, provide some guided instruction by doing some problems with them (make sure this student is participating in this).
 - B. During independent work time: work with this student (and perhaps some other students), providing some small group help; provide the student with smaller goals before s/he can ask for help (ex. do 2 of the problems before asking for help), have the student sit next to a study buddy who can provide some assistance, reduce the quantity or difficulty level of the assignment, praise frequently for staying on-task and/or for completing work.
5. Graphing results. When a student is repeating a behavior daily or weekly, graphing results can provide an incentive to the student and feedback on his/her performance. A graph should contain the dates on the bottom (x-axis), the behavior being measured (e.g., points earned, problems

completed, reading fluency score, spelling test score) on the left side of the graph (y-axis) and, if it can be easily calculated, a goal or aim line to provide the student with a target.

Reducing Behavior Problems in the Elementary School Classroom

An IES Practice Guide from the National Center for Education Evaluation and Regional Assistance
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Recommendations and corresponding level of evidence to support each

1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.

Every teacher experiences difficulty at one time or another in trying to remedy an individual student's behavior problem that is not responsive to preventative efforts. Because research suggests that the success of a behavioral intervention hinges on identifying the specific conditions that prompt and reinforce the problem behavior (i.e., the behavior's antecedents and consequences), we recommend that teachers carefully observe the conditions in which the problem behavior is likely to occur and not occur. Teachers then can use that information to tailor effective and efficient intervention strategies that respond to the needs of the individual student within the classroom context.

Level of evidence: Moderate

Checklist for carrying out recommendation 1:

- Concretely describe the behavior problem and its effect on learning.
- Observe and record the frequency and context of the problem behavior.
- Identify what prompts and reinforces the problem behavior.

2. Modify the classroom learning environment to decrease problem behavior. Many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.

Level of evidence: Strong

Checklist for carrying out recommendation 2:

- Revisit, re-practice, and reinforce classroom behavior expectations.
- Modify the classroom environment to encourage instructional momentum.
- Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. We recommend that teachers actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate; and manage consequences to reinforce students' display of positive replacement behaviors and adaptive skills.

Level of evidence: Strong

Checklist for carrying out recommendation 3:

- Identify where the student needs explicit instruction for appropriate behavior.
- Teach skills by providing examples, practice, and feedback.
- Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior.

4. Draw on relationships with professional colleagues and students' families for continued guidance and support. Social relationships and collaborative opportunities can play a critical role in

supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support.

Level of evidence: Moderate

Checklist for carrying out recommendation 4:

- Collaborate with other teachers for continued guidance and support.
- Build collaborative partnerships with school, district, and community behavior experts who can consult with teachers when problems are serious enough to warrant help from outside the classroom.
- Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior.

5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.

Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide practices and the teachers who implement these practices both in their individual classrooms and beyond.

Level of evidence: Moderate

Checklist for carrying out recommendation 5:

- Address schoolwide behavior issues by involving a school improvement team.
- Collect information on the hot spots throughout the school, such as the frequency of particular schoolwide behavior problems and when and where they occur.
- Monitor implementation and outcomes using an efficient method of data collection and allow ample time for the program to work.
- If warranted, adopt a packaged intervention program that fits well with identified behavior problem(s) and the school context.

Student Observation Form-Event Counting-One Day

Student: _____ Date: _____ Class: _____

Teacher: _____

Duration of Observation - Start Time: _____ End Time: _____

Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period.

--

Total number of behaviors observed: _____

Student Observation Form - Event Counting – Baseline
Best for counting behaviors that have a definite starting and ending point
(e.g., out of seat, talk outs, not following directions, fighting)

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period. If you are keeping count of more than one behavior, you could divide the tally box in half, label the separate boxes (e.g. Behavior 1, Behavior 2) and mark your tallies in the appropriate box. To get good baseline data, you should collect this data around the same time and for the same length of time every day for 3 consecutive days.

Day / Date	Start Time	End Time	Subject / Activities	Tallies	Total Occurrences Observed
Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Student Observation Form - Event Counting – Intervention Phase
Best for counting behaviors that have a definite starting and ending point
(e.g., out of seat, talk outs, not following directions, fighting)
after an intervention has been implemented.

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Intervention: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period. If you are keeping count of more than one behavior, you could divide the tally box in half, label the separate boxes (e.g. Behavior 1, Behavior 2) and mark your tallies in the appropriate box. To get more accurate data to assess the intervention, you should collect the data around the same time and for the same length of time every day you collect data.

Day / Date	Start Time	End Time	Subject / Activities	Tallies	Total Occurrences Observed
Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Student Observation Form – Time Sampling – Baseline
Best for tracking continuous on-task, off-task behavior

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Set a time interval (3 minutes, 5 minutes, etc.). At the end of each interval, observe the student and circle the mark on the data sheet to indicate whether the student was on-task or off-task. To get good baseline data, you should collect this data around the same time and for the same length of time every day for 3 consecutive days.

Start Time: _____ End Time: _____ Length of Each Interval: _____

Interval	On-task / Off Task	Interval	On-task / Off Task
1	+ 0	11	+ 0
2	+ 0	12	+ 0
3	+ 0	13	+ 0
4	+ 0	14	+ 0
5	+ 0	15	+ 0
6	+ 0	16	+ 0
7	+ 0	17	+ 0
8	+ 0	18	+ 0
9	+ 0	19	+ 0
10	+ 0	20	+ 0

- A. Total Number of On-Task Marks (+) _____
 B. Total Number of Intervals _____
 C. Percentage On-Task ($A \div B$) _____%

Student Observation Form – Time Sampling – Intervention Phase
Best for tracking continuous behaviors (e.g. on-task, off-task behavior)

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Intervention: _____

Directions: Set a time interval (3 minutes, 5 minutes, etc.). At the end of each interval, observe the student for 1-2 seconds and circle the mark on the data sheet to indicate whether the student was on-task or off-task. To get more accurate data to assess the intervention, you should collect this data around the same time and for the same length of time every day you collect data.

Start Time: _____ End Time: _____ Length of Each Interval: _____

Interval	On-task / Off Task	Interval	On-task / Off Task
1	+ 0	11	+ 0
2	+ 0	12	+ 0
3	+ 0	13	+ 0
4	+ 0	14	+ 0
5	+ 0	15	+ 0
6	+ 0	16	+ 0
7	+ 0	17	+ 0
8	+ 0	18	+ 0
9	+ 0	19	+ 0
10	+ 0	20	+ 0

- A. Total Number of On-Task Marks (+) _____
B. Total Number of Intervals _____
C. Percentage On-Task ($A \div B$) _____%

NE PLUS ULTRA Preparatory Academy
Date:

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

Dear **[Recipient Name]**:

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

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

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

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

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

Sincerely,

[YOUR NAME]

NE PLUS ULTRA Preparatory Academy

NE PLUS ULTRA Preparatory Academy "Personal Education Plan"

Sample Student

Student Information

Age: _____ Counselor: _____
Date: _____
Grade: _____
Credits: _____
E-date: _____
Review _____
Period: _____ to _____

Personal Education Plan

Academic Performance

Discipline and Attendance

Assessment Data

Family and Employment

Related Issues

Attachment A.8.9, Special Ed. Continuum of service:

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

FLOWCHART

Least Restrictive

Out of Class:

- Consultation
- Tutoring Virtual Assistance
- Etc.

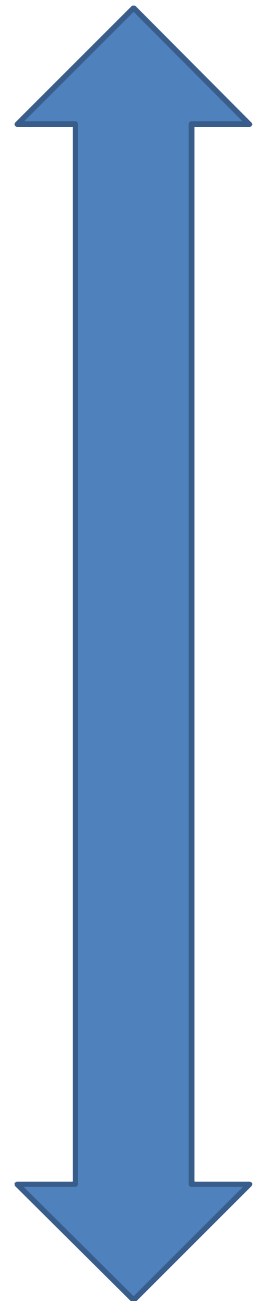
In Class:

- Virtual Co-Teaching
- Physical Co-Teaching
- Etc.

Special Placement:

- Special Virtual Class
- Physical Placement
- Etc.

Most Restrictive



NE PLUS ULTRA

Preparatory Academy

SPECIAL EDUCATION POLICIES AND PROCEDURES

Purpose of the Special Education Policies and Procedures Manual

The purpose of this Policies and Procedures Manual is to provide School staff, other professionals, parents, and community members with information relevant to the operation of the Special Services programs at NE PLUS ULTRA Preparatory Academy. It reflects current requirements in federal and state law and should serve as a useful guide not only in providing needed services, but also in providing technical assistance to staff members in carrying out their assigned responsibilities.

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CONFIDENTIALITY

The confidentiality of personally identifiable information about students with disabilities is protected through the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Nevada Administrative Code (NAC). Except under limited circumstances, confidential information contained in education records cannot be accessed or disclosed without the consent of the parent or the student, if not a minor. The School shall not disclose personally identifiable information except as authorized by law. Confidentiality is critical to the special education process and must be strictly observed. This policy is not intended to inhibit professional communication, but rather to ensure that confidential information about students and their families is treated appropriately.

Definitions

1. Directory information. Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may be released to agencies, institutions, the military or businesses for the purpose of providing students with yearbooks, class rights, graduation announcements, athletic apparel, school pictures, scholarship opportunities, or other purposes that benefit the student and/or school. Directory information will not be released when the purpose is primarily for commercial or sectarian use. The School has designated the following information as directory information: student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study, grade level; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.
2. Disclosure. To permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.
3. Education records. Records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The term does not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; certain law enforcement unit records; certain employment records; certain records on a student 18 years of age or older; certain records created or received by an educational agency after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and grades on peer-graded papers before they are collected and recorded by a teacher.

The following types of documents represent common information of this nature:

- a. Written assessment and diagnostic findings and other documentation (medical, sociological, psychological, or academic) that is used for determining eligibility for special education or for determining an appropriate program. This includes test protocols utilized during the assessment process.
- b. Official correspondence that includes information about the student or the student's family.
- c. Confidential documents provided by other agencies or programs that were provided through a written release of information by the parents or specifically identified as confidential information.
- d. Written information provided by the parents that is included in the student's confidential special education records at the request of the parents.

This is not an exclusive list, and there are other types of information that qualify as confidential information.

4. Eligible student. A student who has reached 18 years of age or is attending an institution of post-secondary education.
5. Personally identifiable information. Includes but is not limited to the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency reasonably believes knows the identity of the student to whom the education record relates.
6. Record. Any information recorded in any way, including but not limited to, hand writing, print, computer media, video or audio tape, film, microfilm, and microfiche.

Maintenance of Records

The records custodian must ensure that all educational records are maintained in a secure location. File cabinets and other storage containers that are used to store such records and documents must be locked and remain locked except for access by authorized personnel. The school principal is responsible for security of special education records and management of confidential information at each school site; however, he/she may designate a staff person to assist with this responsibility. No education records may be removed without first entering the appropriate information (name, date, reason for access) in the record log. Records should be maintained with the oldest documents on the bottom and the newer documents on top, in chronological order.

Directory Information

The school may disclose directory information without written consent if a notice has been given to parents or eligible students regarding the types of information that will be disclosed, as well as notification of their right to refuse disclosure of any or all information that the school considers directory information.

Although directory information may be disclosed without consent, great care should be taken as to the method of disclosure. For example, identifying special education students as such in a list posted in school hallways, the faculty lounge, or in school bulletins would violate FERPA.

Parents may prohibit the disclosure of directory information by providing a written request to this effect.

Inspection and Review of Educational Records

1. Timelines for access. Parents have the opportunity to inspect and review any educational records relating to their child which are collected, maintained or used by the School. The School must comply with a request to inspect and review without unnecessary delay and in any event before any meeting regarding an IEP or a due process hearing relating to identification, evaluation, educational placement, or the provision of a free appropriate public education, and not later than 45 days after the request has been made. The School makes every effort to respond to a request to inspect and review records within ten (10) working days after the request has been made.
2. Interpretations and explanations. Parents have the right to obtain reasonable interpretations and explanations of the information contained in the educational records. The parents may make

reasonable requests for the School to explain and interpret the records, and to have their representative inspect and review the records.

3. Copies of records. The parents may request that the School provide them with copies of the records, if, without the copies, any meaningful review of the records is impractical. The School may charge a reasonable fee for photocopying records.
4. Authority of parent. The School may presume that the parent has the authority to inspect and review records relating to the student unless the School has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation or divorce. In School, it will be necessary for the School to have a copy of any such legal document prior to denying a parent access to the records.
5. Record of access. The School shall keep a record of the persons other than parents and authorized employees given access to educational records. The record must include the person's name, date of access, and purpose for which the person is authorized to use the records.
6. Records on more than one student. If any educational record contains information on more than one student, the parents may inspect and review only the information relating to their child or be informed of that specific information.
7. List of types and locations of records. Upon request the School shall maintain and provide to parents a list of the types and locations of educational records it collects, maintains or uses relating to students.
8. Fees. If the School charges a fee for copies of records made for parents, the amount of the fee cannot effectively prevent the parents from exercising the right to inspect and review those records. No fee may be charged for the search or retrieval of the information.

Amendment of Educational Records

1. A parent who believes that information in educational records is inaccurate, misleading or violates the privacy or other rights of the student may request an amendment of that information. The School shall determine whether to amend the information within a reasonable period of time after receipt of the request. If the decision is to refuse to amend the information, the School shall inform the parent of the refusal in writing, including the reason for the refusal and the right to a hearing.
2. Upon request, the School shall provide an opportunity for a hearing to challenge information in educational records.
3. If, as a result of the hearing, it is decided that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the School shall amend the information accordingly and inform the parents in writing.
4. If it is decided that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the parent may place in the records a statement commenting on the information or setting forth any reasons for disagreeing with the decision.

The School shall notify the parent that the parent has a right to include such a statement in the record.

The School shall retain any such explanation placed in the records as part of the records as long as the record or contested portion is maintained. If the records are disclosed to any person, the explanation must also be disclosed.

5. Any hearing held regarding the amendment of records must be conducted in accordance with FERPA and other applicable procedures.

Safeguards

Each principal/designee must ensure that all school staff that collect or use personally identifiable information receive training to ensure the confidentiality of such information. The School shall:

1. Protect the confidentiality of personally identifiable information at its collection, storage, disclosure and destruction;
2. Appoint one official to assume responsibility for ensuring the confidentiality of any personally identifiable information;
3. Train or instruct all persons collecting or using personally identifiable information regarding confidentiality procedures; and
4. Maintain a current listing for public inspection of the names and positions of those employees within the School who may have access to personally identifiable information.

Storage of Inactive Confidential Records

Inactive special education records and all confidential information maintained on students must be maintained in a secure location. Files of students who have left your school site should be sent to the Special Services office for storage at that office until requested by another school.

Destruction of information

The School shall also:

1. Inform parents when the personally identifiable information is no longer needed to provide educational services to the student;
2. Maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year completed; and
3. Upon the request of the parent, destroy any personally identifiable information except the information listed in (2), which is no longer necessary to provide educational services.

Consent Required for Access to Records

Parental consent will be obtained before personally identifiable information is disclosed to anyone other than authorized individuals or agencies; or used for any purpose other than meeting a requirement under IDEA. The School will not release information from education records to participating agencies without parental consent unless authorized to do so under FERPA (see *CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION*).

Who May Access Records Without Consent

There are several situations where the school School may disclose education records of a student without written consent of the parent or eligible student. The most common situations affecting special education students are explained below:

1. To school officials with a legitimate educational interest. School official is defined as a person employed by the School as an administrator, supervisor, instructor, or support staff member

(including health or medical staff and law enforcement unit personnel); student teachers and related service interns; a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The Director of Special Services is the school official in charge of educational records and shall determine whether a school official is seeking information to carry out his/her official duties and whether the specific information sought is necessary in carrying out those duties.

2. To comply with a judicial order or lawfully issued subpoena. If the education records of a student are subpoenaed, the school needs to make a reasonable effort to notify the parent or student (if 18 years of age or older) before complying with the subpoena. This is intended to allow the parent/student the opportunity to quash or challenge the subpoena.
3. To authorized representatives of federal or state agencies who are engaged in audit or compliance activities. In such a case, the representatives must sign a record of access stating the purpose of their need to access the education record.
4. The school may disclose personally identifiable information about a student from confidential records in an emergency if the information is necessary for the health or safety of the student or other individuals.
5. To officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll.
6. To other entities specified in FERPA, 34 CFR Part 99, §99.31.

PROCEDURAL SAFEGUARDS

Procedural safeguards are specific rights and guarantees given to parents and students through state and federal laws to protect them in matters related to identification, evaluation, educational placement, and the provision of a free appropriate public education. Collectively, these rights and guarantees are referred to as procedural safeguards, and are described for parents in a document disseminated by the Nevada Department of Education entitled "Special Education Rights of Parents and Children."

The IDEA requires that parents be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and provision of a free appropriate public education for students with disabilities. A meeting does not include informal or unscheduled conversations involving School personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that School personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

Definitions

1. Consent. Parents must give informed written consent, which means that they have been fully informed of all information relevant to the activity for which consent is sought, in their native language or other mode of communication. Parents must understand and agree in writing to the carrying out of the activity for which their consent is sought. The request for consent must describe the activity and list the records (if any) which will be released and to whom. Parents must also be informed and understand that the granting of consent is voluntary on their part and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.
2. Evaluation. Evaluation procedures are used to determine if a student has a disability and the nature and extent of special education and related services that are needed by that student. The term refers to procedures that are individually administered and used selectively with a student and does not include basic tests or procedures used with all students in school (e.g., group achievement tests, general screenings, etc.).
3. Notice. The School must provide the parents with prior written notice (see *PARENTAL PRIOR WRITTEN NOTICE*) a reasonable time before proposals or refusals to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to a student. The notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the School must translate the notice orally so that the parent understands the content of the notice and maintain written evidence that these steps were taken.

The notice must contain the following information:

- a. A description of the action proposed or refused by the school;
- b. An explanation of why the school proposes or refuses to take the action;
- c. A description of other options the school considered and the reasons why those options were rejected;
- d. A description of each evaluation procedure, assessment, record, or report used by the school as the basis for the proposed or refused action;
- e. A description of the factors that are relevant to the school's proposal or refusal;

F. A STATEMENT THAT THE PARENTS OF A CHILD WITH A DISABILITY HAVE PROTECTION UNDER THE PROCEDURAL SAFEGUARDS OF IDEA AND, IF THE NOTICE IS NOT AN INITIAL REFERRAL FOR AN EVALUATION, THE MEANS BY WHICH A COPY OF THE DESCRIPTION OF THE PROCEDURAL SAFEGUARDS CAN BE OBTAINED; AND

- g. Contact sources for parents to obtain assistance in understanding the provisions of special education law.
4. Procedural safeguards. A copy of procedural safeguards (the "rights" document) must be provided to parents **AT LEAST ONCE PER YEAR** and at the following junctures:
- a. Initial referral for evaluation or upon parent request for an evaluation
 - b. Upon the first request for a due process hearing in a school year
 - c. Upon the first request for a complaint investigation in a school year (the Nevada Department of Education provides this copy to the parent)
 - d. Upon request by the parent
 - e. On the date a decision is made to make a removal that constitutes a disciplinary change of placement
5. Parent. As used in this section, the term **parent** refers to biological or adoptive parents, a foster parent, a guardian generally authorized to act as the child's parent (but not the state if the child is a ward of the state), an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, or a person identified through judicial decree or order to act as the parent of a child or to make educational decisions on behalf of a child, or the student, if he or she has reached the age of 18. A non-custodial divorced parent also has the right to participate in special education proceedings regarding his or her children. All of the rights that are afforded to parents transfer to the student when he or she is age 18, unless the student has been adjudged incompetent by a court of competent jurisdiction and a guardian has been appointed.

Unless a judicial decree or order has identified a person to act as the parent, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified to act as a parent, is presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

6. Surrogate parent. A surrogate parent is a person appointed by the school to represent the interests of a student when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. A surrogate parent has all the special education rights and authority ordinarily afforded to other parents. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents.

Informed Written Consent

1. Reasonable steps to obtain consent. The School must take and document reasonable steps to obtain parent consent when consent must be obtained before the School can proceed with its evaluation and service provision responsibilities. Reasonable steps which must be taken and carefully documented include:
- o Detailed records of telephone calls made or attempted and the results of those calls

- Copies of correspondence sent and responses received
 - Detailed records of visits to home or place of employment and results
2. Consent requirements. Informed written consent from a student's parents is required in the following instances:
- When the school initially proposes to evaluate a student to determine his or her eligibility for special education and related services (see *CONSENT FOR EVALUATION*)
 - If the parent refuses to consent to an initial evaluation, or fails to respond to a request to obtain consent, the School may but is not required to pursue the evaluation through mediation and/or due process. If the School does not initiate mediation or due process proceedings, the School will not be found to have violated its obligations for child find/identification or evaluation, and the School will not be deemed to have knowledge the student was a student with a disability for discipline purposes.
 - When the school proposes the initial provision of special education and related services for the first time (see *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES*)
 - If the parent refuses to consent, or fails to respond to a request to obtain consent for the initial provision of special education and related services, the School MAY NOT use mediation and/or due process in order to obtain agreement or a ruling that the services may be provided to the student. The School will not be found to have violated its obligations for the provision of a free appropriate public education, and the School will not be deemed to have knowledge the student was a student with a disability for discipline purposes. The School is also not required to convene an IEP committee meeting or develop an IEP, although the School may do so for the purpose of making clear its offer of FAPE to the parent.
 - If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the School may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services (see *PARENTAL PRIOR WRITTEN NOTICE*); MAY NOT use mediation and/or due process procedures to obtain agreement or a ruling that the services may be provided to the child; will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and is not required to convene an IEP committee meeting or develop an IEP for the child for further provision of special education and related services.
 - When the school conducts a reevaluation that requires assessment(s) in addition to information already available to the team (see *CONSENT FOR EVALUATION*)
 - If the parent refuses to consent, the School may but is not required to pursue the reevaluation through mediation and/or due process. If the School does not initiate mediation or use process proceedings, the School will not be found to have violated its obligations for child find/identification or evaluation, and the School will not be deemed to have knowledge the student was a student with a disability for discipline purposes. If the parent has not responded to a request for consent for reevaluation, the School may proceed with the reevaluation if the School can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

CONTACT THE DIRECTOR OF SPECIAL SERVICES IN ALL INSTANCES WHERE PARENTS REFUSE TO CONSENT OR FAIL TO RESPOND TO REQUESTS TO OBTAIN CONSENT.

3. ADDITIONAL INFORMATION: CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION SERVICES. INFORMED WRITTEN CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION SERVICES MUST BE OBTAINED FROM PARENTS BEFORE A STUDENT MAY RECEIVE SERVICES. CONSENT IS OBTAINED USING THE PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES FORM.

In most circumstances, parents sign this form when they attend the student's initial IEP meeting. However, in instances where the parents refuse or do not attend after reasonable attempts are made to involve them in the initial IEP meeting, the school must take reasonable steps to attempt to obtain written consent for initial provision of services through other means. This might include telephone calls, correspondence, and sending the proposed IEP and consent form to the parents through the mail with a pre-addressed and postage paid envelope enclosed. When possible, school staff could also take the form to the parent's home or place of employment. Each of these attempts must be carefully documented. If the parent withholds consent for the initial provision of special education and related services, IEP services CANNOT be provided.

Although federal law does not require that the School prepare an IEP prior to obtaining consent for the initial provision of special education and related services, the School will usually draft a proposed IEP if parents will not participate in the IEP development, and send the proposed IEP to the parent along with the consent form and a *PARENTAL PRIOR WRITTEN NOTICE* proposing development and implementation of IEP services as described in the attached IEP.

The school is only required to obtain *CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* once, before the student is initially placed in a program of special education. Thereafter, the procedures regarding notice and IEP development, review, and revision apply.

4. Reevaluations requiring additional data. Parent consent is not required before reviewing existing data as part of an evaluation or reevaluation, or before administering a test that is administered to all children unless consent is required of all parents. If the IEP Committee and eligibility team need additional data before completing a reevaluation, consent must be obtained.

5. WITHDRAWING CONSENT. CONSENT FOR EVALUATION, REEVALUATION, OR THE INITIAL PROVISION OF SPECIAL EDUCATION SERVICES MAY BE REVOKED AT ANY TIME. HOWEVER, REVOCATIONS ARE NOT RETROACTIVE. A REVOCATION WILL NOT NEGATE AN ACTION THAT HAS OCCURRED AFTER THE CONSENT WAS GIVEN AND BEFORE THE CONSENT WAS REVOKED. FOR EXAMPLE, IF A PARENT WISHES TO REVOKE CONSENT FOR AN INITIAL EVALUATION, AND THE EVALUATION HAS ALREADY BEEN COMPLETED, THE REVOCATION IS INEFFECTIVE. SIMILARLY, IF THE PARENT REVOKES CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES, AND THE SERVICES HAVE ALREADY BEGUN, THE REVOCATION IS INEFFECTIVE. HOWEVER, THE PARENT MAY USE MEDIATION AND/OR DUE PROCESS TO DISAGREE WITH THE SCHOOL'S INTENT TO CONTINUE TO PROVIDE SERVICES. ALSO, THE SCHOOL MAY INITIATE A REEVALUATION TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE ELIGIBLE FOR SERVICES. A STUDENT IS ONLY ELIGIBLE FOR SERVICES IF THE STUDENT HAS A DISABILITY AND NEEDS SPECIAL EDUCATION.

6. Subsequent to the initial evaluation and the initial provision of special education and related services, the school must use written notice to ensure that parents understand any action the school proposes or refuses. This might include the need for assessments determined necessary by the student's IEP Committee in order to provide appropriate services, or completion of a functional behavioral assessment at a time not consistent with the three-year reevaluation juncture.
7. Consent is also required in certain circumstances before the school discloses personally identifiable information. See Confidentiality section for further information.

Prior Written Notice and Notification Regarding ET/IEP Meetings

1. Prior Written Notice. In general, prior written notice is required whenever the school proposes or refuses to take an action related to the identification, evaluation, educational placement, or provision of a free appropriate public education for a student (see *PARENTAL PRIOR WRITTEN NOTICE*).

The following list identifies common situations where the School is required to provide parents with prior written notice:

- “ The school proposes to evaluate or reevaluate the student
 - “ The school proposes to develop the student's initial or annual IEP and has specific proposals for content
 - “ The school proposes to implement an IEP developed without the consensus of the parent
 - “ The school proposes to conduct an initial evaluation or reevaluation without obtaining additional data
 - “ The school proposes to change the student's special education placement or IEP services
 - “ The school proposes to terminate special education services (including termination of eligibility through a reevaluation process, or graduation from high school)
 - “ The school proposes to change or terminate a student's related services (e.g., speech therapy, occupational or physical therapy, counseling)
 - “ The school proposes a suspension or expulsion of a special education student which will constitute a change in placement
2. Notification regarding the student's IEP meeting. Since the IEP meeting is the most important mechanism for involving parents in educational decision-making, parents must receive written notification of this meeting. The importance of parental involvement at the IEP meeting is so significant, in fact, that the case manager must take specific action to notify the parents and make reasonable attempts to assure their participation, even when they cannot be present for the meeting in person. It should be noted that the school must proceed with the IEP development without the parents if they refuse or do not attend after reasonable attempts to involve the parents have been made. See *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*.

3. Notice regarding evaluation and reevaluation. The school is required to send *PARENTAL PRIOR WRITTEN NOTICE* when it proposes an initial evaluation of the student's eligibility for special education and related services. Also, the school is required to reevaluate each eligible student at least every three years unless the School and parent agree otherwise. Parent notice of reevaluation is provided by sending the *PARENTAL PRIOR WRITTEN NOTICE*. Parents are also requested (by letter, telephone, or in person) to provide input as to the need for, and scope of, any additional assessments that may be needed. IDEA regulations permit the IEP Committee members and eligibility team members to review the existing evaluation data to determine whether additional assessments are needed, without a team meeting required. If additional assessments are needed, the School must ask the parent to provide written consent for any additional assessments that have been determined to be necessary in order to complete the reevaluation. If no additional assessments are needed, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to conduct a reevaluation without obtaining additional data is sent to the parents, notifying them of their right to request further assessments.
4. Notice regarding proposed changes to IEP or placement. Since the IEP Committee must make all decisions affecting a student's special education services or placement, the *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING* sent to the parents must explain the proposed changes. Again, the school must make reasonable efforts to involve the parents in the IEP process. When parents do not respond to requests to attend IEP meetings, the school must seek to include them through other means (e.g., via telephone). Parents must receive a copy of the amended IEP developed by the IEP Committee. When parents are not in attendance, parents must be provided with *PARENTAL PRIOR WRITTEN NOTICE* of the School's proposal to implement the IEP.

Graduation from high school or a change in placement to a more or less restrictive setting is considered a change in placement. Such changes in a special education student's program or placement require prior written notice and must only occur through the IEP process (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*). A student's graduation from high school is handled through careful planning of his or her transition and by determining the graduation option (regular diploma or adjusted diploma) through the IEP process on at least an annual basis.

For students graduating with a regular high school diploma, the *PARENTAL PRIOR WRITTEN NOTICE* form must include a statement that the student is receiving a regular high school diploma and will no longer be eligible for special education services upon graduation. For students graduating with an adjusted diploma, the written notice form must include a statement that the student is eligible to receive special education services until he/she receives a regular diploma or reaches 22 years of age.

5. Notice regarding termination of eligibility/services. If the student's services are being terminated because the student is no longer eligible for services, the following procedure must be followed:
 - a. The eligibility team must conduct a reevaluation and determine whether the student is no longer eligible for special education services. See Reevaluation section for all reevaluation procedures, which must be strictly followed.
 - b. If the eligibility team finds the student no longer eligible, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to discontinue services based upon ineligibility must be provided to parents.

If the student's services are being terminated because the student is no longer eligible due to graduation with a regular diploma or because the student has reached 22 years of age, the evaluation described in section (a) is not required. However, a summary of the student's academic achievement and functional performance must be developed and provided to the student and parent (see *SUMMARY OF PERFORMANCE*).

If the student's services are being terminated because the parent has revoked consent in writing for the continued provision of special education and related services, the School must provide *PARENTAL PRIOR WRITTEN NOTICE* of its proposal to discontinue special education and related services based on receipt of the written revocation of consent. Within a reasonable time after providing prior written notice, the School must discontinue all special education and related services to the student.

6. Notice regarding proposals to change or terminate a student's related services. Prior written notice must be provided of the School's proposals or refusals to initiate, change, or terminate a student's related services. Related services (e.g., speech therapy, occupational and physical therapy, counseling) are an important part of a student's IEP. Without these services, many students would not benefit from the special education program provided. For this reason, any decision to initiate, change, or terminate related services must be made by the IEP Committee. If at all possible, it is advisable to have the related service provider participate as a member of the IEP Committee. However, when this is not possible, he or she must supply the rationale for initiating, changing, or discontinuing the services. The IEP Committee determines a student's need for related services.
7. Notice requirements for parental requests. Parents are encouraged to present any requests for changes in eligibility, IEP services or placement in writing. For example, parents may request that the school pay for an independent educational evaluation. They may also request that the school provide additional services for their child. Parents may ask the school to place their child in a specialized program outside of his or her zoned school. Whether the parents' requests are made in writing or not, parents must be given *PARENTAL PRIOR WRITTEN NOTICE* of the school's decisions in response to such requests by parents. If a school receives such a request, it must be forwarded to the Director of Special Education. After consulting with the student's principal and teachers, the Director will make a decision and provide *PARENTAL PRIOR WRITTEN NOTICE* to the parents and, if appropriate, the proposed date of any IEP meeting to discuss the parent's request and present any School recommendations (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*).
8. Notice regarding suspension/expulsion. There are specific procedures that must be followed when a special education student is suspended or expelled for more than ten (10) days from school. The basic procedures that must be followed regarding notice are outlined below:

A. ON THE DATE A DECISION IS MADE TO IMPLEMENT A DISCIPLINARY REMOVAL THAT WILL RESULT IN A CHANGE OF PLACEMENT, THE SCHOOL MUST PROVIDE PARENTAL PRIOR WRITTEN NOTICE OF THIS DECISION AND OF THE INTENT TO CONDUCT A MANIFESTATION DETERMINATION PRIOR TO IMPLEMENTING THE REMOVAL.

B. IF THE IEP COMMITTEE DETERMINES THAT THE BEHAVIOR IS NOT A MANIFESTATION OF THE STUDENT'S DISABILITY, THE SCHOOL MUST PROVIDE PARENTAL PRIOR WRITTEN NOTICE TO THE PARENTS OF THE IEP COMMITTEE'S DECISION AND THE SCHOOL'S INTENT REGARDING FURTHER DISCIPLINARY ACTION.

C. IF THE IEP COMMITTEE DETERMINES THAT THE BEHAVIOR IS A MANIFESTATION OF THE STUDENT'S DISABILITY, THE STUDENT GENERALLY REMAINS IN THE PLACEMENT IDENTIFIED IN THE STUDENT'S IEP (UNLESS THE STUDENT IS PLACED IN A 45-SCHOOL-DAY INTERIM ALTERNATIVE EDUCATIONAL SETTING FOR CONDUCT INVOLVING WEAPONS, DRUGS/CONTROLLED SUBSTANCES, OR INFLICTION OF SERIOUS BODILY INJURY). THE SCHOOL PROVIDES PARENTAL PRIOR WRITTEN NOTICE OF THE SCHOOL'S INTENTION TO CONDUCT A FUNCTIONAL BEHAVIORAL ASSESSMENT (UNLESS ONE HAS ALREADY BEEN DONE) AND TO DEVELOP A BEHAVIOR INTERVENTION PLAN (OR REVIEW/REVISE AN ALREADY EXISTING PLAN).

Appointment of Surrogate Parents

1. Requirement to appoint surrogate parent. A surrogate parent must be appointed by the school when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below.

A student who is eligible for special education in the School and meets any of these conditions will be appointed a surrogate parent to represent him or her in all matters related to special education.

2. Qualifications for serving as a student's surrogate parent. A surrogate parent cannot be an employee of the Nevada Department of Education, the school, or of any other agency involved in the education or care of the student. The surrogate must have no personal or professional interest that conflicts with the interest of the student, and the surrogate must have knowledge and skills that ensure adequate representation of the student. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to whether those staff are employees of agencies involved in the care of the student, until a surrogate parent can be appointed that meets all of the requirements outlined above.
3. Rights and privileges of surrogate parents. Surrogate parents have all the same rights and privileges of biological parents pertaining to the identification, evaluation, educational placement, and the provision of a free appropriate public education for the student he or she represents. As such, surrogate parents must give consent before initial evaluation, initial provision of special education and related services, and reevaluation of the student if the reevaluation requires additional assessments. They must also be given prior written notice for any proposed or refused action by the school as described in this section. Surrogate parents have all the due process rights of natural parents in a dispute with the school regarding the student's special education program.

Independent Educational Evaluation

A parent has the right to request an independent educational evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the School. However, the School may initiate a hearing to show that its evaluation is appropriate. If the final decision is that the School's evaluation is appropriate, the parent still has the right to an IEE, but not at the public expense. Information regarding where an IEE may be obtained will be provided to the parent upon request for an IEE, along with the School's criteria for conducting such an evaluation. Whenever an IEE is conducted at the School's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and

the qualifications of the examiner, will be the same as the criteria the School uses when it initiates an evaluation. Whether or not the school School pays for an IEE, the IEE must be considered in decisions regarding the student's special education program.

An IEE is an evaluation conducted by an examiner who is not employed by the school but possesses qualifications similar to those of examiners employed by the school. Parents should be encouraged but are not required to notify the school before they obtain an IEE. All parent requests for an IEE should be forwarded to the Director of Special Services for review. The Director will tell the parents where an IEE may be obtained and will provide notice of the school 's decision regarding their request for an IEE.

When an IEE has been requested, the School must without unnecessary delay either provide (pay for) the IEE, or request a due process hearing to establish that its evaluation is appropriate. If the hearing officer determines that the School's evaluation is appropriate, the parent may still obtain an IEE, but at the parent's personal expense. A parent is entitled to only one IEE at public expense each time the public agency conducts and evaluation with which the parent disagrees.

Mediation

Mediation is a process where an impartial person participates in a meeting between parents and representatives of the school in an attempt to resolve issues of disagreement about the student's special education program. Most often mediation is used as an informal method of conflict resolution when parents have filed a request for an impartial due process hearing. Mediation may not be used in place of a hearing nor can it delay the parent's right to a hearing. When disagreements between parents and school personnel over special education issues rise to the level of an impasse, the Director of Special Services should be involved. At the Director's discretion, mediation may be requested, although other methods of resolution will probably be used prior to taking this step. Mediation usually produces at least some agreement between the parties. Even when parents proceed to a hearing, mediation often reduces or clarifies the issues to be heard.

The Nevada Department of Education has established a mediation system, maintains a pool of trained mediators, and will pay for the costs incurred by the mediation. Either party (the school or the parents) can request mediation although both parties must agree to participate. Each session of mediation must be scheduled in a timely manner and must be held at a location that is convenient for the parties to the dispute. If the parties reach an agreement, the agreement must be set forth in writing and the agreement is enforceable in court.

Impartial Due Process Hearings

Although a due process hearing may be necessary to resolve a disagreement between parents and the school, there are often other effective methods of resolution (e.g., informal negotiation or mediation). Parents and schools should pursue alternatives to due process whenever possible as a way of reaching an agreement about the student's special education program.

1. Impartial due process hearing. Due process is a formal means provided in the law for resolving disputes between the school and parents. Either the School or parents may initiate a request for a hearing on issues related to identification, evaluation, educational placement or the provision of a free appropriate public education (FAPE) for a student with disabilities (although the School may not request a hearing to dispute a parent's refusal to consent to the initial provision of special education and related services). When a due process hearing is requested, an impartial hearing officer is appointed by the State Superintendent of Public Instruction to hear the case and render a decision. In Nevada, either party may appeal the hearing officer's decision to a state-level review officer. If the matter is not resolved at either of these levels, either party may appeal the case to a state court of competent jurisdiction or a U.S. district court.
2. Requesting an impartial due process hearing. Parents may request an impartial due process hearing by writing a letter to the school Administrator. A model form is available to assist parents

in requesting a due process hearing (see *MODEL DUE PROCESS HEARING REQUEST*). Within five days of receiving the request, the school must transmit the letter to the State Superintendent of Public Instruction with a request that the Superintendent appoint a hearing officer.

Response to request.

- Within 10 days of receipt of the request for the hearing, if the School DID NOT already send a prior written notice to the parent regarding the subject matter of the hearing request, the School shall send notice that includes:
 - explanation of why the School proposed/refused action
 - description of other options the IEP team considered and why rejected
 - description of each evaluation procedure, assessment, record or report used as a basis for proposed/refused action
 - description of the factors relevant to School's proposal or refusal
- Within 10 days of receipt, if the School DID already send prior written notice, the School shall send the parent a response that specifically addresses the issues raised in the request for a hearing. A response by the School does not preclude School from asserting that the parent's due process complaint was insufficient.

If the School files the hearing request, the parent must send the School a response that specifically addresses the issues raised in the request for a hearing within 10 days of receipt of request for hearing.

Sufficiency challenge.

- Within 15 days of receipt, the nonfiling party may notify the Hearing Officer and the filing party that the receiving party believes the notice has not met content requirements
- Within 5 days of receipt of notification of insufficiency, the Hearing Officer makes determination based on the face of the request for hearing and immediately notifies parties in writing
- If insufficient, the filing party must refile and the request is treated like a new request

Resolution meetings.

- Within 15 days of receiving notice of the parent's request for a hearing, the School must convene a resolution session UNLESS the School and the parents agree in writing to waive the session, or agree to use mediation process
- Resolution session participants:
 - Parents and relevant member(s) of IEP Committee (parent and School determine relevant members to attend meeting) who have specific knowledge of the facts identified in the hearing request
 - Includes representative of School with decisionmaking authority
 - May not include attorney of School unless parent is accompanied by attorney
- Parents discuss request for hearing and the facts that form the basis of the complaint, and the School is provided the opportunity to resolve

If a resolution agreement is reached, the parties execute a legally binding agreement that is signed by the parent and a representative of the School who has authority to bind the School. The resolution agreement is enforceable in any state court of competent jurisdiction or in a U.S. district court. A party may void the executed agreement within 3 business days of the agreement's execution.

Resolution period.

- If the School has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur

- The timeline for issuing a final decision begins at the expiration of this 30-day period
- Except where the parties have jointly agreed to waive the resolution process or to use mediation, the failure of the parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held
- If the School is unable to obtain the participation of the parent in the resolution session after reasonable efforts have been made and documented, the School may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint
- If the School fails to hold the resolution session within 15 days of receiving notice of a parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline

Adjustments to 30-day resolution period. The 45-day timeline for the due process hearing starts the day after one of the following events:

- Both parties agree in writing to waive the resolution meeting
- After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible
- If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or School withdraws from the mediation process

4. Stay put.

As required by state and federal law, under most circumstances when a due process hearing has been requested the student stays put in the last agreed-upon placement until the issue is resolved, unless the parents and the school agree on an alternative placement. In limited circumstances (e.g., students who exhibit behavior that is harmful or dangerous to self or others), the School may seek a court injunction to bar the student's attendance at school and maintain an alternative placement until the dispute is resolved through the hearing process. An Interim Alternative Educational Setting (IAES) may become the "stay put" placement for a student who has engaged in behavior involving weapons, drugs, controlled substances, or infliction of serious bodily injury. Also, in cases where a review officer agrees with the parents of the pupil that a particular change in the current placement is appropriate, the change in placement must be treated as an agreement between the School and the parents, for purposes of "stay put" through any continuing litigation.

5. Procedures for a due process hearing.

- a. The parent shall submit in writing to the school administrator any request for fair and impartial due process hearing in accordance with IDEA, stating the name of the student, the residence address of the student, in the case of a homeless child or youth, available contact information for the child the name of the school the student is attending, a description of the nature of the problem including relevant facts, and a proposed resolution of the problem to the extent known and available to the parents at the time. A copy of the request for a hearing must also be submitted by the parent to the Nevada Department of Education.

B. THE SCHOOL ADMINISTRATOR, WITHIN FIVE WORKING DAYS OF THE RECEIPT OF A HEARING REQUEST FROM THE PARENT, SHALL ASK THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION TO APPOINT AN IMPARTIAL HEARING OFFICER.

- c. The State Superintendent of Public Instruction will officially appoint the impartial hearing officer and notify the parties in writing of the appointment. The hearing officer must not have a conflict of interest or be an employee of any public agency involved in the education or care of the student. A person is not an employee of a public agency solely because the public agency compensates the person for the person's services as a hearing officer.
- d. The NE PLUS ULTRA PREPARATORY ACADEMY must also take the following additional actions upon receipt of a request for a hearing:
 - 1. The parent shall be notified by certified mail of the time and place of the hearing.
 - 2. The parent shall be informed of any free or inexpensive legal services and other relevant services in the area.
 - 3. The parent shall be informed of the right to request a resolution of the dispute through a mediation process.
 - 4. The parent shall be informed of all procedural safeguards, including the rights listed below:
 - a. At the hearing, a party to the hearing may:
 - (1) Be represented by counsel;
 - (2) Be accompanied by and advised by persons who have special knowledge of or training regarding the problems of students with disabilities;
 - (3) Present evidence;
 - (4) Call, examine and compel the attendance of witnesses; and
 - (5) Cross-examine witnesses.
 - b. At the hearing, the parent has the right to:
 - (1) Have the pupil present;
 - (2) Have the hearing open to the general public; and
 - (3) Have the record of the hearing and findings of fact provided at no cost to the parent.
 - c. The parent may examine all pertinent school records before the hearing.
 - d. A party to the hearing may object to the introduction of evidence or evaluations, including recommendations based upon evaluations that have not been disclosed to the opposing party at least five business days before the hearing. The hearing officer may bar the introduction of such evidence without the consent of the other party.
 - e. The School shall make a verbatim record of the hearing either in writing or, at the option of the parent, by electronic means. The record must be made available to any party to the hearing.
 - f. The School shall take whatever action is necessary to ensure that the parent understands the written notice and the proceedings at the hearing, including arranging for an interpreter for a parent who is deaf or whose native language is not English.
 - g. The hearing must be held at a time and place reasonably convenient to the parent and student involved.
 - h. The hearing officer shall base the decision solely on the evidence presented at the hearing. In addition:

- A hearing officer's determination of whether a child received FAPE must be based on substantive grounds
 - In matters alleging a procedural violation, a hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:
 - Impeded the child's right to a FAPE;
 - Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or
 - Caused a deprivation of educational benefit
 - A hearing officer may order a School to comply with procedural requirements
 - A parent may file a separate due process complaint on an issue separate from a due process complaint already filed
- i. The hearing officer shall render the findings of fact and decision in writing and mail a copy of the decision to the parties within 45 days after commencement of the hearing timeline. A hearing officer may extend the time for rendering a decision for a specific number of days upon the request of either party, except for expedited hearings. The written findings of fact and decision must be made available to any party to the hearing. At the option of a parent, findings of fact and decision must be made available to the parent by electronic means.
- j. The School shall pay the expenses of the hearing officer and any other expenses of the hearing.
- k. At a minimum, the Hearing Officer:
- must not be an employee of the NDE or the School that is involved in the education or care of the child; or a person having a personal or professional interest that conflicts with the person's objectivity in the hearing
 - must possess knowledge of, and the ability to understand, the provisions of the IDEA, federal and state regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and state courts;
 - must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
 - must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice
- A person who otherwise qualifies is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer.
- l. The decision of a hearing officer is final unless the decision is appealed.
- m. In regard to due process hearings, "business day" means Monday through Friday, excluding federal and state holidays.

Appeal from decision of hearing officer

The parent and the School have the right to appeal the decision of the hearing officer to the State Superintendent of Public Instruction. The appeal must be made within 30 days after receiving the hearing officer's decision; a party to the hearing may file a cross appeal within ten (10) days after receiving notice

of the initial appeal. If there is an appeal, a state review officer appointed by the State Superintendent of Public Instruction shall conduct an impartial review of the hearing.

The review officer shall:

1. Examine the entire record of the hearing;
2. Ensure that the procedures of the hearing were consistent with the requirements of due process;
3. Seek any additional evidence necessary and, if a hearing is held to receive additional evidence, afford the parties the rights set forth in NAC 388.310;
4. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing officer;
5. Schedule any oral arguments at a time and place which is reasonably convenient to the parent and student involved;
6. Make an independent decision on the completion of the review; and
7. Mail copies of the written findings and decision to the parties within 30 days after receipt of a written request for review. The review officer may extend the time for rendering a decision for a specific number of days upon the request of either party. At the option of the parent, the findings of fact and decision must be made available to the parent by electronic means.

The decision of a review officer is final unless a party brings a civil action.

Civil action. Either party may appeal from the decision of the review officer by initiating a civil action in a court of competent jurisdiction within 90 days after receipt of the decision of the review officer.

Expedited hearings. A parent's request for a hearing is expedited under the following disciplinary situations:

- a. Disagreement with the manifestation determination (the decision regarding the relationship of misconduct to the student's disability); and
- b. Disagreement with the decision regarding the placement of a student with a disability who violates a code of student conduct.

The School may request an expedited hearing to change the placement of a student to an appropriate interim alternative educational setting based upon substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or to others. This process may be repeated as necessary.

An expedited hearing must be conducted within 20 school days of the date the hearing is requested and the determination must be made within 10 school days after the hearing. The resolution session must be held within 7 days and the resolution period is 15 days.

Private School Placement

1. STUDENTS WITH DISABILITIES PLACED IN PRIVATE OR RELIGIOUS SCHOOLS BY THEIR PARENTS, WHEN FAPE IS NOT AT ISSUE

The school has an obligation to identify and evaluate all eligible students within its jurisdiction, and to offer to provide special education and related services in the public schools. The School must provide for the participation of private school students with disabilities in special education programs, and a proportionate share of federal funding must be expended for this purpose. No private school student with a disability has an individual right to receive some or all of the special education and related services the student would receive if enrolled in a public school.

After eligible students are identified and evaluated, the school must consult with private school representatives and representatives of parents of private school students concerning child find, determinations of proportionate shares of federal funds to be expended, the consultation process, and the provision of special education and related services. When timely and meaningful consultation has occurred, the School must obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the School must forward the documentation of the consultation process to the NDE.

A services plan must be developed for each private school student receiving services in accordance with this provision of federal law.

2. Obligations to home-schooled students who have disabilities

Under Nevada State Law, the school has the same obligation to students who are exempted from public school attendance for home schooling as it has to students in private schools.

3. Parental placement in a private or residential school at school expense

With the exception of some very unique circumstances, parents cannot make a unilateral placement of their child in a private or residential placement at the expense of the school. There are some specific procedures related to "notice" that parents must follow if they intend to place their child in a residential program at the expense of the school.

The cost of reimbursement described in paragraph (c) of this section may be reduced or denied.

- a. If (i) At the most recent IEP Committee meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Committee that they were rejecting the placement proposed by the School to provide FAPE to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or (ii) At least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the School of the information described in this section;
- b. If, prior to the parents' removal of the child from the public school, the School informed the parents, through prior written notice of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation; or
- c. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Notwithstanding the notice requirement, the cost of reimbursement:

- a. Must not be reduced or denied for failure to provide the notice if (i) The school prevented the parents from providing the notice; (ii) The parents had not received notice of the notice requirement; or (iii) Compliance with the requirements would likely result in physical harm to the child; and

- b. May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if (i) The parents are not literate or cannot write in English; or (ii) Compliance with the requirements would likely result in serious emotional harm to the child.

Transfer of Rights at Age 18

In general, the School shall assure that all rights of the parent shall transfer to the student upon reaching majority, at age 18. The exceptions are in the cases where such children are legally determined to be incompetent to make related decisions. In these instances, the legally established guardian will continue to maintain the rights outlined in this document.

On or before the date when the student turns 17 (during the annual IEP meeting when the student is 16), the student's IEP must include a statement that the student has been informed of the rights that will transfer at age 18.

Application for Parents to Represent Educational Interests of NAA Students

The 2007 Nevada State Legislature passed a state statute to allow parents of students with significant cognitive impairments who participate in NAA (the state's alternative assessment) to submit an application to the school seeking authority to represent the student's special education interests after the student turns 18 (see *NOTICE OF APPLICATION, APPLICATION, NOTICE OF DETERMINATION*). This is the **ONLY APPLICATION** which may be used for this purpose in Lyon County School District. This process applies **ONLY** to the parents of students with significant cognitive impairments who participate in NAA. **Do not** provide this application to the parents of any other students.

Process

State and federal law require that at least one year prior to the student's 18th birthday, parents and students must be notified that the parent's special education rights will transfer to the student at age 18. This step is accomplished in the School by explaining that rights will transfer during the annual IEP meeting held when the student is age 16.

For NAA students ONLY:

1. Explain that state law allows parents of NAA students to apply to represent the student's special education interests after the student turns 18.
2. Provide the parent with the *NOTICE OF APPLICATION* form.
3. Retain a copy of the *NOTICE OF APPLICATION* and note the date *NOTICE OF APPLICATION* was provided to parent and student (prior to 18th birthday)+. see second line from bottom.
4. Explain that if the parent wishes to represent the student's special education interests, the application **MUST BE SUBMITTED no later than 90 days before the student's 18th birthday.**
5. The parent must complete the middle *APPLICATION* section of the document AND provide a copy of the student's IEP reflecting participation in NAA.
6. Within 30 days after receiving the *APPLICATION*, the School must review the application and determine whether to approve or deny the application. A decision to approve or deny must be made in consultation with the Director of Special Services. If the application is complete and the student fits within the specific criteria (**students with significant cognitive impairments who participate in NAA**) the application should be approved.
7. Immediately after decision to approve or deny, return a copy of the *APPLICATION* which was submitted by the parent to the parent and the student with the bottom box completed. **RETAIN A COMPLETED COPY IN THE STUDENT'S SPECIAL EDUCATION FILE.**

Unless the parents have been appointed by the School to represent the educational interests of the pupil, or a court has adjudicated the student incompetent to make decisions, the School must notify the student and parent that a transfer of rights has occurred when the student reaches ages 18. Whether the student's educational rights have transferred to the student or remain with the parents, the School shall provide any required notice thereafter to the student and the student's parents.

IDENTIFICATION

Identifying students with disabilities is the first step in providing appropriate educational services to students who are eligible for special education and related services.

Child Find

The School's "Child Find" program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

The School works in cooperation with other agencies in Carson City and other Counties to:

1. Locate all children and youth with disabilities from the ages of birth through 21 in Carson City and other Counties
2. Identify and refer individuals suspected of having a disability for evaluations
3. Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
 - a. Newspaper articles and other media
 - b. Correspondence with community members
 - c. Annual screenings in schools and in the community
 - d. Teacher training on identifying potential disabilities
4. Maintain a child identification log indicating which children 3-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
 - a. Student Name
 - b. Age
 - c. Date Referred
 - d. Date Evaluated
 - e. Date Service Initiated
 - f. Disability Category
 - g. Reason for Not Serving
5. Coordinate with other agencies providing services to children. The Director of Special Services will make at least two contacts per school year with local agencies to find out if they may have knowledge of disabled children who are not being served, explain the referral process, and request that they refer students under the age of 22 to the school.

Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom.

The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities be educated as much as possible with their nondisabled peers. By modifying what takes place in the classroom to meet a child's needs, we are addressing the spirit of the law. Frequently, such modifications are effective and may eliminate or diminish the need for special education services.

General Education Interventions – Instructional Consultation Teams

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the School it may attempt to remediate such difficulty through providing scientific, research-based interventions in general education environments using the RtI model.

The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

1. Develop an intervention plan for the student, to include:
 - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
 - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
 - c. The data to be collected to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
2. Provide a copy of the intervention plan to the student's parents.
3. Provide the *NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT – RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION* document to the student's parents.
4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the School must:
 - a. Conduct the initial evaluation if the School agrees that the student is suspected of having a disability; or
 - b. Provide *PARENTAL PRIOR WRITTEN NOTICE* of its refusal to conduct the initial evaluation (if the School does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with the Director of Special Services.

If the School determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the School determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the School may refer the student for an initial evaluation.

REFERRAL

A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's child find+ or general education intervention activities, School personnel recommend an evaluation.

If the School proposes to conduct an initial evaluation of a student, parents must be provided with *PARENTAL PRIOR WRITTEN NOTICE* of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. See PROCEDURAL SAFEGUARDS section.

In conducting the evaluation, the School must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to Carson City and other Counties from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the School must review existing evaluation data and determine what, if any, additional assessments are necessary. See *DETERMINATION OF ADDITIONAL DATA NEEDED FOR EVALUATION*. On the basis of this review, the School must identify and gather the additional data needed to determine:

1. Whether the child has a disability.
2. The child's present levels of performance and educational needs.
3. Whether the child needs special education and related services.

The initial referral process is as follows:

1. Identify the suspected disability and initiate the special education referral process; this step may occur after an Instructional Consultation case has been closed, but it may occur earlier if a disability is suspected by parents or school staff prior to completion of any or all interventions.
 - a. Complete the Special Education *REFERRAL FORM* and include the following:
 - Health/Developmental/Education history
 - Student observation form completed
 - Attendance information
 - Discipline information
 - Academic results, sample of classroom work, test scores, etc.
 - Instructional Consultation Summary, if available
 - Instructional Consultation Student Documentation Form, if available
 - Copy of educational intervention(s) and modification(s) from sources other than Instructional Consultation, if available
 - b. Provide prior written notice of the proposal to evaluate the student (*PARENTAL PRIOR WRITTEN NOTICE*) with a copy of Parent Rights
 - c. Obtain parent consent to evaluate the student (*CONSENT FOR EVALUATION*)
 - Academic results
 - Behavior assessment
2. Review referral packet for appropriateness and completeness.
 - a. Parent has been given written notice of the School's proposal to evaluate the student.

- b. Parent has provided consent to evaluate prior to any individually administered assessments given on the basis of the suspicion of disability.
 - c. Parent has been given a copy of Parent Rights, and rights have been explained in their primary language (e.g., Spanish)
 - d. Student has passed the vision and hearing tests,
 - or has been treated by a physician to correct problem area
 - or a copy of the "passed" or "normal" results are provided
 - e. Copies of data are legible and included.
 - f. Principal has signed referral.
 - g. Assign designee or case manager for referral.
3. Process referral packet.
- a. Send copies to the Special Services Department who will forward to psychologist or other evaluation coordinator (e.g., speech therapist) to initiate the evaluation.
 - b. Collect further data if needed.
 - c. Send copies of referral page, copy of consent for evaluation, and relevant information to related service provider if assessment is needed and is indicated on referral form (speech therapist, occupational therapist, or physical therapist).
4. If applicable, psychologist will complete the evaluation write the report and forward copies to the case manager. If the speech therapist has been the evaluation coordinator, the therapist also serves as the case manager. See Evaluation section of this Manual for further information.
5. Schedule a meeting to determine eligibility (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*). See Eligibility section of this Manual for further information.
- a. Meeting must include required Eligibility Team members according to the NAC requirements per disability category. These members include, for example:
 - Special education teacher (for student with speech/language impairment, speech therapist is the special education teacher)
 - Regular education teacher
 - Parent(s) and/or guardian(s)
 - School psychologist
 - b. Meetings could also include:
 - Speech therapist
 - Occupational therapist
 - Physical therapist
 - School nurse
6. Once eligibility is determined and if student is found eligible, an IEP must be written. The IEP Committee must include the following persons, in addition to a person who can interpret the instructional implications of the evaluation (if not already represented):
- a. Parent(s)
 - b. Regular education teacher
 - c. Special education teacher
 - d. LEA representative
- The IEP Committee may also include the following:
- a. School psychologist
 - b. Related service provider (speech therapist, occupational therapist, physical therapist, assistive technology representative, transportation representative, school nurse, etc.)

7. Transfer students:

Transfers within Nevada. Students with disabilities transferring to the School from another school in Nevada remain eligible for special education, related services, and supplementary aids and services. Documentation of previous evaluation(s) and eligibility determination(s) must be obtained from the previous school. If such documentation cannot be obtained, school staff should contact the Director of Special Services. When the parents register their child for school and indicate the student was receiving special education services at his/her previous school in Nevada, a form indicating the name and location of the previous school will be completed and faxed to the special education secretary. Records will be requested and sent to the special education office. Attempts to locate/obtain records will be documented. Records received will be provided to the evaluation coordinator. A copy of the IEP will be sent to the case manager.

If the student's previous IEP is available, the School must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, for a period no longer than 30 calendar days, until the School adopts the previous IEP, or develops a new IEP.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. Upon the expiration of 30 days after the development of the interim IEP, a complete IEP must be developed. Because the student is already eligible in Nevada, a reevaluation is usually not needed.

Transfers from Out-of-State. Students with disabilities transferring into Carson City or other County from another state must be evaluated to determine whether they meet Nevada's eligibility requirements. The evaluation coordinator is responsible for coordinating the process needed to ensure that Nevada eligibility is confirmed, whether under the 30-day interim IEP timeline (in circumstances when no IEP is available from the previous district), or under the 45-school day timeline when the School is providing services comparable to the services provided under the student's out-of-state IEP.

Parental consent must be obtained using the *CONSENT FOR EVALUATION* form. If evaluation information is available, the combined members of the eligibility team and IEP Committee must complete the *DETERMINATION OF ADDITIONAL DATA NEEDED FOR EVALUATION* form. If no additional data are needed, provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision. The eligibility team must meet to determine eligibility within 45 school days of obtaining the parent's written consent.

If the student's previous IEP is available, the SCHOOL must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, until eligibility in Nevada has been determined and until the SCHOOL develops a new IEP, if appropriate.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. If a 30-day interim IEP has been developed, the student's eligibility must be confirmed and a complete IEP must be developed prior to the expiration of the 30 days. During the 30-day period, the student should be receiving services either under an interim Individualized Educational Program. If difficulties are encountered in this situation, contact the Director of Special Services.

EVALUATION

Definitions

1. Eligibility team (ET). A team of professional staff including the parent who plan the assessment for a student, collect the appropriate information through formal and informal assessment methods, and make a determination of eligibility based on the criteria set forth in state regulations (Nevada Administrative Code [NAC] §388.330-440).
2. Academic achievement. The possession of basic reading skills and skills relating to oral expression, listening comprehension, written expression, reading fluency, reading comprehension, mathematics calculation, and mathematics reasoning. For students ages three to five years, this term includes academic readiness and mastery of language concepts (NAC §388.005).
3. Adaptive skills. Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work (NAC §388.015).
4. Assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability (NAC §388.023). Cochlear implants are not considered assistive technology devices.
5. Assistive technology service. Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device (i.e., piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a student). This includes the evaluation of the need for such devices and services; providing for the acquisition of devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services; and training or technical assistance for students, families, professionals, employers, or others (NAC §388.024).
6. Scientific, research-based intervention. The modification of the classroom environment, curriculum or delivery of instruction in general education settings, which is based upon an examination of characteristics of the student as a learner, the instruction being provided and the curricular tasks to be accomplished, and targeted toward improving the student's level of performance and rate of learning. The modification of the classroom environment, curriculum or delivery of instruction is demonstrated through scientifically based research and practice to have a positive impact on a pupil's academic achievement or behavior.
7. Intervention. Strategies developed on the basis of individual need which are designed to have a remedial effect upon any academic or behavioral problems of a student. This does not ordinarily include general disciplinary procedures unless these have a demonstrated superior effect over individually designed strategies (NAC §388.085).
8. Social and emotional condition. The present thoughts, feelings, and interactive behavior of the student (NAC §388.111).
9. Eligibility Determination. A determination by an eligibility team that the student qualifies for special education, related services, and/or supplementary aids and services in the school environment in accordance with the eligibility criteria established in NAC §388.330-440.

10. Evaluation procedures.

Assessments/evaluation materials must be:

- selected and administered so as not to be discriminatory on a racial or cultural basis;
- provided and administered in the child's native language or other mode of communication, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so
- used for the purposes for which the assessments are valid and reliable
- administered by trained and knowledgeable personnel
- administered in accordance with any instructions provided by the producer of the assessments

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with limited sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

The child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Assessments of children who transfer from one district to another in the same school year must be coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

The evaluation must be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

11. Evaluation coordinator. A professional who is assigned to lead the eligibility team (ET) in planning and conducting the evaluation and interpreting the results. Most often this will be the member of the ET who is most responsible for the evaluation (e.g., school psychologist, speech/language therapist).

Purpose

The purpose of gathering diagnostic data pertaining to the special student is to accomplish the following:

1. Determine whether the student has a particular category of disability, or in the case of a reevaluation whether the student continues to have such a disability;
2. Identify the present levels of academic achievement and functional performance of the student;
3. Determine whether the student needs special education and related services, or in the case of a reevaluation whether the student continues to need special education and related services;
4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum; and

5. Formulate possible courses of action.

Principles

Throughout the evaluation process, the following principles should be emphasized:

1. Multidisciplinary team approach.
2. Confidentiality.
3. Nondiscriminatory testing.
4. Adherence to all procedural safeguards.

Process

Students who may be referred for special education services are those whose learning and/or behavior problems appear to be beyond the scope of the general educational setting or whose problems have previously not been solved through general education interventions.

Carson City/County Students	1) Students enrolled in the School are processed through interschool channels according to the referral procedures outlined in sections: Intervention, Referral, and Evaluations.
Students From Other Counties or States	2) Students having received special education services in another school district in Nevada or outside of the state of Nevada are processed according to procedures outlined under "Transfer Students" in the Referral section.
Private-School Students	3) Students enrolled in non-public schools are referred to the Special Services Office, Child Find Coordinator, and are processed according to routine procedures outlined under Child Find.
Non-Enrolled Students	4) Students not currently enrolled in an educational program or who have never received special education services are referred to the Special Services Office.

Consultation with Parents

After determining that the student will be referred for a special education evaluation, the special education case manager meets with parents to discuss the School's proposal for evaluation, as described below.

Meet With Parents	Holds a meeting with the parent/guardian to discuss in detail the student's educational difficulties.
Provide Notice of Proposed Evaluation	Completes <i>PARENTAL PRIOR WRITTEN NOTICE</i> to advise parents of the proposed evaluation of the student.
Advise Parents of Rights	Advises the parent of special education rights and provides a copy of Parent Rights document.
Explain Evaluation Procedures	Explains evaluation procedures.
Obtain Signatures on Consent for Evaluation	Obtains parent/guardian signature on <i>CONSENT FOR EVALUATION</i> form.
If Parent Refuses to Authorize	If the parent/guardian refuses to authorize an evaluation, contacts Special Services for assistance
Obtain Signatures for Exchange	Obtains signature on the <i>PARENT CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION</i> , if appropriate.

Eligibility Team Members – Roles in Evaluation

An eligibility team (ET) must be based upon the required membership for the suspected disability. (See Table 4 for a summary of ET members, per disability category.) The ET reviews all available referral information and gathers additional data, as necessary, to determine which assessment instruments and methods will be utilized. Following this determination, the ET will assign specific responsibilities to team members for each part of the evaluation. Assessment planning is conducted so as to avoid duplication, to ensure that the evaluation is complete and comprehensive, and to get multiple perspectives relative to the needs of the student.

The appropriate ET members conduct assessments and gather other information according to the established plan. If it appears to any member of the team that additional assessments are necessary, (e.g. to determine the student's need for related services or to explore other student characteristics) he/she should share these observations with other team members and obtain consensus on the need for additional assessments. Use forms for *PHYSICAL THERAPY*, *OCCUPATIONAL THERAPY*, and/or *SPEECH/LANGUAGE THERAPY REFERRAL FOR EVALUATION* as appropriate and submit REFERRAL forms to the Special Services Office. If the ET members require other more specialized assessments, contact the Special Services Office.

Evaluation Steps

A timetable for completing the evaluation is established that includes the anticipated date of the ET meeting where assessment information regarding the student will be reviewed and eligibility will be determined. The assessment must be completed and eligibility determined within 45 school days from the date that the parent signs the *CONSENT FOR EVALUATION*. This date may be extended only upon written permission from the parent.

Gathering the diagnostic data is an integral part of the process leading to provision of special education services. The purpose of this data is to define current student performance levels, identify strengths and weaknesses, establish cause-related factors that affect an individual's performance, and to make recommendations for courses of action. Confidentiality and adherence to procedural safeguards are imperative throughout the process.

1. Designate evaluation coordinator
2. Gather evaluation data
 - a. Gather initial data
 1. Review all available information.
 - a. Confidential folder.
 - b. Cumulative file.
 - c. Personal interviews with appropriate staff relating to referred individuals.
 - d. Additional information from parent (see *HEALTH/DEVELOPMENTAL/ EDUCATION HISTORY*)
 2. If appropriate in instances where there is evaluation information available (e.g., out-of-state transfers, or infant/toddlers transitioning to school district services at age three), determine whether additional data are needed by meeting with or contacting combined members of ET and IEP Committee (see *DETERMINATION OF ADDITIONAL DATA NEEDED FOR INITIAL EVALUATION*). Parents are contacted by letter, telephone, or in person to review existing data and ascertain whether they believe additional data are needed. Members are not required to sign the form; if the special education

teacher contacts them by telephone he or she can simply note the name of the person, the date contacted, and whether or not that person thinks additional data are needed. Consensus is not required. If any one member of the evaluation team believes additional data are required, the issue must be addressed by the team in designing the scope of the evaluation.

b. Collect new information

1. Obtain *CONSENT FOR EVALUATION*.
2. If needed, conduct a classroom observation (or utilize observation data previously collected) to include:
 - a. A description of the relevant behavior noted during the observation of the student.
 - b. A statement of the relationship of that behavior to the academic functioning of the student.
 - c. Record observation on the *STUDENT OBSERVATION REPORT*.

c. Administer tests as appropriate to disability category

1. Appropriate achievement tests
2. Appropriate cognitive assessments
3. Behavior rating scales
4. Other measures as needed

d. Formal data may include standardized assessment in the following areas of functioning

The evaluation provided by the school psychologist will be combined with the diagnostic information gathered previously at the school to constitute the educational evaluation. Eligibility for special education services will be determined in accordance with the Nevada Administrative Code using all data gathered regarding a particular student. No single test or piece of information shall be used to determine eligibility. The school psychologist assesses:

1. The academic potential of the student.
2. The achievement of the student.
3. The social-emotional and/or adaptive behavior of the student.
4. The development of sensory information skills.

ELIGIBILITY

The purpose of convening the Eligibility Team meeting is to determine whether the student is eligible for special education and related services, and to ensure that all sources of information are considered when determining a student's eligibility.

As the final step in the evaluation process, the case manager schedules a meeting to examine the results of assessments and other information regarding the student in relationship to eligibility criteria. This meeting is chaired by the case manager, unless it is agreed that another member will chair. Minimum membership must include the persons specified in the NAC for each disability category (See Table 4).

Eligibility Team (ET) meetings are to be held separate from IEP Committee meeting(s), although one meeting may immediately follow the other if parents have been properly noticed and participants that are required by NAC for both ET and IEP meetings are present.

At the ET meeting, the group may:

- 1) Determine if students are eligible for special education services under the disability criteria for which he/she was evaluated based upon the suspicion of disability;
- 2) Determine if students are eligible for special education under disability criteria other than that for which he/she was assessed (this may require additional assessments);
- 3) Determine if the students are not eligible according to established criteria for special education (NAC 388.387-430). If the students are not eligible, the team may still wish to develop recommendations for the students' teachers to promote students' success. The parents must be informed of their rights should they desire to contest this decision or to have a due process hearing to determine eligibility for services. *PARENTAL PRIOR WRITTEN NOTICE* is provided to the parent if the ET determines that the student is not eligible for special education.

Eligibility Statements will be completed by ET members. This statement will serve to document the eligibility for service for each student and will be completed at the ET meeting.

It is important that all team members understand that eligibility decisions are a team responsibility and not the duty of any one member. As such, all members must sign the Eligibility Statement and indicate their agreement or disagreement with the decision reached by the majority of the team.

Disagreement Among the Team

Eligibility is determined by the opinion of a majority of Eligibility Team members. If a single member or a minority of the team members disagree about the decision of the majority, a written minority report must be prepared that provides the following information (a minority report must be prepared in an LD eligibility decision and may be prepared for other disability categories):

Basis	1) The basis of disagreement with the majority opinion;
Evidence	2) Evidence from assessment information, observations, or other sources that support the dissenting opinion; an
Alternatives	3) Alternative recommendations, if any, pertaining to the student's eligibility or educational program.

The minority report must be attached to each copy of the ET Eligibility Statement and a copy included in the student's confidential special education file. A copy of both the ET Eligibility Statement and the minority report must be sent to the Director of Special Services within five (5) working days of the ET meeting.

Eligibility Decision-Making Steps

1. Eligibility decision-making

a. Prepare evaluation report

1. Psychologist (or other primary diagnostician) gathers all pertinent data and summarizes it in a written report. Included in the report should be statements regarding developmental history and social/emotional development. For students evaluated for Learning Disabilities, specific content is required in the evaluation report (including the scores from the computerized LDDA formula if discrepancy analysis has been used in the determination of eligibility). For students in other disability categories, the report must summarize the assessments conducted and their results, the instructional implications of the assessment results, and any other relevant information.
2. A copy of the evaluation report must be given to the parent either during or shortly after the eligibility meeting.

b. Determine eligibility for special education

A determination of eligibility must be made within 45 school days from the date the parent signed the consent for evaluation.

1. Parent is notified of the eligibility team meeting (may be combined with an IEP meeting) (*PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*).
2. During the meeting, team members share and discuss all information.
3. Parent presents any additional information.
4. Eligibility or non-eligibility is determined during the eligibility team meeting.
5. Appropriate Eligibility Statement is completed consistent with eligibility team's decision. A copy of the Eligibility Statement must be given to the parent. A second copy should be sent to the psychologist's or primary diagnostician's office for placement in the student's file.
6. If student is eligible for special student services, the special educator (as IEP Committee chair) shall convene a meeting of the IEP Committee including the parent of the student to determine the appropriate educational program for that student based on identified educational needs. This meeting may be held immediately following the meeting of the eligibility team, so long as all required IEP Committee members are present and the parent was given notice of the IEP meeting.

Once a student for the first time has been determined eligible for special education, an IEP meeting must be held within thirty (30) calendar days from the date of eligibility determination.

c. Eligibility criteria

Eligibility criteria for each disability category are defined in applicable provisions of the Nevada Administrative Code, Chapter 388.

NOTE: In making a determination of eligibility, a student may not be determined to be a student with a disability if the controlling factor for such a determination is the student's lack of appropriate instruction in reading or math or limited proficiency in English.

REEVALUATION

In accordance with state and federal regulations, each student receiving special education services will be reevaluated if conditions warrant, or if the student's parent or teacher requests a reevaluation, but at least once every three years ("triennial" evaluation) unless the School and the parent agree that a reevaluation is unnecessary. The Director of Special Services must be consulted before any such agreement is made.

Purposes

Reevaluations of previously identified students with disabilities will be conducted for one or more of the following purposes:

1. Determine whether the student continues to have a disability;
2. Identify the present levels of academic achievement and related developmental needs of the student;
3. Determine whether the student continues to need special education and related services; and
4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum.

Reevaluation Process

1. *PARENTAL PRIOR WRITTEN NOTICE* must be given of the district's proposal to reevaluate the student's eligibility special education services.
2. Reevaluations must be addressed by the triennial anniversary date. For example, a child found eligible on June 6, 2009, must be reevaluated and the student's eligibility must be reconfirmed on or before June 6, 2012.
3. The combined members of the Eligibility Team and IEP Committee **must** be contacted by letter, email, telephone, or in person to ascertain whether they believe additional data or assessments are needed to determine continued eligibility. In general, a meeting of these individuals is used for the purpose of reviewing existing data. Use *DETERMINATION OF ADDITIONAL DATA NEEDED FOR REEVALUATION* to document the review of existing data against the NAC assessment requirements and the determination of whether additional data are needed to address those requirements. If no additional data are needed, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of this decision and the reasons for it, including the parent's right to request additional assessments.

See Table 1 for the Combined Members of the Eligibility Team and IEP Committee, per disability category, and Table 2 for the NAC assessments required in an evaluation, per disability category.

A new referral must be completed and *CONSENT FOR EVALUATION* must be obtained before any new assessments can be conducted. If the parent does not respond to a request for consent, the School may proceed with the reevaluation if the School can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

- a. Detailed records of telephone calls made or attempted and the results of those calls.
- b. Copies of correspondence sent to the parents and any responses received.
- c. Detailed records of visits made to parents' home or place of employment and the results of those visits.

4. Follow EVALUATION AND ELIGIBILITY procedures previously outlined.

Documentation

Upon the completion of the reevaluation and based on the reevaluation results, the eligibility team shall record in writing whether the student meets the continuing eligibility requirements for his/her present disability category. In making such determinations, the eligibility team shall document in a written Evaluation Report the basis for such determination, including any relevant data or assessment process used for the determination of continuing eligibility. An Eligibility Statement shall also be completed.

TABLE 1
REQUIRED MEMBERSHIP FOR COMBINED IEP & ELIGIBILITY TEAMS

DISABILITY CATEGORY	PERSONS RESPONSIBLE FOR SCOPE OF EVALUATION
AUTISM	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech/Language Specialist; One or more persons who have sufficient knowledge of the student to interpret information related to the student's social, emotional, developmental and familial condition.
HEARING IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of hearing impairment; not fewer than three persons with expertise in one or more of the following areas: (1) audiology or the interpretation of an audiological report, (2) hearing impairment, (3) the interpretation of an assessment of health, communication skills and disorders, and/or academic achievement.
VISUAL IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of vision impairment; not fewer than three persons with expertise in one or more of the following areas: (1) vision, (2) vision impairment, (3) the interpretation of an assessment of health or academic achievement.
ORTHOPEDIC IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Nurse or other person qualified to interpret an assessment of health; One of the following: (1) physical therapist; (2) occupational therapist; (3) Any other specialist whose presence is deemed appropriate; One or more persons having personal knowledge of the student.
HEALTH IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; School Nurse or other person qualified to interpret an assessment of health; One or more persons with sufficient knowledge of the student to interpret information relating to the student's social, emotional, developmental and familial condition.
SPEECH AND LANGUAGE IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Speech and Language Specialist; Person having personal knowledge of the student.
TRAUMATIC BRAIN INJURY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; School Nurse or other person qualified to assess the health of the student; One or more persons with sufficient knowledge of the student to interpret information relating to the social, emotional, developmental and familial condition of the pupil.
MENTAL RETARDATION	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; One or more persons qualified because of personal knowledge of the student to interpret assessments of health and adaptive skills of the student and information relating to the family of the student.
EMOTIONAL DISTURBANCE	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the health, development, family, and social and emotional condition of the student.

SPECIFIC LEARNING DISABILITIES	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
DEVELOPMENTAL DELAY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
MULTIPLE IMPAIRMENTS	See requirements for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

TABLE 2: REQUIRED ASSESSMENTS PER DISABILITY CATEGORY

DISABILITY CATEGORY	MINIMUM ASSESSMENT COMPONENTS
AUTISM	Health and medical status; developmental history, including rate and sequence of development and a clear statement of strengths and weaknesses; cognitive abilities; social and emotional condition in multiple settings; academic achievement; adaptive skills; and speech, language and other communication skills. Team must also consider: sensory regulation; self-help and independent living skills; behavior problems; symbolic and imaginative play; activities and special interests; and motor skills.
HEARING IMPAIRMENT	Comprehensive audiological examination, including pure tone and speech discrimination tests, performed by an audiologist; assessment of health, which must include a comprehensive examination of vision academic achievement, and speech and language.
VISUAL IMPAIRMENT	Comprehensive examination of vision, performed by an eye specialist; assessment of health and academic achievement.
ORTHOPEDIC IMPAIRMENT	Health assessment, including physical examination; student's functional limitations in relation to the demands of a regular classroom.
HEALTH IMPAIRMENT	Health assessment; analysis of the ability of the pupil to perform in a regular classroom.
SPEECH AND LANGUAGE IMPAIRMENT	Performance relating to language, articulation, fluency or voice, as relevant to the impairment; health assessment; if relevant, cognitive abilities, academic achievement, and social and emotional condition.
TRAUMATIC BRAIN INJURY	Required considerations: medical documentation of injury; student's educational performance relative to a normative population; student's strengths and weaknesses; if possible, student's educational performance before and after injury. Required assessments: health; developmental history; cognitive abilities; social and emotional condition; academic achievement; language and motor skills; sensory and perceptual abilities; and attention, comprehension, judgment and problem-solving skills.
MENTAL RETARDATION	Cognitive abilities; adaptive skills, including prevocational and vocational assessments if appropriate; health, including a developmental history; academic achievement; speech and language.
EMOTIONAL DISTURBANCE	Social and emotional condition, based in part upon information from the student; health and cognitive abilities; performance of student in current educational setting; any previous intervention on behalf of student.
SPECIFIC LEARNING DISABILITIES	Cognitive abilities (if using discrepancy analysis); social and emotional condition; academic achievement; performance of student in current educational setting; any scientific, research-based intervention provided to the student; health and developmental history; observation of academic performance; data that demonstrate that prior to or as part of the referral process the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of pupil progress during instruction, which was provided

	to the pupil's parents.
DEVELOPMENTAL DELAY	Health; developmental functioning; social and emotional condition. "Developmental functioning" defined in NAC as: cognitive abilities, gross and fine motor skills, self-help, social and emotional condition, and skill in the use of receptive and expressive language.
MULTIPLE IMPAIRMENTS	See components for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

TABLE 3: DESCRIPTION OF ASSESSMENT COMPONENTS

COMPONENTS	PURPOSE	METHODS	RESPONSIBLE PARTY
Student Interviews	To obtain perceptions of school, peers, rules, home, community, etc.	standardized/individualized age appropriate questions	Psychologist Counselor
Parent Interviews	To obtain perceptions of the child; opportunity to express concerns and ask questions	standardized/individualized questions	Psychologist Counselor
Medical History/Status	To determine existence of health problems affecting educational performance	health records; parent interview	Psychologist Nurse
Developmental History	To identify environmental factors relevant to school functioning and the developmental stage of behavior	developmental scales; school readiness; family & developmental history	Psychologist Teacher Case Manager
Audiological	To determine how well student hears	hearing acuity; tympanogram	Speech Therapist
Speech, Language, and Communication	To assess student's ability to understand, relate to and use language	voice, articulation; receptive & expressive language; auditory processing	Speech Therapist
Vision	To determine how well student sees	visual acuity; tracking & accommodation; color vision	Nurse
Academic	To obtain current levels in pre-reading skills, reading, math, and written expression	achievement tests; skill diagnostic tests	Teacher Counselor Case Manager Psychologist
Observation of Academic Performance	To observe the student's activities, strategies, and conduct in the classroom	observation	Someone other than student's regular teacher
Adaptive Behavior	To determine what student can do for self and how he gets along with others	socialization; daily living	Teacher Counselor Case Manager Psychologist Parent
Sensory/Motor	To determine how well student can utilize what is taken in by the senses	visual perceptual; visual motor; auditory perceptual; fine/gross motor	Psychologist Case Manager Teacher, Specialist
Cognitive Ability	To assess student memory and use of information to solve problems and predict achievement	intellectual ability; problem solving	Psychologist
Social/Emotional	To determine student's personal, social, and emotional adjustment	behavior checklists; projective drawing tests; personality tests; sentence completion tests; interviews	Psychologist Teacher Parent Counselor
Vocational	To measure student's interests and abilities relative to occupational preparation	prevocational and vocational interest inventories	Counselor Case Manager Teacher

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Placement of a student in any program of special education occurs only after the development of an Individualized Educational Program (IEP). The purposes for developing an IEP are as follows:

Plan the Program	1. To develop an individual program for the student which includes specially designed instruction in areas of disability which adversely affect educational performance;
Facilitate Communication	2. To facilitate communication between parents and school personnel for proper and effective implementation in IEP, for students with disabilities;
Manage Services	3. To serve as a management tool to ensure students receive services as determined by the IEP Committee;
Commit Resources	4. To set forth a written commitment of resources to guarantee a free appropriate public education for the student; and
Evaluate Progress	5. To serve as an evaluation device to determine if the student has reached the goals and objectives developed by the IEP Committee.

The IEP is a written statement for each eligible student describing:

1. **STUDENT INFORMATION DATA, INCLUDING ELIGIBILITY CATEGORY AS DETERMINED BY ELIGIBILITY TEAM.**
2. Present levels of academic achievement and functional performance, and other relevant developmental areas.
3. **STUDENT STRENGTHS; PARENTAL CONCERNS; AND STUDENT'S INTERESTS AND PREFERENCES.**
4. Special factors applicable to students who have needs in the following areas: behavior; limited English proficiency; services for the blind or visually impaired; communication needs for the deaf or hard of hearing; and assistive technology.
5. **TRANSITION SERVICES.**
6. **ANNUAL GOALS AND SHORT-TERM OBJECTIVES, TO INCLUDE A BEHAVIOR PLAN, IF NECESSARY.**
7. **METHOD FOR REPORTING PROGRESS.**
8. **SPECIAL EDUCATION SERVICES, SUPPLEMENTARY AIDS AND SERVICES, AND RELATED SERVICES REQUIRED TO MEET THE STUDENT'S UNIQUE NEEDS, INCLUDING THE BEGINNING AND ENDING DATES, FREQUENCY, AND LOCATION OF THE SERVICES.**
9. **PARTICIPATION IN STATEWIDE OR SCHOOL-WIDE ASSESSMENTS.**
10. **EXTENDED SCHOOL YEAR SERVICES.**

11. PLACEMENT.

All students who are eligible for special education must have a current IEP.

IEP Meetings

1. Meeting to develop the initial IEP must be held within thirty (30) calendar days from date of initial eligibility determination.
2. Review and revision conducted periodically, but not less than annually. State regulations require that the parents of a child with a disability age 3-5 be given an opportunity to participate in a review of the child's progress every six months. An IEP meeting may be convened for conducting this review, but is not strictly required.
3. Annual review must occur on or prior to the anniversary date of the IEP.

IEP Committee—Minimal Membership

1. LEA Representative: principal or administrative designee (must hold administration or special education license in Nevada)
 - a. Must be qualified to provide or supervise the provision of specially designed education for children with disabilities.
 - b. Must be knowledgeable about the general curriculum; and
 - c. Must be knowledgeable about the availability of resources of the School.
2. *Regular classroom teacher who works with the student or person qualified to teach the student.
3. *Special education teacher.

* **Cannot also serve as LEA representative**

4. Parent of student, or student if 18 or older.
5. The student, beginning at age 14, when transition services will be discussed.
6. A person who is familiar with the tests and other assessments performed on or by the student and their results who can interpret the instructional implications of the results of the evaluation.
7. A person who has personal knowledge about school personnel and options for placement available to provide special education and related services to the student.
8. **IF TRANSITION SERVICES ARE BEING DISCUSSED, REPRESENTATIVES OF OTHER AGENCIES WHO ARE LIKELY TO BE RESPONSIBLE FOR PAYING FOR OR PROVIDING TRANSITION SERVICES. CONSENT MUST BE OBTAINED FROM THE PARENT BEFORE INVITING SUCH PERSONS TO PARTICIPATE IN AN IEP MEETING (SEE CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION/RECORDS).**
9. **IF APPROPRIATE, A REPRESENTATIVE OF ANY PRIVATE SCHOOL FACILITY. IF THE REPRESENTATIVE IS UNABLE TO ATTEND, RECORDS ARE KEPT OF OTHER METHODS TO ENSURE PARTICIPATION, INCLUDING INDIVIDUAL OR CONFERENCE TELEPHONE CALLS.**

IEP Committee Optional Membership

1. Student at any age - when appropriate

2. Parent advocate/attorney
3. Diagnosticians
4. Related Service Providers (speech/language therapist, OT, PT, counselor, etc.)
5. Interpreter(s) for parent, student or employee, if required
6. Others at discretion of the parent or School

Parent Participation

1. The case manager will ensure that the parent of an eligible student is present at the IEP meeting or is afforded the opportunity to participate by scheduling the meeting at a mutually agreed upon time and place. Planning for arranging IEP and/or eligibility meetings must begin two to three weeks in advance of the time when the meeting must be held.
 - a. Written notice of the purpose, date, time and location of the committee meeting must be given sufficiently far in advance of the meeting to enable the parent to make arrangements to attend (see *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*). In order to satisfy the requirement to provide a copy of parent rights at least once per year, a copy of parent rights will be sent to parents with notification of each annual IEP meeting.
 - b. At least two attempts are made to contact the parent by telephone to arrange the date and time for the IEP meeting. These attempts must be documented. If the parent cannot be reached, the meeting is scheduled without parent input.
 - c. Written notice of the purpose, date, time and location of the meeting is sent to the parent (see *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING*), usually about two weeks in advance of the scheduled meeting. If the parent does not acknowledge receipt of the first notice within one week, the school shall attempt to notify parent by telephone to confirm the parent's participation; this contact must be documented. If the attempt to reach the parent by telephone is unsuccessful, a second written notice is sent.
 - d. If the parent is unable to attend the committee meeting in person, the School shall use reasonable efforts to secure participation in the meeting by written, telephonic or other means.
 - e. Copies of all *PARENTAL PRIOR WRITTEN NOTICE and PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING* forms sent for any reason will be maintained in the student's IEP file.
2. Case manager shall document all reasonable efforts to contact parent (use *CASE NOTES AND DOCUMENTATION OF PARENT/GUARDIAN CONTACTS*).
 - a. Indicate all letters, phone calls, and or personal contacts.
 - b. Keep record of all attempts within the student's special education file.
3. If necessary, IEP Committee shall meet **without** parent in attendance **only after one of the following circumstances is documented:**

- a. Parent does not respond to two (2) written notices, and at least one (1) telephone contact as documented in detail.
- b. Parent agreed to an appointment (confirmed by signature on notice to parent or notation in the file based on other communication with the parent) and does not show for appointment (or call to explain absence and reschedule). "No Show" must be documented.

A copy of any IEP developed without the presence of the parent must be sent home, with a letter of explanation. The letter should detail the reasons why the IEP meeting was held, and advise the parent that they may request another IEP meeting if they wish. Additionally, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of the School's intent to implement the IEP if an IEP was developed without the presence or consensus of the parent.

Preparation for IEP Meeting—Case Manager

1. Notify committee members of date and time.
2. Ensure all necessary confidential information is available to committee members prior to meeting.
3. If a draft of the IEP has been prepared, it is recommended, but not required, that a copy clearly marked as "DRAFT" be sent to the parent at least five days prior to the meeting.

IEP Development Procedure

1. The case manager shall chair the IEP meetings and ensure the following procedures are implemented:
 - a. Complete student information data section on IEP.
 - b. Review Evaluation Report and Eligibility Statement.
 - c. **Review procedural safeguards** with parent. A copy of the procedural safeguards was sent with notice of the IEP meeting. If the parent has this copy another copy need not be given unless the parent requests a copy.
 - d. Make arrangements to obtain additional information if IEP Committee determines that available information is inadequate for some reason.
 - e. As useful or necessary, relevant information must be noted on the *CASE NOTES AND DOCUMENTATION OF PARENT/GUARDIAN CONTACTS* form to record details of any meeting which does not result in a revision to an IEP, or other document. Note that actual IEP decisions **MUST** be recorded as revisions to the IEP.

2. IEP Development

The IEP chairperson, with the input of all committee members, develops the goals and objectives of the IEP during the IEP meeting. The first task of the committee in the planning function is to review the information gathered during the student evaluation process. Using this information, the committee should complete the IEP in accordance with the Nevada Department of Education Guidelines for IEP Development (included as an appendix to this Special Education Procedures Manual) and the specific technical assistance guidance provided by THE SCHOOL in staff training.

3. Additional Information

A.

LENGTH OF SCHOOL DAY

If the school day is to be modified, indicate the parameters of the modified day on the section for Supplementary Aids and Services. List the reasons why the day has been modified. Length of school day should only be modified if all committee members agree that it is necessary to provide the student with a free appropriate public education.

Any changes made to the length of the child's school day must be accompanied by a plan to reconsider those changes at regular intervals. It is the position of the School that any such modifications are not permanent and efforts will be made to bring the child's school day back into line with others of the child's age or grade level as soon as it is feasible.

B.

ASSISTIVE TECHNOLOGY

Assistive technology includes devices and services as part of specially designed instruction, related service, or supplementary aids and services. If a related service, the student must require the device to assist him or her to benefit from special education services.

Assistive technology devices are used to increase, maintain, or improve the functional capabilities of the student. Routinely, items such as wheelchairs, walkers, hearing aides, glasses, and medical devices, do not fall into the School responsibility area. There are exceptions. Please contact the Director of Special Services if there is such a request. School personnel can act as facilitators to assist students in securing devices outside of the School's responsibility. If the School purchases the device it is, and will remain, School property. The device's use, including home use, must be determined during the IEP meeting.

4.

EXTENDED SCHOOL YEAR

Provision of ESY services is an IEP Committee decision that involves appropriate school personnel and the parents. ESY services are defined as special education and related services provided in addition to the normal 180-day school year for the purpose of minimizing significant regression of identified skills and for enhancing recoupment of those skills when the regular school year resumes. These identified skills may involve areas of learning related to self-sufficiency, academic, social and/or emotional skills.

There are no specific standards set forth in IDEA for determining when ESY services are needed. Regression and the speed of recoupment are factors for the IEP committee to consider while making the decision. Regression is defined as the loss of previously mastered skills when an extended break in instruction occurs. The recoupment of those skills is defined as the ability to regain a skill within a reasonable period of time to previously achieved levels prior to an extended break in instruction. Regression could be considered significant if the student takes more than four to six weeks to relearn skills mastered the previous year. The IEP committee might base its decision regarding ESY services upon a history of regression during summer months.

Regression and recoupment are not the only standards upon which to base a decision of the need for ESY services. Other factors that need to be considered by the IEP Committee include the severity of the student's disability; a review of the student's progress over time; a determination that the student is at a critical learning stage; any information available to the IEP Committee relating to the student's behavior or physical needs; or curricular areas that are of significant concern for the individual student. It is important to remember that ESY services are based upon the individual needs of the student.

Steps for making and documenting ESY decisions are as follows:

- a. Provision for ESY is determined annually and is an IEP Committee decision. The IEP Committee must use the *NEEDS DETERMINATION FORM* to assist in determining whether the student requires ESY services.
- b. ESY services are designed to maintain acquired skills. New goals and objectives are not added to a student's IEP for implementation in the ESY program unless those goals and objectives are determined by the IEP Committee to be necessary to maintain the skills, behaviors, or other student performance for which ESY services are designed.
- c. If related services, such as occupational therapy, physical therapy, and/or speech and language therapy, are being considered, the appropriate professional must be involved in the IEP decision-making. The need for specific related services must be documented, and must be required for the student to benefit from his or her special education program. The fact that a student currently receives related services does not, in itself, guarantee that the services will be required during ESY.
- d. The IEP Committee should identify the specific goals to be addressed during ESY instruction, if the student requires more than four to six weeks at the beginning of the school year to regain previously mastered skills, an ESY program should be considered.
- e. The IEP Committee decisions concerning ESY are documented on the *ESY ENROLLMENT INFORMATION FORM*, which assists the School in planning for or providing the ESY services.

ESY is not the same as summer school, which refers to educational programming made available to students for enrichment or remedial purposes. A student with a disability who meets the criteria for a summer school program may attend that program without regard to a specific need for ESY. However, unless the student needs the regular summer school program to implement the IEP or for compensatory education purposes, the parent must pay any fees that apply to all students enrolled in the program. ESY, on the other hand, must be provided at no cost to the student's parent.

Related services shall be provided to the child during ESY when necessary to support the goals and objectives being implemented during the program.

5. Related Services

Related Services are those services that are required to assist the student to benefit from the special education services needed by the student. Related services are to be provided as a part of a student's special education program as determined by the student's IEP committee.

- a. **Audiology.** Audiology is a related service that includes identification of children with hearing loss and determination of the range, nature, and degree of the hearing loss. Audiology services also include referrals for medical or other professional attention relative to the habilitation of hearing. The Audiologist will provide information and guidance regarding hearing loss, determination of the student's need for group and individualized amplification, assistance in selecting and fitting of an appropriate aid, and evaluation of the effectiveness of amplification.

Referrals are made to the building site Speech/Language Therapist.

- b. **Speech Therapy.** Speech therapy includes the identification of children with speech or language impairments; diagnosis and appraisal of specific speech and language impairments; referrals for medical or other professional attention necessary for the habilitation or prevention of communicative impairments, and counseling and guidance of parents, children and teachers regarding speech and language impairments.

Referrals are made to the building site Speech/Language Therapist by completing the *SPEECH/LANGUAGE THERAPY REFERRAL FOR EVALUATION form*.

- c. **Physical Therapy.** Physical Therapy is a related service that develops programs for the care of students whose ability to function is impaired. It focuses primarily on children with neurodevelopment problems in the School. The physical therapist's function in the educational setting is to prepare the student for meeting educational demands of educators.

Referrals for evaluation and/or service are made by completing the *PHYSICAL THERAPY REFERRAL FOR EVALUATION form* and sending the form to the *Special Services Office*.

- d. **Occupational Therapy.** Occupational Therapy is a related service designed to improve, develop, or restore functions that have been either impaired or lost through illness, injury, or deprivation. Occupational Therapy improves the student's ability to perform tasks for independent functioning if certain functions are impaired or lost; and helps prevent, through early intervention, initial or further impairment or loss of function.

Referrals for evaluation and/or service are made *OCCUPATIONAL THERAPY REFERRAL FOR EVALUATION form* and sending the form to the *Special Services Office*.

- e. **Counseling.** Counseling Services are services that are provided by qualified psychologists, guidance counselors, or other qualified personnel. The IEP Committee will address the needed service or activities that apply therapeutic process to personal, family, or situational problems in order to bring about positive resolution for the student.

- f. **Transportation.** Students with disabilities are entitled to transportation to school if they would not be able to get to school without it. This can be in the form of actual transportation or the reimbursement to the parent of transportation costs. The parent is not obligated to provide transportation when it is needed as a related service.

Contact the Director of Special Services to explore options for a student. Specialized transportation is a related service determined by the student's need.

Interim IEP

Thirty-day interim IEP placement status is reserved for special education students who transfer to THE SCHOOL from another school district in Nevada, or from out-of-state, but for whom no IEP is available. If an IEP is available, the procedures for providing comparable services are used as described in the "Transfer Students" provisions (see Referral section).

The 30-day interim IEP allows for immediate services in the special education services program while records from the previous district are requested and while any necessary additional assessments are conducted if eligibility must be determined for an out-of-state student. It is the responsibility of the school psychologist or other evaluation coordinator to monitor progress so that determination of the student's eligibility in Nevada can be made by the ET team within the 30 day period.

Note: If a student who was enrolled in a special education program in THE SCHOOL leaves the School, then re-enrolls with THE SCHOOL within a year, the student generally may again receive special education services with no additional assessment required. A new IEP is developed with the student's recent transfer and educational history taken into consideration.

When developing an interim IEP, the case manager is responsible for the following steps dealing with prior special education eligibility:

1. The case manager should check with Student Registration or Special Services to gain accessibility to all pertinent records;
2. Verify prior eligibility for special education services;
3. Verify enrollment in a program of special education;
4. Confirm out-of-School placement from two sources (phone call to previous district, parent report, or special education records hand-carried by the parent from the previous district); and
5. Secure the parent/guardian signatures for the necessary IDEA paperwork, including the exchange of information.

If records are not available after a week, contact the Director of Special Service for assistance.

The interim IEP is valid for only thirty (30) calendar days, during which time eligibility for services must be determined for an out-of-state student, and a complete THE SCHOOL IEP must be written (for in-state or out-of-state students). Interim IEPs cannot be extended for any reason, and the student cannot receive special education services without a current, valid IEP.

ANNUAL REVIEW MEETING

Purpose

A student's IEP must be reviewed at least annually.

1. Assess progress using individual achievement tests, as well as other measures of achievement.

2. EVALUATE PROGRESS ON ANNUAL GOALS AND SHORT-TERM OBJECTIVES.

3. Develop the student's education plan for the upcoming year.

Schedule Annual Review

1. Notify parent of annual review meeting using *PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING* if specific proposals are planned for FAPE or placement. Send Parent Rights document with the notice.
2. If a draft IEP is to be used, ensure that the parent receives a copy at least five days before the scheduled annual review meeting.
3. **IEP annual review meeting must be on or before the anniversary date.** For example, a child whose IEP was written on September 2, 2009, will have to have a new IEP in place on or before September 2, 2010. Eligibility team members need to be present if student's disability category is being changed or reviewed - follow Evaluation and Eligibility and IEP procedures.
4. All other procedures for IEP development must be followed as outlined in this document.
5. Provide a copy of IEP to parent.

IEP Revision

If circumstances change relative to the program specifically designed for the student, the IEP must be revised through the IEP process. The following circumstances would necessitate a revision:

1. A change in the amount of time that the student is spending in special education.

2. A change in the type of program.
3. Achievement of the current goals and objectives that would necessitate writing new goals and objectives for the student.
4. Addition, change to, or deletion of a related service.
5. A change from one level to another, as from elementary school to middle school and middle school to high school that requires changes in the IEP.

Revision of a student's IEP does not change the current date of review of the IEP. Only completion of a full IEP changes that date.

Exit IEP

When a student is ready to exit the special education program for any reason (e.g., no longer eligible, student reaches maximum age, graduation) an IEP meeting is scheduled with the parents and the student's current level of performance will be reviewed. Note that only an Eligibility Team reevaluation process can determine that a student is no longer eligible for special education- this is not an IEP Committee decision. Except for turning 22 or graduating with a regular diploma, other determinations that the student is no longer eligible require a reevaluation (see below).

Parents must be given notice of the purpose for this IEP meeting and provided with an explanation of their rights. Careful attention should be paid to the following:

1. It is absolutely essential that parents are involved in decisions relative to cessation of special education services.
2. Include all information on the student for this reevaluation: parent observation, classroom work, assessments/observation, etc.
3. Parental rights.
4. Student progress toward annual goals and short-term objectives.
5. The effect upon the student if exited from the special education program.
6. For students who are exiting because they have reached the age of 22 or have graduated with a regular diploma, the SUMMARY OF PERFORMANCE must be completed.

DISCONTINUATION OF SPECIAL EDUCATION SERVICES THROUGH TERMINATION OF ELIGIBILITY

1. **SEE REEVALUATION PROCEDURES OUTLINED PREVIOUSLY, PAYING PARTICULAR ATTENTION TO THE REQUIREMENTS FOR PRIOR WRITTEN NOTICE AND REVIEW OF EXISTING DATA TO DETERMINE WHETHER ADDITIONAL DATA ARE NEEDED.**
2. **PARENT MUST BE PROVIDED NOTICE OF ELIGIBILITY TEAM MEETING (PARENTAL PRIOR WRITTEN NOTICE/NOTIFICATION OF MEETING—NOTE THAT THIS PARENTAL PRIOR WRITTEN NOTICE SHOULD PROVIDE NOTICE OF THE PROPOSAL TO DETERMINE THE STUDENT'S ELIGIBILITY).**
3. Eligibility team meeting **must** be held and include:

- a. Evaluation of progress toward annual goals.
 - b. Review of recent evaluations and progress in general curriculum.
 - c. Statements concerning levels of functioning and rationale for why student is either no longer has a disability and/or is no longer in need of special education (student must both have a disability and require special education in order to be eligible for services).
4. Evaluation Report and Eligibility Statement must be completed, stating that the student is no longer eligible for special education. Copies must be given to parent.
 5. Parent must be provided notice of proposed change in eligibility after the student has been determined not to be eligible (*PARENTAL PRIOR WRITTEN NOTICE*). This notice is required even if parents participated in and agreed with the decision that the student is no longer eligible. Check box ~~proposing~~ and ~~other~~. Add a statement ~~termination~~ of special education services because student is no longer eligible. If parent disagrees, review the statement of parent rights with the parent.

PLACEMENT

Placement decisions in THE SCHOOL are only made at the IEP meeting with parental involvement. Placement should be at the student's neighborhood school site unless special circumstances exist.

Removal From Regular Education Environments

The student may not be placed in a special class, in a school different than the one they would normally attend, or otherwise removed from the regular educational environment unless the IEP otherwise provides. Justification for any removal from regular education environments must be explained in detail in students' IEPs.

Placements Outside Home School

1. Ensure school withdrawal procedures are followed.
2. Initiate necessary transportation.
3. Arrange enrollment.
4. Ensure all necessary notification to parent regarding:
 - a. Transportation
 - b. Enrollment
 - c. Schedules

Review IEP Form

1. Determine if all necessary information has been entered.
2. Contact Director of Special Services for complex cases if questions arise.
3. Determine if IEP completed for special education program placement of student.

IEP Implementation

1. Implementation of the IEP must take place immediately after completion of the entire IEP process.

2. **CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES** must be signed before services are provided for the first time. Thereafter, consent is not necessary unless the student experiences a lapse in eligibility.

No student may be placed in special education or have changes made to his/her educational program or placement without going through the IEP process.

DISCIPLINE PROCEDURES

THE "10 FREE DAYS" RULE

Under federal law, during the first 10 school days that a student is suspended in a school year, there are no requirements to provide services, conduct a manifestation determination, develop a plan for or conduct a functional behavioral assessment (FBA), or develop or review a behavior intervention plan (BIP). This 10-day period, whether consecutive or cumulative, is sometimes referred to as the "10 free days." However, during the "10 free days" Schools must adhere to the discipline requirements that apply to all students.

Days that "count" toward the accumulation of 10 school days

Any disciplinary removal of a student from school grounds "counts" toward the accumulation of 10 school days. Only in-school suspensions, under certain circumstances, can be configured so as to avoid "counting" as disciplinary removals. See below.

Under the federal regulations, "school day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

"Business day" means Monday through Friday, except for federal and state holidays (unless holidays are specifically included in the designation of "business day," as in federal regulations at §300.403(d)(1)(ii).

Ordinary in-school disciplinary procedures do not "count" toward the accumulation of 10 school days

The U.S. Supreme Court in Honig v. Doe (1988) stated that ordinary in-school disciplinary measures are not considered disciplinary removals. These measures may include "the use of study carrels, time-out, detention, or the restriction of privileges." School officials should avoid the excessive use of any of these measures, without considering the need to reconvene the student's IEP committee to review behavior needs.

In-school suspensions, bus suspensions, or portions of a school day "counted" toward the accumulation of 10 school days

Comments in the federal regulations have provided the following guidance on whether in-school suspensions, bus suspensions, and portions of school days "count" toward the accumulation of 10 school days.

In-School Suspensions

In-school suspensions do not "count" toward the accumulation of 10 school days as long as the child is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services specified on his or her IEP and continue to participate with nondisabled children to the extent they would have in their current placement.

Portions of a School Day

Portions of a school day do "count" toward the accumulation of 10 school days:

Bus Suspensions

Bus suspensions "count" when transportation is a related service in the student's IEP. Note that the U.S. Office for Civil Rights which administers Section 504 and other civil rights laws has taken the position that suspensions from the school bus are governed by the same disciplinary procedures as other suspensions.

PROCEDURES FOR MAKING DISCIPLINARY CHANGE OF PLACEMENT

A disciplinary change of placement occurs when a student is suspended for more than 10 consecutive days, OR when a student is subjected to a series of suspensions of 10 days or less, but a "pattern" of removals has occurred. Before making a disciplinary change of placement under either of these two scenarios, the School must determine whether the student's behavior is a manifestation of the student's disability. Generally, the School treats removals beyond 10 cumulative school days as a disciplinary change of placement.

General Rules

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a removal is appropriate for a child with a disability.
2. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year.
3. THE SCHOOL policy is to consider any removal beyond the first ten days as constituting a disciplinary change of placement, which triggers procedural requirements for notice and a manifestation determination.
4. Special rules apply for behavior involving illegal drugs/controlled substances, weapons, infliction of serious bodily injury.
5. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
6. If a parent requests a due process hearing to challenge disciplinary decisions (including the outcome of the manifestation determination, the placement, and the services provided in the removal setting), the student remains in the disciplinary setting until the hearing officer reaches a decision, or until the disciplinary removal expires, whichever occurs first. Parents and the School may agree otherwise. A hearing under this circumstance is "expedited" which means that no extensions beyond the 45-day timeline are permitted.

Services must be provided to the student on the 11th and each day of suspension thereafter in any school year. So even if the School is permitted to make a disciplinary change of placement (because the behavior is NOT a manifestation of the student's disability or because federal permits removal regardless of manifestation for students who have conduct involving weapons/drugs/controlled substances/infliction of serious bodily injury, the resulting suspension and/or expulsion cannot occur without providing services

BEFORE IMPLEMENTING A REMOVAL THAT WILL TAKE THE STUDENT BEYOND THE FIRST TEN DAYS IN A SCHOOL YEAR:

1. School personnel make decision to seek removal of student that will take the student beyond the first ten days in a school year.
2. On the day a decision is made to make a removal that constitutes a change of placement (generally in THE SCHOOL, a removal that will take the student beyond the first ten days in a school year), the School must provide "parental prior notice" of the proposed disciplinary removal (and proposed manifestation determination **and** proposed IEP meeting if there is a need to determine the removal setting and services to be provided) and provide parents a copy of the Rights document.

3. School personnel give student notice of the charges against him/her, an explanation of the evidence, and an opportunity for a "hearing" (in this context, an opportunity for the student to present his/her side of the story).
4. Before implementing a removal that will take the student beyond the first ten days in a school year, a manifestation determination must be conducted.
5. If the conduct **IS** a manifestation of the student's disability:
 - the student must be returned to the placement from which the student was removed, unless the parent and the School agree to a change of placement via IEP process (EXCEPT when student is removed to IAES for illegal drugs/controlled substances, weapons, or infliction of serious bodily injury)
 - an FBA must be conducted, unless one had been conducted before the behavior that resulted in the proposed change of placement
 - a BIP must be implemented (if one already exists, it must be reviewed and modified as necessary)
6. If the conduct **IS NOT** a manifestation of the student's disability:
 - the School may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration
 - **services must be provided on the 11th and any subsequent day of removal during the school year**; the School conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided:
 - to enable the student to continue to participate in the general education curriculum
 - to progress toward meeting the goals in the student's IEP
 - If appropriate, the student must receive an FBA and BIP services designed to address the behavior so it does not recur
7. Present information to Board of Trustees (or authorized entity) for final determination and review for compliance with IDEA for any removal beyond 10 school days (state law requirement).
8. Once a student has been removed for more than 10 days in a school year, these steps are repeated for proposed removal. Manifestation determinations must be conducted as soon as possible and prior to implementing the proposed removal, and in-school suspension may be used pending completion of the manifestation determination.

MANIFESTATION DETERMINATION

1. Before implementing a removal that will constitute a disciplinary change of placement (in THE SCHOOL, before implementing a removal beyond the first 10 days of removal in a school year), a manifestation determination must be conducted.
2. The manifestation determination is conducted by a representative of the School, the parent, and relevant members of the student's IEP committee.
3. **Relevant members are determined by the parent and the School, so there must be contact with the parent to discuss "relevant" members of the IEP committee.**
4. The group must:
 - review all relevant information in the student's file
 - review the student's IEP
 - review any teacher observations
 - review any relevant information provided by the parents

5. The group must determine:
 - if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability **OR**
 - if the conduct in question was the direct result of the School's failure to implement the IEP (if so, the School must take immediate steps to remedy failure to implement the IEP)

**REMOVALS TO AN INTERIM ALTERNATIVE EDUCATIONAL SETTING (IAES)
FOR ILLEGAL DRUGS, CONTROLLED SUBSTANCES, WEAPONS, OR
INFLICTION OF SERIOUS BODILY INJURY**

1. Nothing precludes the School from contacting law enforcement officials; if those officials remove the student from school, it is not a disciplinary removal by the School.
2. School personnel may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the School
 - knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the School
 - has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School
 -
3. The School may request a due process hearing to ask the hearing officer to order a change of placement to an IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the student or others.
4. On the day a decision is made to make a removal that constitutes a change of placement (generally in THE SCHOOL, a removal that will take the student beyond the first ten days in a school year), the School must provide "parental prior notice" of the proposed disciplinary removal (and proposed manifestation determination **and** proposed IEP meeting to determine removal setting and services) and provide parents a copy of the Rights document.
5. School personnel must give student notice of the charges against him/her, an explanation of the evidence, and an opportunity for a "hearing" (in this context, an opportunity for the student to present his/her side of the story).
6. The School must conduct a manifestation determination no later than 10 school days after the decision to change the student's placement, but under these circumstances, the student may be immediately removed to an IAES without regard to the outcome of the manifestation determination.
7. The School must conduct an IEP meeting and the IEP committee determines the removal setting and the extent of the services that must be provided:
 - to enable the student to continue to participate in the general education curriculum
 - to progress toward meeting the goals in the student's IEP
 -
8. If appropriate, the student must receive an FBA and BIP services designed to address the behavior so it does not recur.
9. Present information to Board of Trustees (or authorized entity) for final determination and review for compliance with IDEA for any removal beyond 10 school days (state law requirement).

OSEP in Comments to 2006 regulations: There is nothing in the Act or these regulations that precludes the public agency from requiring the child to fulfill the remainder of the 45-school-day IAES placement when a new school year begins.

"REMOVAL" RULES—STATE LAW

SUMMARY OF DISCIPLINE PROCEDURES IN NEVADA STATUTES

For each of the long-term suspensions/expulsions contemplated in Nevada law, if the School proposes to remove a student with a disability for more than 10 consecutive school days, or for more than 10 cumulative school days in a school year when the removal constitutes a change of placement, the IDEA requirements for notice and manifestation determination are triggered prior to the removal. Under the IDEA, school personnel may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the School
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the School
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School

Temporary Alternative Placements

Removals as described in NRS 392.4642-4648 for "Temporary Alternative Placements" (TAPS) must be made in compliance with IDEA procedures. Accordingly, school administrators must determine whether the TAP period "counts" toward the total disciplinary removals in a current school year. Each period of TAP suspensions "counts" **unless** the following three conditions are present: (1) the student is afforded the opportunity to continue to appropriately progress in the general curriculum, (2) the student continues to receive the services specified on his or her IEP, and (3) the student continues to participate with nondisabled students to the extent he or she would have in the current placement. If a TAP counts, the period of suspension is included in the total number of days the student has been removed in a school year.

Habitual Discipline Problem

Removals as described in NRS 392.4655 for a student deemed a "Habitual Discipline Problem" must be made in compliance with IDEA procedures. In Nevada (NRS 392.4655), a student is deemed a "habitual discipline problem" if in one school year:

- (a) the student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school;
- (b) the student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; **or**
- (c) the student has a record of five suspensions from the school for any reason.

For purposes of interpreting paragraph (c) of this "habitual discipline problem" statute, a student has been "suspended" if the school prohibits the student from attending school for three or more consecutive days, and requires a conference or some other form of communication with the parent or guardian of the student before he/she is allowed to return to school.

If a student is suspended for initiating his/her first fight of the school year, or if the student receives the first suspension of the school year, the school must provide written notice to the parent or guardian. The notice must contain descriptions and dates of acts committed, an explanation of when the student will be deemed a habitual discipline problem and that once deemed a habitual disciplinary problem the student must be suspended/expelled for at least one semester, an explanation that a student with disabilities can

be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

Additionally, if a student commits an act which qualifies the student to be deemed a habitual disciplinary problem, at least seven days before the student is deemed a habitual disciplinary problem written notice must be provided to the parent or guardian. The notice must contain a description and dates of qualifying acts, an explanation that the student must be suspended/expelled, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

The statute says that a student may enter into one behavior plan per school year to avoid the designation of habitual disciplinary problem. For a student with a disability, behavioral intervention plans are developed based upon the student's unique needs and no arbitrary decision should be made limiting the development of behavioral intervention plans.

Suspension and Expulsion Procedures

Nevada law (NRS 392.466-4675) requires a semester-long suspension/expulsion for first-time battery on an employee (causing bodily injury), sale or distribution of drugs, or possession of dangerous weapons, although the student may be placed in another kind of school. Second occurrences require permanent expulsion, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education.

Nevada law requires a one-year suspension for first-time possession of a firearm or a dangerous weapon, although the student may be placed in another kind of school. For a second occurrence, the student must be permanently expelled from school, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education.

If a student is deemed a habitual disciplinary problem, the student must be suspended or expelled for at least one semester, during which time the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education.

Students are not to be suspended or expelled until they have been given notice of the charges, an explanation of the evidence, and an opportunity for a hearing. However, students who engage in the following behavior may be removed immediately after being given an explanation for the reasons for the removal and the pending proceedings for suspension/expulsion:

- " a student who poses a continuing danger to persons or property
- " a student who poses an ongoing threat of disrupting the academic process
- " a student who is selling or distributing any controlled substances
- " a student found in possession of a dangerous weapon

The necessary proceedings must be conducted as soon as practicable after the student's removal.

Board of Trustees Review

Nevada law requires that the Board of Trustees review all permanent expulsions or suspension of students with disabilities for longer than 10 school days (NRS 392.467). Board of Trustees may grant authority to another person or entity to expel or suspend pupils (e.g., committee composed of trustees numbering less than the full board, or an appointed hearing panel composed of school administrators AGO, 97-21 (7-2-1997)).

Except for students found in possession of a firearm, any student in grades 1-6 may be suspended or permanently expelled only after the Board of Trustees has reviewed the circumstances and approved this action.

DEFINITIONS

Controlled substance: means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).

Illegal drug: means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used.

Serious bodily injury: means bodily injury that involves

- a substantial risk of death
- extreme physical pain
- protracted and obvious disfigurement; or
- protracted loss or impairment of the function of a bodily member, organ, or mental faculty

Weapon: means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Narrative A.8.10, *Identification, etc. for Gifted and Talented*: The mission of the NE PLUS ULTRA Preparatory Academy Gifted and Talented Education Program is to provide gifted/talented students differentiated instruction that is commensurate with their exceptional abilities through a wide spectrum of curricular and instructional gifted services and opportunities. Students who are gifted/talented will be challenged with a more rigorous curriculum than typically offered to the traditional student (i.e. online Honors and AP courses, extensions of learning within traditional courses, etc.). Parents requesting that their child be identified and/or designated as gifted/talented may request assessment for the GATE program. Information on students will be obtained from teachers and school records. The student's general cognitive abilities will be evaluated using an individually administered IQ test. In addition, teachers may request students be evaluated for Gifted and Talented placement and subsequent services.

Narrative A.8.11, *Gifted and Talented Continuum of service*: Gifted and Talented students are those who exhibit evidence of high intellect, superior academic performance, and/or exceptional capabilities when compared to others of their age, experience, or environment. These students require special services not provided in a general school setting. The State of Nevada (NRS 388.440) defines a "gifted and talented pupil" as "a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services." NE PLUS ULTRA Preparatory Academy embraces the following beliefs about gifted and talented students:

- The education of gifted learners is a shared responsibility among students, family, school, community and society at large.
- Early and timely identification and ongoing intervention are essential for optimum development of gifted learners.
- Giftedness knows no boundaries of socio-economic class, gender, or race.

- Recognizing, developing and valuing gifts and talents decreases risk of social and emotional difficulties and/or academic underachievement.
- Gifted students often demonstrate unique learning styles.
- Gifted students may have social and emotional needs related to their giftedness.
- Association with gifted and talented peers stimulates learning and contributes to affective development of gifted and talented learners.
- Gifted and talented students need a rigorous and relevant curriculum delivered in a creative, flexible, and supportive instructional environment.
- Success at challenging and rigorous activities enhances self-esteem; positive self-esteem enhances learning and future success.

Attachment A.8.12, GT. Continuum of service flowchart



A.9: Records (tab)

Narrative A.9.1, *Pupil records*: The Governing Board of NE PLUS ULTRA Preparatory Academy will delegate authority to the Principal/Director of the School the task of ensuring student records are maintained accurately and up-to-date and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in fire proof cabinets, and in accordance with all State of Nevada Laws. In accordance with NRS 386.650, the School will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School will ensure that a permanent record for each pupil enrolled in the school is maintained in a separate file. The Governing Board of the School (and specifically the Governing Board Chair of the School) will be the person responsible for the records of pupils if the school is dissolved or the written charter of the charter school is not renewed. A Governing Board Chair has not yet been selected, however the information can be provided as soon as the Board makes a selection. If a charter school closes, the School shall, for each pupil enrolled in the charter school, forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides. Similarly, if a pupil withdraws from the School, the School shall forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides. When a student graduates from the charter school, the school shall forward the permanent record of the pupil(s) to the office of pupil records of the school district in which the pupil resides. Additionally, if a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the Sponsor of the School or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31): School officials with legitimate educational interest; other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law. Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents

and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Attachment A.9.2, Pupil record retention policy

The governing body of NE PLUS ULTRA Preparatory Academy will ensure that a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record will contain:

- (a) The record of attendance of the pupil
- (b) The grades received by the pupil
- (c) The certificate of immunization of the pupil, and
- (d) Any other records related directly to the academic progress of the pupil.

In addition, the governing body of NE PLUS ULTRA Preparatory Academy will ensure that the aforementioned records (and/or cumulative folders) are kept in a location that is safe and secure and affords reasonable protection from:

- (a) Fire
- (b) Misuse, and
- (c) Access by unauthorized persons.

Information from a student's permanent record will not be released unless positive proof is provided that the person seeking the information is authorized to have it. Permanent records of students will be maintained confidential and will only be made available for inspection by authorized persons.

It is NE PLUS ULTRA Preparatory Academy's policy to adhere to all applicable federal, state, county, and local regulations in regards to the retention of student records. NE PLUS ULTRA Preparatory Academy staff will receive training regarding federal, state, county, and local laws governing confidentiality of student records. 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. Confidentiality is a concern for all persons who have

access to any type of school information. Any person accessing student records, any school records or information, or those holding any position in the school must recognize the responsibilities entrusted in preserving the security and confidentiality of this information. Student education records will contain the student's record of attendance, grades received, certificate of immunization, and any other records related directly to his/her academic progress. The education records will be maintained by the school registrar and will be stored in a safe and secure place, consistent with NAC 386.360, particularly: 1) The governing body of NE PLUS ULTRA Preparatory Academy will ensure that each enrolled student is maintained in a separate file; 2) Upon the student's graduation or withdrawal from NE PLUS ULTRA Preparatory Academy, or in the event that NE PLUS ULTRA Preparatory Academy closes, the registrar shall forward the student records to the office of pupil records of the school district in which the student resides. Student records will be protected from access by unauthorized persons. Records will be accessible to parents pursuant to NAC 392.345, particularly: 1) Personally identifiable information in the records will remain confidential; 2) Confidentiality will be ensured by the school registrar and any staff handling records will be trained appropriately. Education records may be disclosed as per NAC 392.350(3). Parents will be notified upon the upcoming disclosure of directory information and may inform the school in writing of any designated information that should not be released; the school district will not disclose such information regarding that student.

B.1: Governing Body (tab)

Attachment B.1.1, Bylaws letter from counsel

[Note: Attach letter from J.D. Sullivan, Attorney at Law, here]

Attachment B.1.2, Bylaws

BYLAWS

OF

NE PLUS ULTRA PREPARATORY ACADEMY

ARTICLE I

INTRODUCTION; LEGAL STATUS

Section 1. NE PLUS ULTRA Preparatory Academy. The name of the charter school is NE PLUS ULTRA Preparatory Academy (hereinafter referred to as the "School").

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 NE PLUS ULTRA Preparatory Academy 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 for which the School is organized is to provide education to Nevada children from grade six (6) to grade (12) and shall be operated exclusively for educational objectives and purposes. Pursuant to NRS 386.520(4)(b), NE PLUS ULTRA Preparatory Academy seeks to encourage the use of effective teaching methods and to improve opportunities for students to learn and achieve academically

The mission of NE PLUS ULTRA Preparatory Academy is to provide a personalized, performance-based, arts and technology infused, rigorous program of instruction leading to strong educational outcomes. We will promote academic excellence by identifying and developing each student's interests and creative talents. Students will build and utilize Personal Learning Networks and use active engagement and product-based learning to enhance problem-solving capacity, effective communication, and intellectual virtuosity. NE PLUS ULTRA Preparatory Academy will provide an individualized and supportive learning environment where students flourish emotionally and become college, career, and life ready.

Our vision for accomplishing this mission is that NE PLUS ULTRA Preparatory Academy will create a high-quality, student-focused educational environment that gives learners the opportunity, guidance, instruction, and support to achieve at their highest level. NE PLUS ULTRA Preparatory Academy, along with the students themselves, will develop and deliver an

exemplary personalized learning program by turning passion into measurable performance through learning networks and hands-on experience. NE PLUS ULTRA Preparatory Academy will foster academic growth and enhance overall student development by providing a deep, enriching, and lasting schooling experience that is rooted in the vital role choice, active engagement, and performance has on accomplishment.

NE PLUS ULTRA Preparatory Academy believes that schools exist to foster the full potential of students and that the highest levels of performance are achieved when student passions and talents are nurtured, focused and applied to real-world situations. We believe that students excel when given the opportunity to help craft and customize their own educational process. NE PLUS ULTRA Preparatory Academy believes students should play an active role in their own education, and that including an array of tangible and viable resources in a personal learning network enhances positive educational outcomes. We believe the arts play a vital role in the education of students, that inclusion of the arts throughout the curriculum is essential to developing the requisite skills for participating in modern society, and that technology provides the means for delivering a program of study that is individualized, flexible, and enriches the performance model of learning in all its manifestations. We believe that students respond to high expectations and that schools must provide an authentic educational experience that fully prepares students to engage meaningful post-secondary outcomes, take their place as active members of society, and value continued learning throughout their lives.

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 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 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. 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 nine (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.

1. At least one member who is a teacher or retired teacher.
2. At least one member who is a teacher or is a school administrator or retired school administrator.
3. At least one member who is a parent or legal guardian of a pupil enrolled in the school and who is not a teacher or administrator at the school.
4. At least two members who possess knowledge and experience in one or more of the following areas: Accounting, Financial Services, Law, or Human Resources.
5. Other members who are represent the community at large.

(c) A majority of Board Members shall be residents of Nevada.

(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 three (3) 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 (10) 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) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(h) There shall be a designated seat on the Board of Directors specifically for parent of a student enrolled in NE PLUS ULTRA Preparatory Academy. NE PLUS ULTRA Preparatory Academy 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.

(i) The board shall not have *ex officio* governing body members.

(j) The NE PLUS ULTRA Preparatory Academy Board of Directors shall be comprised of members of the community representing the religious, ethnic, and racial diversity of the students being served.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in August of each year. 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 scheduled 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 Washoe County. 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 and available to the sponsor.

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 ten (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. Identification of new members shall be a responsibility of the existing Board Members. The Board shall have a Membership Subcommittee who will recruit candidates to fill any vacancies on the Board; however any Board Member may make a recommendation or nomination to the Board for consideration. 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.

(a) No actions will be taken by Board if it lacks the membership required by statute and no actions will be taken if it lacks the number of members required by these bylaws. The only action that may be taken by the Board lacking the required number or type of members is action to add members who will bring the Board back into compliance with statute and its bylaws.

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 two years 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. This association shall work in conjunction with the school administration to facilitate the mission 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 approved by the annual budget.

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 prior to taking effect.

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, Bylaws stipulations identification

NE PLUS ULTRA Preparatory Academy created its Bylaws using the State Public Charter School Authority model. The following identifies where the rules for governance are located:

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 (i)
4. Governing body training	Article III., Section 16
5. Expertise provided by governing body	Article III, Section 3 (b)(i)
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 3 (e)
9. Office term for each member	Article IV., Section 2
10. Selecting, nominating and electing	Article III., Section 8
11. Financial institutions in Nevada	Article VII., Section 4
12. Amendments to bylaws	Article X., Amendments
13. Actions taken by governing body	Article III., Section 8 (a)
14. Membership of governing body restrictions	Article III., Section 2 and 3 (a)
15. Representing diversity of community	Article III., Section 3 (j). See also following page.
16. Audio recorded open meetings	Article III., Section 5
17. Matching mission statement	Article II., Section 1
18. Three Board Committees	Article III., Section 9
19. Type and Number of Officers	Article IV., Section 1 and Section 4-7

Narrative B.1.4, *Governance philosophy*: The Board is vested with the authority and responsibility to effectively govern the school. The Board is committed to taking input from key stakeholder groups including, but not limited to students, parents, and staff of the school. The Board supports a governance philosophy where the Board makes broad policies based on school obligations, mission, and goals, and where the Board provides oversight and governance, focusing on productivity and results. The Board is committed to putting the needs of its students above all else.

Narrative B.1.5, *Governance structure and composition*: Pursuant to NRS 386.520, NE PLUS ULTRA Preparatory Academy is compliant with the membership requirements related to diversity as stated therein. The Committee to Form for NE PLUS ULTRA Preparatory Academy consists of five members. This board is made up of a cross-section of community members, parents and educational professionals. This is the current and desired composition of the Board. The Board will be governed in accordance with its bylaws and with officers that include a President, Vice-President, Secretary and Treasurer. The duties of these officers and members include governance, setting school policy, hiring and evaluation of the Principal and key staff, legal and financial oversight as well as oversight of school and student performance. From time to time, committees will be established to facilitate the mission of the Board. Initially, the Board may have recruitment committees, development committees and fundraising committees. Upon the opening of the school, the committees (or task forces) may change based on Board needs and may include an academic, governance and financial committee. In all circumstances the committees shall be comprised of Board members, led by a Committee Chair who reports to the Board Chair. In general, the role of the Board should be to carry out its functions with the aim of taking a broadly strategic role in the running of the school by adopting a strategic framework. The Board and its respective members have a duty to regularly attend Board meetings, participate on Board committees, prepare for Board meetings by reading and studying back-up materials on key action

items, evaluate the school's progress and school administration, protect the public interest in the school, act as a reasonable person would in a similar situation on the Board and uphold the law and regulations set forth by the State of Nevada.

Narrative B.1.6, *Increasing board capacity*: Building capacity means providing the Board with the capabilities, knowledge and resources needed to perform well, achieve positive outcomes and fulfill the mission of the School. The Board's governance committee will be responsible for increasing the capacity of its members through a process of ongoing efforts of feedback, dissemination of material, training, and attendance at workshops, conferences, and other relevant activities and information it deems necessary. A capacity timetable and description of activities includes, but is not limited to the following: 1. New member training – all new members will receive a training before their first meeting to orientate them with material that includes, but is not limited to the following: school bylaws, strategic framework of the school, duties and powers of the governing body, parliamentary procedure, Nevada's governance structure, roles and responsibilities of members, matters of concern for being a member, open meeting law, etc.; 2. Member feedback – evaluation instruments will gather information from members on the Board to determine areas of Board strengths and weaknesses for future development; 3. Dissemination of material – the governance committee will review member feedback and evaluate areas of weaknesses on the Board and search out improvements, material, and information to strengthen the Board's capacity; 4. Ongoing training – the governance committee will annually attend workshops, conferences, or trainings developed around or have strands related to governance, financial oversight, budget, academic accountability, etc. Relevant information gathered at these trainings will be brought back and shared with members of the Board at a minimum during their annual meeting. To the extent possible the committee will seek out members of the Board outside the committee to attend as long as finances and schedules permit and not to create a quorum.

Narrative B.1.7, *Recruitment of board members*: New members will be recruited and selected for their skills and commitment, which will round out the Board's capacity and knowledge and further aid NE PLUS ULTRA Preparatory Academy 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, NE PLUS ULTRA Preparatory Academy will solicit involvement and participation of these groups. Should there be a vacancy on the Board, we will use the School's newsletter to circulate the information as well as approach members of our stakeholder groups as potential Board candidates. During the recruitment process, potential Board candidates will be invited to learn about the mission, vision and philosophy of NE PLUS ULTRA Preparatory Academy. Each potential candidate will be presented with the school's strategic plan and informed of the time commitment and legal and fiduciary responsibilities that are required for a position/role on the Board. The Board may create a membership committee to facilitate recruitment. This membership committee will be responsible for recruiting board members through an ongoing process of recruiting actively, profiling the Board, building diversity, prospecting directors, consolidating candidates, orientating candidates, and recommending appointment. A recruitment timetable and description of activities includes, but is not limited to the following: 1. Recruiting actively – the committee will follow the requirements of the Bylaws, charter school contract, and strategic plan to develop a position description with general and specific responsibilities of Board members. The goal is to find a list of 5 – 8 viable candidates that can serve on the Board or be appointed to one of the Board committees; 2. Profiling the Board – a profile matrix will analyze the current Board according to criteria that includes, but is not limited to the following: age, race, ethnicity, specific skills, community contacts, status as parent at the school, etc.; 3. Building diversity – the committee will use the profile matrix of the current Board and the demographics of the school as a plan for achieving and maintaining Board diversity; 4. Prospecting directors – as a plan that addresses the

involvement of parents, professional educators, and the community in governance of the school the committee will begin prospecting potential directors at the school's mandatory parent meeting in September each year. As a way to extend the reach of prospects, the committee will ask for recommendations from current Board members and outside organizations like Chambers of Commerce and other non-profit groups; 5. Consolidating candidates – in this step the committee will send a letter to the candidate along with a description of a Board member's roles and responsibilities inviting them to attend an in-person orientation session to learn more about the position; 6. Orientating candidates – this is an in-person orientation to more fully explain the roles and responsibilities of a Board director. Other items discussed at the orientation include, but are not limited to the school's strategic framework, governance structure, willingness to serve, a self-nomination form/ questionnaire (used to build Board diversity). After completing the orientation, a candidate's name will stay active for possible appointment for two years; 7. Recommending appointment – if there is a vacancy on the Board, then the committee will evaluate candidates to determine a nominee for recommendation that is a best fit candidate to serve on the board based on commitment, willingness, skills, knowledge, assets matching Board priorities of the Board's profile and can place the charter school's purposes and interests above their own professional and personal interests when making decisions. It is anticipated that candidates completing the orientation and ready to serve on the Board may receive a nomination or appointment to be on one of the Board committees and while serving on a committee may receive an appointment to the full Board.

B.2: Composition of the Committee to Form the School (tab)

Attachment B.2.1, *Committee member names, resumes*

Name / Designation	Address	Qualifications
Keith Martin, Chair Teacher (retired)	PO Box 5855 Blue Jay, CA 92317 909.336.2871	E-Curriculum Creator, Property Management, Charter School Experience, Dean of Students
Derek Larson Teacher	7500 Rough Rock Dr. Reno, Nevada 89502 775.544.5482	Real Estate (licensed agent), Property Management (licensed agent), Educational Leadership
Mark Jamison Parent	10140 Buckeye Court Reno, NV 89521 775.813.3304	Facilities Management, Coach: Youth Football
James Elvick Financial Services	4850 Vista Blvd Sparks, NV 89436 775.219.9770	Producing Area Manager, Axia Mortgage Financing
Sheilah Hernandez Financial Services	4705 Park Point Court Reno, NV 89502 775.813.1785	Director of Finance and Administration, Sierra Nevada Job Corps Center
David Papke Executive Director, Liaison	10541 Twin Bridges Way, Reno, NV 89521 775.853.1808	Educational Leadership

Keith Martin
909.336.2871
island19@aol.com

PO Box 5855
Blue Jay, CA 92317
775.560.8600

(H)
(C)

EDUCATION

- 1993-present • Various colleges and universities from California to Illinois
- 1992 • Cambridge College, Cambridge, MA. Master of Education degree (cumulative G.P.A. of 4.0 out of a possible 4.0)
- 1975 • The University of Michigan, Ann Arbor, MI. Bachelor of Arts in Education (cumulative G.P.A. of 3.133 out of a possible 4.0)

TEACHING EXPERIENCE

- 2005-2013 • Silver State Charter School, Carson City, NV.
TEACHER of various social sciences, Intro to Technology, and Work Study.
Social Studies Department Chairperson (2007-2013). Founder and sponsor of the Chess Club.
- 1997-2005 • COORDINATOR of the School To Careers program for Dayton area schools, Dayton, NV, Lyon County School District.
- 1995-2005 • Lyon County School District, Dayton High School, Dayton, NV.
TEACHER of various histories, economics, and other social studies, as well as the Alternative Placement Educational Program teacher. Chess club sponsor.
- 1985-1995 • Chicago Public Schools, Clemente High School, Chicago, IL.
TEACHER of social studies, history, and consumer education. Founder and coach of the pep-tumbling squad as well as varsity chess team. Faculty coordinator of the Adopt-A-School program. Assistant department chair.
- 1976-1981 • Wheaton-Warrenville Unified School District, Wheaton Central High School, Wheaton, IL
TEACHER of social studies and physical education and coach of boys and girls gymnastic teams

HONORS & AWARDS

- 2012-2013 • Master Fellow of the Institute for the Study of Knowledge and Management in Education
- 2011-2012 • Fellow of the Institute for the Study of Knowledge and Management in Education
- 2007 • "Teacher of the Year", Silver State High School
- 1999 • "Employee of the Year", Dayton High School
- 1998 • Lyon County School District's candidate for Nevada & National "Teacher of the Year"
- 1994 • Recipient of the Illinois Chess Association Special Award for Service to Chess in the High School
- 1994 • One of two Chicagoans honored by WLUP radio station on "1994 National Make a Difference Day"
- 1992 & 1994 • Nominee for the Golden Apple Award

SKILLS & ABILITIES

- Public Speaking • Master of Ceremonies, Pershing County Career Day, 2004
- Presenter at the Classrooms That Challenge Conference, 2000
- Keynote speaker at the Douglas County STC Recognition Ceremony, 1999
- Keynote speaker and presenter at Mineral County Career Day, 1999

- Presenter at the Cal-Neva STC Conference, 1999
 - Presenter at the National Employment & Training Assoc. Conference, 1999
 - Presenter at the National American Vocational Assoc. Convention, 1997
- Published Writer
social sciences
- Creator of an on-line OER beginning Chess Class and various individual lessons in the
- Podcasting
- Sole developer of NDOE approved courses titled "Computer Skills for Success" and
 - Career advice columnist, TCAN Publications Job Market, 2000-2002
 - Outdoor freelance writer, various Midwest publications, 1980-1984
- Technology
- President and CEO of *Galileo Courseware Solutions*, 2012-2013
 - Senior Consultant at *Galileo Courseware Solutions*, 2009 to 2011
 - Lyon County School District trainer for the CNETC (Education Technology), 2002-2005.
 - Proficient in Macintosh and PC platforms as well as multi-media presentations, digital audio and video editing, preparing how-to digitally recorded lessons, and elements of graphic design.

State of Nevada
License for Educational Personnel
License No. 0000011729

This License Certifies That

KEITH D MARTIN

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	SECONDARY 7-12	8/15/2011	SOCIAL STUDIES(1/20/1994) HISTORY OF THE US AND WORLD(1/20/1994)	4/20/2018	
PROFESSIONAL	SPECIAL 7-A	8/15/2011	ALTERNATIVE EDUC(4/17/2006)	4/20/2018	


State Superintendent of Public Instruction

Derek V. Larson
7500 Rough Rock Dr.
Reno, Nevada 89502
775-544-5482

Education:

Masters Degree
Educational Leadership
Southwest State University
Marshall, Minnesota
September, 1999-May 2001

Bachelor of Science
Social Studies Education
Moorhead State University
Moorhead, Minnesota
September, 1982-May 1987

Work Experience:

Krch Realty
10659 Professional Circle
Reno, NV 89521
Salesperson
04/30/2009 to Present
Broker- Kyle Krch
775-359-0909

Washoe County School District
425 East 9th Street
Reno, Nevada 89502
Teacher
Supervisor: Dallas McCord
September, 1987- August 1996
August 2005- Present

Responsibilities:

- Teaching Social Studies
- Teaching Reading
- Teaching Special Education

Bully's Sports Bar & Grill
3724 Lakeside Drive # 200
Reno, Nevada 89509
General Manager/Management
Supervisor: Arlin Tolbert
March 2004- May 2006

Responsibilities:

- Hiring, Terminating and scheduling of 40+ employees
- Purchasing of food, liquor, small wares and equipment
- Dealing with distributors and maintenance people
- Head of the Safety Committee 350+ employees
- Training of servers, bar staff and cooks
- Providing leadership and direction for all employees
- Providing great customer service

- Maintain operating costs

Austin Public School District
 1700 4th Avenue SE.
 Austin, MN 56912
 August 1997- March 2004
 Supervisor: Dewitt Schara
 Teacher

Responsibilities:

- Teaching Careers
- Teaching Social Studies
- Coaching Varsity Girls Hockey

State of Nevada
License for Educational Personnel
 License No. 0000023541

This License Certifies That

Derek V Larson

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	SECONDARY	7-12	5/30/2012 SOCIAL STUDIES(9/1/2005)	5/26/2018	
PROFESSIONAL	SPECIAL	7-A	5/30/2012 ALTERNATIVE EDUC(2/8/2009)	5/26/2018	
PROFESSIONAL	SPECIAL	K-12	5/30/2012 GENERALIST(7/14/2011)	5/26/2018	
	EDUCATION				

Pat Ahlquist
 State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].
teachers.nv.gov

Mark Jamison

E-mail: msj2155@gmail.com

Mark Jamison

10140 Buckeye Ct

Reno Nv 89521

Primary Phone: 775-813-3304

Experience

AutoCad

AutoCAD

Photo sensors/limit switches

Crisplant Sortation System(SME)

Wire pulls

Motor controls

FKI Buschman Conveyor/Sorters/BOSS(SME)

Fanuc Robots

Allen Bradley Powerflex 4 and 70 VFDs

Raymond Forklifts

Crown forklift

Transnorm Conveyors(SME)

Rapistan Conveyors and sorters

Hytrol Conveyors and Sortation systems

Microsoft Office (Word, Excel, power point)

480v 3phase

Six Sigma Green Belt Trained

Zebra Printer 105s and 170

Welding- TIG, MIG and Arc

Lathe and Mill

BOM creating

HVAC

WORK EXPERIENCE

Jensen Precast

Lead Mechanic/Electrician
5/13-Current

M & C Products and Analysis

Production Supervisor/Machinist/Mechanic
Shipping Receiving

1/12- 2/13

In M & C I build analyzers from BOMs and CAD drawings. Purchasing materials and creating requisitions was the beginning process for each project. Using the Lathe, Mill and TIG welder to make parts or tools were a daily job. I was in charge of shipping/receiving and creating PO's. I was also in charge of scheduling, planning and all the maintenance of the shop. Also during QA processes I perform point to point troubleshooting on our electrical system including the directlogic PLC

Pacific Cheese

Mechanic/ElectricianMachinist
3/11- 1/12

As a mechanic for Pacific Cheese my daily responsibilities were first and foremost keeping production running in a safe and efficient manner Always minding GMP.. TIG welding stainless steel was a daily function, after the welding came the buffing to specifications. Troubleshooting, repairs and preventive maintenance of all process machines including wrappers, slicers, graters, conveyance, box making machines were essential part of my job. Ordering parts for repairs was also a daily job. Welding and machining parts and tools was something I did on a regular basis. Baggers in the shred line were operated by pneumatics and servo drives in which I had to trouble shoot on a daily basis. 90% of all machinery here was ran by a PLC and troubleshooting the PLC was a common function of my job .Photo sensors were a constant responsibility as most here were used as safety devices. I was also responsible for all HVAC in the production area and offices.

Fortifiber Corporation

Mechanic/Electrician/Machinist
11/08-11/10

As a mechanic for Fortifiber I was in charge of all the paper winding and slitting machines production and maintenance. Parts requisitions and organizing was a daily task I performed here. MIG and Stick Welding and machining was a huge part of my daily job here. While here I also was a key contributor to the installation of large machines by running all the conduit and copper air lines. Machinery here was mostly relay logic with photo eyes, limit switches and prox sensors controlling them.HVAC maintenance was a major part of my job here as the production area

could get extremely hot. Winding machines were all based off solenoid banks that controlled the majority of the slitting operation.

Amazon.com

Maintenance Technician/Shipping Supervisor
1999-2006

Started here as an order picker and worked my way into the Maintenance department where I spent 5 years Troubleshooting, repairing and maintaining production machines and the 700000sq/ft building. Creating parts requests based on availability and price was a daily function as a technician. I then was promoted into a supervisory position where I excelled at exceeding throughput goals and most important was creating a safe and fun work environment for my associates. I supervised as many as 50 associates during peak seasons. During my employment here I also did travel out of state to do repairs at other facilities and was constantly part of conference calls helping the other sites.

EDUCATION

North Hennepin Tech
US-MN-Brooklyn Park- Accounting Major

PCDI . Electricians School 2002

Washington High 1989-92
US-Ca-Fremont

References

Ian Price- 775-830-2125
Tami Trumble- 775-848-6960
Joe DeOliveira- 775-720-5784

DAVID C. PAPKE

EXPERIENCE

2010-present	Turning Point, WCSD	Reno, NV
	<i>Teacher</i>	
	<ul style="list-style-type: none">■ Curriculum: Implemented school-wide technology integration■ Instruction: Trained faculty on use of Infinte Campus program■ School Improvement: Co-directed MAP benchmark assessments	
2005-2010	Silver State High School	Carson City, NV
	<i>Teacher - Curriculum Coordinator</i>	
	<ul style="list-style-type: none">■ Curriculum: Supervised course development and implementation■ Instruction: Coordinated best practices activities■ School Improvement: Produced school-based strategic plan	
2004-2005	Plato Learning, Inc.	Reno, NV
	<i>Consultant / Trainer / Implementation Specialist</i>	
2002-2004	South Tahoe High School	South Lake Tahoe, CA
	<i>Teacher, Mt. Tallac Continuation High School</i>	
1998-2002	South Tahoe High School	South Lake Tahoe, CA
	<i>Teacher, Contract Independent Study</i>	
1997-1998	Tahoe Valley Elementary School	South Lake Tahoe, CA
	<i>Teacher, Fifth Grade</i>	

EDUCATION – DEGREES

1993-1996	University of California at Berkeley	Berkeley, CA
	M.A. Ed., Social and Cultural Studies in Education	
1991-1993	University of California at Berkeley	Berkeley, CA
	B.S., Conservation and Resource Studies	

CREDENTIALS

■	School Administrator	K-12	NV	Expires 08/08/2020
■	Special Education	K-12	NV	Expires 08/08/2020
■	Social Studies	7-12	NV	Expires 08/08/2020
■	Teaching	K-8	NV	Expires 08/08/2020
■	Alternative Education	7-A	NV	Expires 08/08/2020

EDUCATION – CONTINUING

2009-2010	University of Nevada	Las Vegas, NV
	Educational Leadership	
2007-2008	Boise State University	Boise, ID
	Educational Technology	
2005-2006	University of Nevada	Reno, NV
	Special Education	
1996-1997	Sierra Nevada College	Incline Village, NV
	Elementary Education	

DAVID C PAPKE

David has been working with students of all ages most of his adult life. As an undergraduate student at UC Berkeley he created the Outdoor Connection – A student organization aligned with the Sierra Club that brought Cal students and inner-city children together in the natural environment. And, as a graduate student at UC Berkeley, David directed the Democratic Education program at Cal, which coordinated student-taught classes with faculty oversight.

David earned a B.S. and M.A.Ed. from UC Berkeley, and earned his credentials through Sierra Nevada College, UNR, Boise State, and UNLV. His current teaching assignment is at Turning Point, a program under Washoe Innovations High School in the Washoe County School District in Reno, NV. Prior to Turning Point he taught at Nevada's first state-sponsored blended-format charter high school (online curriculum with a brick and mortar campus). His teaching endorsements include K-8 multiple subjects, special education, alternative education, secondary social studies, and school administration.

Prior to his employment in Nevada, David taught in South Lake Tahoe, CA. While in Tahoe, David wrote successful grant applications in the areas of western literature, athletics, service-learning, foundational academic skills, Internet technology, and alternative fine arts. During his tenure in Tahoe, David coached basketball at just about every level, including stints with Tim Jauraguito and Derek Allister.

Between Tahoe and Reno David was a fulltime consultant for Plato, Inc. He provided implementation strategies to schools from Alaska to Texas and instructed faculty on proper means of courseware integration in traditional classroom instructional environments with an emphasis on credit recovery.

As his state-sponsored charter school's Curriculum Coordinator, David had the responsibility to develop and conduct professional development sessions for all high school and middle school faculty members. While in this position, he coordinated trainings related to best practices in online instruction, technology integration in a blended-learning environment, and curricular content creation for new courses seeking NV DOE approval. David also directed NWEA MAP benchmark testing, supervised curriculum and courseware initiatives, developed intervention strategies for failing students, provided best practices for online teaching, initiated student motivation programs, directed special education services and compliance programs, and developed strategic plans for school improvement. During this time, David was named his school's Online Teacher of the Year.

David's recent graduate work in the area of Educational Leadership included extensive research into creating and implementing high quality virtual learning environments. David's own e-courses are laboratories for developing and inculcating new ideas for online learning, including digital content management programs, social network extensions, presentation media, and the like. He has provided leadership regarding the use of best practices in online teaching, including best uses of discussion forums, project-based learning, and authentic assessments in virtual learning environments.

David was the Founder and Principal Consultant of Galileo Courseware Solutions. Galileo was a non-profit organization dedicated to building and distributing free e-courses for use in public education. Galileo is on Nevada's list of approved e-course providers. Galileo's Governing Board included Dr. Gene Paslov, former Nevada State Superintendent of Public Instruction. David is a recipient of the 2011-12 Institute for the Study of Knowledge Management in Education (ISKME) OER Fellowship. He is a regular presenter at the annual Computer Using

Educators (CUE) Conference in Palm Springs, CA, and has presented at other conferences throughout his career. David served as the executive director of the Nevada Performance Academy charter school. David is currently a Trustee serving on the Governing Board for the Charter School Association of Nevada (CSAN).

David's entire life reflects a passion for teaching and learning in all its wonderful and multifaceted manifestations. He loves to wrap his brain around new ideas and share his energy and excitement with students of all ages. David has two young boys and cites road cycling as his only real hobby.

State of Nevada
License for Educational Personnel
License No. 0000063532

This License Certifies That

David C Papke

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	ELEMENTARY K-8	1/16/2014	TEACHING(11/24/2004)	8/8/2020	0004
PROFESSIONAL	SECONDARY 7-12	1/16/2014	SOCIAL STUDIES(11/19/2007)	8/8/2020	
PROFESSIONAL	SPECIAL K-12	1/16/2014	SCHOOL ADMINISTRATOR(5/19/2010)	8/8/2020	
PROFESSIONAL	SPECIAL 7-A	1/16/2014	ALTERNATIVE EDUC(3/8/2005)	8/8/2020	
PROFESSIONAL	SPECIAL K-12	1/16/2014	GENERALIST(11/19/2007)	8/8/2020	
	EDUCATION				

Pat Ashby
 State Superintendent of Public Instruction

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teachers.nv.gov

Attachment B.2.2, Committee members' response to questionnaire

Committee to Form the School

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

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

Applicant Name: **Keith Martin**

I. Background

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

A: I affirm that I am over eighteen years old.

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

A: Through previous work with charter schools and organizations centered on on-line working.

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

A: I have a desire to share my experience as an educator and learner especially as they relate to on-line aspects of education.

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

A: Although I have no previous experience, I have a strong desire to be part of bringing a new educational opportunity to students in Nevada.

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

A: To provide leadership and oversight to the faculty and staff of the school with a focus on what is best for the students.

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

A: I taught in public high schools for over 30 years with the last eight being in a charter hybrid school that delivered on-line curriculum. As a Fellow and Master Fellow of the Institute for the Study of Knowledge Management in Education I developed an OER class and various other lessons.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

A: It will be operating efficiently with a dedicated faculty and staff working with empowered students.

What will it be like after four years?

A: It will be larger with more offerings based on past successes with a dedicated faculty and staff.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

A: The school believes that empowering students with personalized learning that infuses the arts and technology within the curriculum will increase student successes and educational outcomes.

9. Are you familiar with the school's proposed educational program? How would you describe it?

A: State approved curriculum with personal learning networks that are saturated with the arts and technology, delivered via the Internet, with teachers on site available to assist students in learning.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A: Successful schools conform with all local, state, and federal laws and regulations, assist all students maximize their educational opportunities, and continually strive for improvement in all aspects of being a school. The board will need to provide support, oversight, and direction to the school administration to maximize the school's potential and success.

III. Conflict of Interest Disclosure

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

A: No

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

A: Yes. David Papke was a former colleague and is still a friend.

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

A: No

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

A: N/A

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

A: N/A

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

A: No.

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

A: No.

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

A: I would discretely discuss the situation with the person(s) involved to make sure that I understand the issue. If warranted, I would bring it up as a matter to be discussed by the board and/or provide the information to our sponsor or other appropriate oversight authority.

Committee to Form the School

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

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

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

Applicant Name: **Derek Larson**

I. Background

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

A: I affirm that I am over eighteen years old.

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

A: From David Papke

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

A: I have a lot of experience in education and business.

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

A: I have not served, I would like to help improve education in our area.

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

A: To provide direction and support.

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

A: I have been a teacher in two different states for over 20 years, I also have business and real world experience.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

A: Students feeling good about the direction their education is heading

What will it be like after four years?

A: Similar to the end of the first year but with a continual growth which is a great sign of success.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

A: Will have an emphasis on the arts and technology catering to the individual needs of each student.

9. Are you familiar with the school's proposed educational program? How would you describe it?

A: Personal learning through educational internet programs guided by onsite certified teachers.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A: Needs to meet the students' needs and prepare them for life. Funds need to be distributed properly to an environment self-sufficiency and financial stability.

III. Conflict of Interest Disclosure

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

A: Not that I am aware of at this time.

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

A: David Papke is a teacher in the same school district.

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

A: No

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

A: N/A

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

A: N/A

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

A: No.

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

A: No.

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

A: Call the person on it and report it to the proper authorities

Committee to Form the School

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

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

Applicant Name: **Mark Jamison**

I. Background

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

A: I affirm that I am over eighteen years old.

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

A: David Papke informed me of the opportunity

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

A: I would like to utilize my experiences to help create a successful institution for students to learn in.

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

A: No

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

A: To give leadership and assist in key decision making

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

A: My experience in facilities management

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

A: Will look like a smooth operation

What will it be like after four years?

A: I believe with the success in the school the student population will grow by over 100%

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

A: Using arts and technology the school will increase student engagement.

9. Are you familiar with the school's proposed educational program? How would you describe it?

A: Yes it will be online based learning with teachers available for onsite assistance.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A: Successful schools have a balanced budget, comply with all local, state, and federal regulations, serve all enrolled students equally well. The board will need to provide direction and support for the school.

III. Conflict of Interest Disclosure

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

A: No.

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

A: David Papke as a coach of his son.

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

A: No

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

A: N/A

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

A: N/A

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

A: No.

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

A: No.

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

A: I would communicate with the individual about the issue and make sure I document the situation and conversation, and then communicate to the board about the situation.

Committee to Form the School

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Applicant Name: **David Papke**

I. Background

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

A: I affirm that I am over eighteen years old.

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

A: Through my previous work with other charter schools and organizations.

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

A: I believe I can provide valuable experience and guidance.

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

A: I have no specific previous or relevant experience on the board of a school district or a not-for-profit corporation; however, I am currently a trustee for the Charter School Association of Nevada (CSAN). I wish to serve in order to bring a new educational option to the students of Nevada.

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

A: To provide oversight and leadership.

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

A: I am a public school educator with extensive knowledge in the area of charter school operation and e-learning.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year?

A: It will be running smoothly, with a dedicated group of instructors and a dynamic student body.

What will it be like after four years?

A: It will be somewhat larger, but still maintaining its mission, vision, and philosophy.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

A: The school believes that personalized learning, with arts and technology embedded into the curriculum and instruction, will increase student engagement and educational outcomes.

9. Are you familiar with the school's proposed educational program? How would you describe it?

A: Personal Learning Networks, infused with arts and technology, delivered via the Internet, with teachers available for onsite assistance.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A: Successful schools have balanced budgets, comply with all local, state, and federal regulations, serve all enrolled students equally well, and achieve above expectations. The board will need to provide direction, support, and oversight to school administration in order to ensure success.

III. Conflict of Interest Disclosure

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

A: I know all of the other members of the CFS, some as fellow educators, some as community entrepreneurs, and some as coaches of youth sports.

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

A: No.

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

A: No.

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

A: N/A

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

A: N/A

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

A: No.

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

A: No.

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

A: I would discuss the situation with the person involved to make sure that I understand the issue. If warranted, I would bring it up as a matter to be discussed by the board and/or provide the information to our sponsor or other appropriate oversight authority.

Narrative B.2.3, *Members' association with other charter schools:* No one on the Committee to Form the charter school has had any association or affiliation with any out-of-state charter school. The Committee to Form has two members that were affiliated with an in-state charter school: Keith Martin and David Papke. Mr. Martin was a teacher and Dean of Students at Silver State Charter School and Mr. Papke was a teacher at Silver State Charter School as well as the liaison and executive director for the Nevada Performance Academy. Mr. Papke also currently serves as a trustee for the Charter School Association of Nevada.

(a) Keith Martin; (b) Silver State Charter School, 788 Fairview Dr., Carson City, NV 89701; (c) 2005-2013; (d) The member is no longer associated or affiliated with the charter school; (e) The member retired; and (f) the member was a teacher at Silver State Charter School.

(a) David Papke; (b) Silver State Charter School, 788 Fairview Dr., Carson City, NV 89701; Nevada Performance Academy: Address unknown; (c) 2004-2010; 2012-2014; (d) The member is no longer associated or affiliated with either charter school; (e) The member left Silver State High School to join Washoe County School District; The member left the Nevada Performance Academy for personal reasons; and (f) the member was a teacher at Silver State High School; the member was the liaison and executive director of the Nevada Performance Academy.

Attachment B.2.4, Assurances

[note: attach notarized assurance here]

Statement of Assurances

Revised December, 2012

1. The charter school herein named, _____,
(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, the State Board of Education, and the State Public Charter School Authority 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 State Public Charter School Authority, 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 State Public Charter School Authority, Nevada 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 Certifying Charter School Official

Name Printed

Title

Date

Subscribed and sworn to before me

This _____ day of _____
date month year

(Notary Public Seal)

B.3: Management and Operation (tab)

Narrative B.3.1, *Organizational structure*: NE PLUS ULTRA Preparatory Academy is structured with the Governing Board 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 NE PLUS ULTRA Preparatory Academy. Note: All certified teachers of record will be direct employees of the School (the Governing Board), and no relationship with an EMO will be established to provide instruction of any kind, or any service other than e-course content. The Principal will be the key administrator that provides day-to-day operational oversight. The Principal, will provide instructional leadership, curriculum development and implementation, personnel decisions and special staffing needs. The Governing Board will ensure proper financial management and legal compliance. Management is the second part of a two-tier structure with the first part being governance. Management is referred to as the school's leadership who is directly responsible to the Board. The role of management will be to make progress through hiring and managing staff, consultants, volunteers, and technical support people to build the academic, financial, operational, and governance capacity at the school through best practices that ensure implementation of the school's strategic framework and the academic success of students.

Narrative B.3.2, *Key management positions responsibilities*: This section provides the roles and responsibilities of key management positions, which are the Principal and Program Coordinator.

Principal/Director: The Principal 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 Principal:

1. Develops, implements, manages and modifies the education program, ensuring

compliance with state standards, school accreditation, and Governing Board 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 recreational/community activities; overseeing development, implementation, assessment and evaluation of all curriculum.
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.

Critical skills and/or experience: The Principal will have an understanding of charter school governance with previous teaching experience. This position will require the individual to have a Bachelor's degree (Master's degree preferred), a current Nevada Administrator Credential, as well as experience in school improvement, staff leadership, academic program monitoring, virtual curriculum and instruction teaching and creation in a middle and high school environment.

Program Coordinator: The Program Coordinator will assist the Principal in managing the overall school site operations, charter school and state policies. This position will be responsible for managing a positive learning environment and complying with state-mandated testing and meeting Special Education requirements. This position will aid in the development and implementation of curriculum, assessments, and student/staff

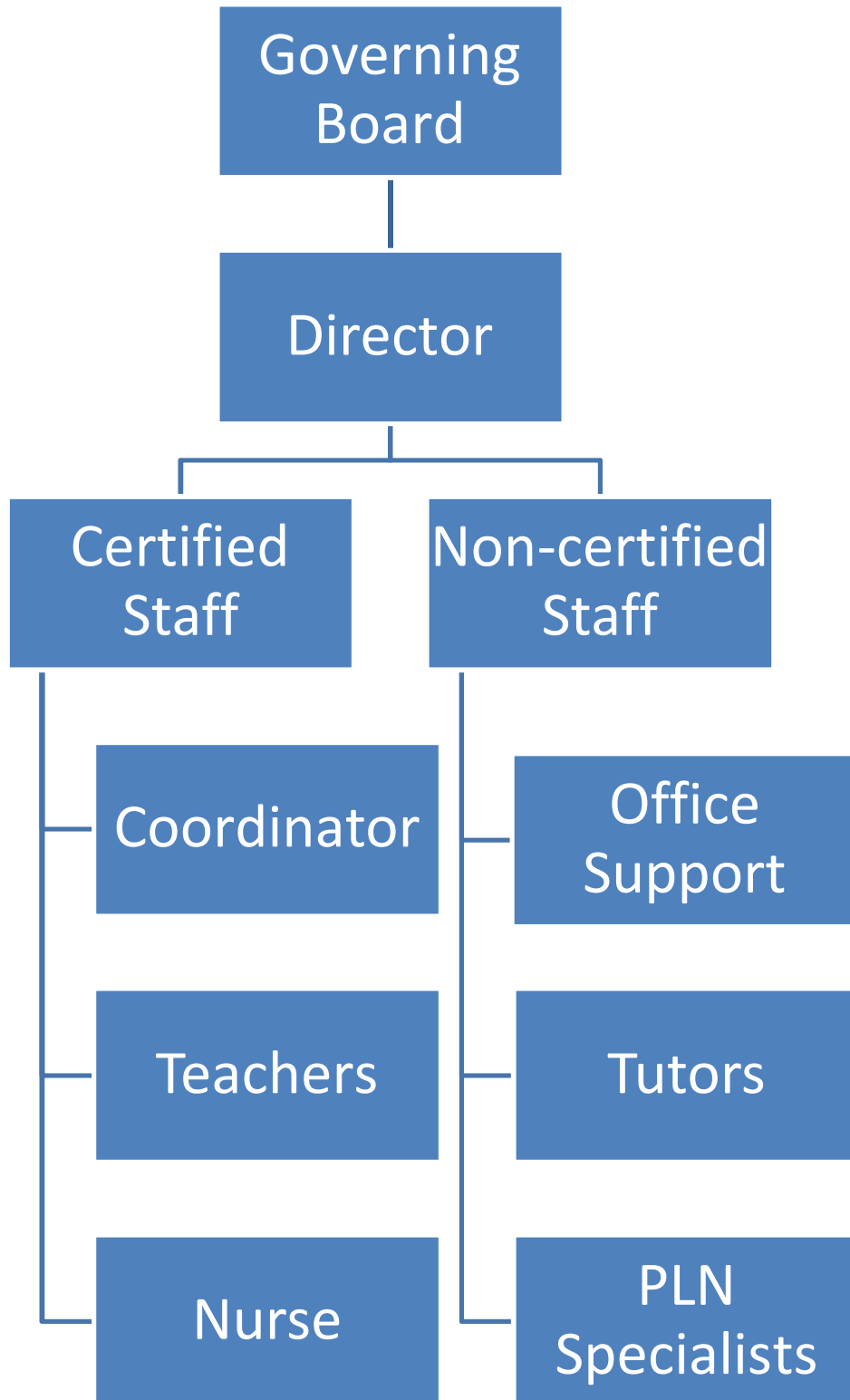
performance, as well as report on all incidents and testing results relating to students.

This position will work in conjunction with the Principal to carry out the day-to-day business operations of the school. This includes responsibility for facilitating services including human resources support (for payroll), information technology support, accounting support, monitoring of general contracted services for the Board, monitoring general compliance with charter requirements, and completing performance data for the Board. The Program Coordinator will:

1. Maintain safety of school including managing student behavior/processing disciplinary actions.
2. Provide instructional leadership and support to all staff and provide staff training and development, in collaboration with the Principal.
3. Oversee administration of all state testing, pursuant to NDE testing policies and laws.
4. Analyze and disaggregate assessment data results to ensure students are learning and making progress – in collaboration with the Principal
5. Manage the special education process in addition to Individual Education Plan (IEP) to ensure compliance. Works with the Special Education Teacher in this process.
6. Coordinate site activities and represent the school in the community, supervise extracurricular activities.

Critical skills and/or experience: The Vice-Principal will have a strong background in educational management with previous teaching experience, a bachelor's degree and a proven track record in school improvement, staff leadership and academic program monitoring.

Attachment B.3.3, Organizational chart



Narrative B.3.4, *How carry out laws:* The Board and administrators will carry out the provisions specified in the Nevada Revised Statutes 386.500 to 386.610 inclusive regarding charter schools, the Charter Contract, and other law as it relates to those things that include, but are not limited to education and public entities. School leadership and members of the governing body will be responsible for knowing their respective statutory and regulatory responsibilities. The School will use multiple governing body meetings as a way to keep the members informed of their responsibilities. School leadership will work directly with the school's sponsor and respective governmental entities on required document submissions. Being resourceful and knowing where to get answers and staying current with proposed changes to statute and regulations is tantamount to knowing the law and regulations. The school's leadership will carry out provisions of regulations, law, and build capacity around the topic by disseminating information, recommending attendance of staff or governing body members to attend conferences, workshops, or other, and participating actively to find applicable resources and information through a variety of outlets including, but not limited to the following: 1. Reading the sections of Nevada Revised Statutes that are appropriate to the school via current hard copy versions of Nevada School Laws VI & VII and Nevada Administrative Code; 2. Attending public meetings related to entities that have statutory, regulatory, or policy impact on the operation of the school; 3. Attending appropriate conferences, trainings, workshops, technical assistance meetings; 4. Staying current on the material found in the Charter School Reporting Manual and Charter School Operation Manual offered by the sponsor and the Nevada Department of Education. A representative from the school will be responsible for disseminating presentation and training materials from Nevada Ethics in Government Law to governing body members during a public meeting in the form of a training and discussion around avoiding conflicts of interest. Material

used for dissemination includes, but is not limited to the following: Nevada Acknowledgement of Ethical Standards Form for Public Officials, Consanguinity/Affinity Chart, copies of statute and regulation for NRS 281A and NAC 281A, and Nevada Disclosure and Abstention Guide. In addition, all board members and employees will be given a copy of the Nevada Ethics in Government Manual to create awareness and develop a common definition of a public office as the sole benefit to the people and public officer or employee committing them to avoiding conflicts between their private interests and those of the general public they serve. The School will extend its interpretation of avoiding conflict of interest to the extent possible by establishing practices and procedures of maintaining accountability and transparency while establishing students' interests and academic achievement as the top priority of the School. The School will develop academic, operational, and financial internal controls that mitigate for type I (passing a student that should have failed) and type II (failing a student that should have passed) errors and allow for students, parents, staff, and community members to seek contact information from the School's website and appeal School decisions through administration to the School's governing body through email or regular mail in which members will receive unfiltered information from the public. Along with parent membership on the governing body the School maintains that through its governance committee board member recruitment process and to the extent possible will maintain a diverse representation of the entire community and tracked through the governing board's profile matrix. The School understands that maintaining a diverse governing body that is representative of the entire community served is essential to making decisions in the best interest of students at the School. The School anticipates that there will be times when proposed decisions at the School may be questionable or present unnecessary conflict with statutory or regulatory provisions. In such case, the governing

body or the School's leadership will pause and seek outside advice from the School's contractors (legal, accountant, etc.) or technical assistance on best practices from the School's sponsor or respective agency prior to approval or implementation. The School sees this as necessary cooperation and open honest communication with the School's sponsor and other state agencies.

Narrative B.3.5, *Dispute resolution*: The School may at any time initiate a resolution to any dispute concerning statutory, regulatory, policy, or contractual provisions by submitting, in writing, a statement outlining its complaint and proposed resolution to the Director of the State Public Charter School Authority. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or will propose an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. If the charter school is not satisfied with the proposed resolution adopted or amended by the State Public Charter School Authority in public meeting and submitted in writing by the President of the Authority no more than 15 calendar days after the meeting at which the Board approved the resolution, it may notify, in writing to the President of the Authority, within 15 calendar days that it will be filing an appeal

with district court within 45 calendar days and after that time if there is no appeal then any decision by the Authority is final.

Narrative (attachment...) B.3.6, *Kind of school*: Based on NRS 388.020, NE PLUS ULTRA Preparatory Academy shall provide education for sixth through twelfth grade, and therefore be considered: a middle school and high school.

Narrative (attachment...) B.3.7, *Lottery Description*: As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled. Because our school will not be an "at-risk" charter school, we will recognize no lottery exemptions.

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353. As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from May 1 to August 15 during which it will accept applications.

- Approaching our first year of operation;
- When adding a new grade; and
- For annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list in the order determined by the lottery.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.

10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.

11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.

12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school, knowing that the luck of the lottery may preclude the child's enrollment; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If the lottery determines that the person's child can't get into the school, the board will add the parent of a child who did make it into the school. The first "parent" need not necessarily leave the board, all other requirements and restrictions considered, but our board will include the parent of an enrolled child once the board knows who is enrolled in the school.

13. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

Narrative B.3.8, *Outside help with application:* This 2014 Call for Quality Charter Schools application was prepared exclusively by members of the committee to form the charter school. No outside person, agency, or entity assisted the committee in preparing the application.

Narrative B.3.9, *Limiting enrollment:* As pursuant to NAC 386.353 and NAC 386.180(7), the school will not limit the enrollment of pupils to a specified number or ratio of teachers to pupils.

B.3.2: Distance Education (tab)

DISTANCE EDUCATION PROGRAM

APPLICATION COVER PAGE

CERTIFICATION

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

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

DAVID C PAPKE, Liaison for Committee to Form

David C Papke

Name and Title (Please type)

Signature

Indicate the date the applicant's board of trustees, governing body or committee to form a charter school met to approve the submission of this application: **September 15, 2014**

APPLICANT INFORMATION

Applicant (Name of School District or Charter School)	Mailing Address (Street, P.O. Box, City/Zip)
NE PLUS ULTRA Preparatory Academy	10541 Twin Bridges Way Reno, NV 89521
Name and title of authorized contact person	Telephone number of authorized contact person
DAVID C PAPKE Liaison for Committee to Form	Phone Number 775.846-2201 Email address dpapke@NPUprep.org

Date Received By Department:

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

NE PLUS ULTRA Preparatory Academy (NPU Prep) offers a personalized, student-driven, arts and technology infused, flexible program of instruction leading to strong educational outcomes. NE PLUS ULTRA Preparatory Academy promotes academic excellence by identifying and developing each student's interests and creative talents. Students at NE PLUS ULTRA Preparatory Academy build essential skills and knowledge related to thinking critically and creatively, communicating and collaborating effectively, and excelling academically and intellectually. Students create and utilize Personal Learning Networks, and use active engagement and product-based learning, to enhance problem-solving capacity and intellectual virtuosity. Located in Reno and Carson City, and other geographical environs, NE PLUS ULTRA Preparatory Academy is a tuition free public charter school serving grades 6-12. NE PLUS ULTRA Preparatory Academy provides an individualized and supportive learning environment that gives students the opportunity, guidance, instruction, and support to achieve at their highest level. At NE PLUS ULTRA Preparatory Academy students flourish emotionally and become college, career, and life ready.

NE PLUS ULTRA Preparatory Academy will utilize a technology-based, blended format structure that allows students the flexibility to pursue their interests and turn their passion into performance. NE PLUS ULTRA Preparatory Academy will employ fully certified teachers and community-based experts to craft a high-quality, student-focused educational environment that gives learners the opportunity, and guidance, to achieve at their highest level.

NE PLUS ULTRA Preparatory Academy will utilize a distance education framework that delivers e-courses currently approved by the State of Nevada. The school will operate a blended learning format that creates opportunities for the integration of arts into the regular curriculum. The guiding principle of NE PLUS ULTRA Preparatory Academy is that student outcomes improve when the arts are engaged as a regular part of instructional

methodology, when opportunities to perform are individually meaningful, purposeful, authentic, and when curriculum is delivered in an individualized and flexible manner.

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

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

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

AP US Government	11 to 12
AP US History	11 to 12
AP World History	11 to 12

APEX

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

US and Global Economics	9 to 12	Marine Science	9 to 12
Multicultural Studies	9 to 12	Marine Science Honors	9 to 12
Art Appreciation	9 to 12	Physics	9 to 12
Music Appreciation	9 to 12	Physics Honors	9 to 12
Physical Education	9 to 12	Physical Science	9 to 12
Skills for Health	9 to 12	Physical Science Honors	9 to 12
		AP Environmental Science	9 to 12

FLORIDA VIRTUAL HIGH SCHOOL

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

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

	Consumer Math	9 to 12
	Trigonometry	9 to 12
	Pre-Calculus	9 to 12
	Calculus	9 to 12
	Integrated Math	9 to 12
	Introductory Algebra	9 to 12
	Algebra I: Literacy Advantage	9 to 12
	Algebra I	9 to 12
	Honors Algebra I	9 to 12
	Algebra II: Literacy Advantage	10 to 12
	Algebra II	10 to 12
	Honors Algebra II	10 to 12
	Geometry: Literacy Advantage	10 to 12
	Geometry	10 to 12
	Honors Geometry	10 to 12
	Integrated Math I	9 to 12
	Integrated Math II	10 to 12
	Probability & Statistics	9 to 12
	Algebra I A	9 to 12
	Algebra I B	9 to 12
	Algebra I	9 to 12
	Algebra I Honors	9 to 12
	Algebra II	9 to 12

		Calculus	9 to 12
		Geometry	9 to 12
		Geometry Honors	9 to 12
		Pre-Calculus	9 to 12
Science	2	Physical Science	9 to 12
		Earth Science	9 to 12
		Biology	9 to 12
		Chemistry	9 to 12
		Physics	9 to 12
		Environmental Science	9 to 12
		AP Biology	11 to 12
		AP Chemistry	11 to 12
		AP Environmental Science	11 to 12
		AP Physics B	11 to 12
		Earth Science	9 to 12
		Honors Earth Science	9 to 12
		Physical Science	9 to 12
		Honors Physical Science	9 to 12
		Biology	9 to 12
		Honors Biology	9 to 12
		Chemistry	10 to 12
Honors Chemistry	10 to 12		
Biology	9 to 12		

		Biology Honors	9 to 12
		Chemistry	9 to 12
		Chemistry Honors	9 to 12
		Earth Space Science	9 to 12
		Earth Space Science Honors	9 to 12
		Marine Science	9 to 12
		Marine Science Honors	9 to 12
		Physics	9 to 12
		Physics Honors	9 to 12
		Physical Science	9 to 12
		Physical Science Honors	9 to 12
		AP Environmental Science	9 to 12
Social Studies	2	World History	9 to 12
		American History	9 to 12
		American Government	9 to 12
		Civics	9 to 12
		AP European History	11 to 12
		AP US Government	11 to 12
		AP US History	11 to 12
		AP World History	11 to 12
		World History	9 to 12
		Honors World History	9 to 12
		US History	9 to 12

		Honors US History	9 to 12
		US Government & Politics	9 to 12
		American Government	9 to 12
		American History	9 to 12
		AP US Government & Politics	9 to 12
		AP US History	9 to 12
		World History	9 to 12
		World History Honors	9 to 12
Arts & Humanities OR Career & Technical Ed.	1	Art Appreciation	9 to 12
		Music Appreciation	9 to 12
		Spanish I	7 to 12
		Spanish II	7 to 12
		Spanish III	9 to 12
		Spanish IV	9 to 12
		French I	7 to 12
		French II	7 to 12
		French III	9 to 12
		French IV	9 to 12
		AP Art History	11 to 12
		AP Psychology	11 to 12
		Art Appreciation	9 to 12
		Music Appreciation	9 to 12
		AP Art History	9 to 12

	Multicultural Studies	9 to 12
	Skills for Health	9 to 12
	Reading for College Success	9 to 12
	Liberal Arts Math	9 to 12
	Economics	9 to 12
	Economics Honors	9 to 12
	Global Studies	9 to 12
	Psychology	9 to 12

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

The process used to enroll a student in the Distance Education Program at NE PLUS ULTRA Preparatory Academy is:

1. The applicant (with parent/guardian, if the student is under 18) completes the standard enrollment application.
2. The applicant provides a current immunization record.
3. The applicant provides a current transcript.
4. Special Education services will be provided in accordance with NRS 386.582.3 which states, "If the governing body of a charter school is unable to provide appropriate special education program-related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the student resides transfer that pupil to an appropriate school."
5. The applicant is given or must have on file both math and reading assessments to determine appropriate aptitude placement.
6. The applicant and parent/guardian meet with the School counselor to create an educational plan. The student is provided with a schedule that outlines a practical and timely pathway to graduation.
7. If necessary, the student's records are requested from his/her previously attended school(s).
8. All student data is entered into the student management system and verified by the registrar.

Note: Enrollment is fulltime and exclusive. Students may not be enrolled part-time nor may they be dually enrolled. Home-schooled students will not be enrolled.

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

In accordance with NRS 388.866, the teacher of record monitors the student's attendance. Contact is made between the student and the teacher a minimum of once per week. This contact may be made by either one or a combination of the following methods:

- Two-way email(s)
- Person-to-person phone call(s)
- In-person meeting(s)

All student-teacher-parent/guardian contact is recorded in a detailed logbook maintained by the instructor. The site director frequently reviews the logbook entries to monitor student's regular contact with the instructor, and to ensure the student's compliance with the accepted practices of the School's Distance Education Program. Once a week, the instructor(s) enters the student's attendance into the Master Register of Attendance and Enrollment (student management system). Any student who fails to maintain minimum required contact with the instructor will be marked absent for the entire week. After 10 successive days of non-attendance the student will be withdrawn from the School. Student participation will be monitored through benchmarks and objectives as prescribed by the on-line curriculum. As part of the contract with the student, the teacher is required to:

- Discuss the student's understanding of the course content
- Log the student's progress
- Answer the student's questions
- Review the student's work and on-line participation
- Proctor student's assessments and final exams
- Maintain communication with the School director regarding the student's progress

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

All students that meet the criteria to take a State or school mandated test must participate in the appropriate test. Upon enrollment, students are provided an assessment calendar, highlighting the appropriate test dates. All students who are eligible to test are notified thirty (30) days in advance by mail, email and/or by telephone. Students are required to report to the Main Campus for the administration of the mandated tests, with the exception of any satellite location where students

cannot leave the facility; in this case a certified teacher/proctor will go to the satellite site and administer the test. Every effort will be made to provide transportation to students who do not have the means to travel to the school test site. In cases of extreme hardship, the Administration may approve that a trained test proctor administer the test to the student(s) at a mutually agreed upon off-campus site. All students must complete course final exams in the presence of a certified teacher. The lead administrator is fully aware of the mandated testing policies and procedures, and will ensure that there is no breach in testing security.

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

The instructors utilize the online, program-generated evaluation components to assist in the documentation of the completion of the student's courses. In order to ensure the accurate recording of successful course completion and the awarding of course credit, the instructor will:

- Completely review the online and offline course work
- Assure that the student earned a passing mark of 60% or better
- Guarantee that course objectives are completed in compliance with the Nevada State Standards
- Conference with the student to verify student's participation
- Confirm the student's attendance by reviewing the teacher's contact log

The program keeps a record of the student's assignments and the student's final grade. The teacher of record issues the letter grade and credit earned. This information is turned into the registrar, who enters the course, grade, and credit on to the student's transcript. A report card is mailed to the parents of the individual students.

Grading Policies:

1. Students will be issued a grade of A, B, C, D, F, or NM. The teacher of record for the course will issue the grade based on student performance.
2. All courses are semester (.5) courses. No partial semester credit will be issued for courses not completed.
3. The student must earn a 60% or higher on the final exam. If a student does not pass the final exam with a 60% or higher, he/she can have up to two additional attempts to pass the test with a 60% or higher. If the student does not pass the test with a 60% or higher after three attempts, the student will receive an "F" for the course.
4. A student who fails to meet the basic attendance requirement for the School will receive an "F" in the course.

5. There is an expectation of two way communication at a minimum of once a week between the student and the teacher. This can be in the form of emails, telephone conversations, or face-to-face meetings. The teacher will maintain records of two way communication with the student and records showing progress in the course.
6. Grades will be posted at the end of each quarter.
7. The teacher awarding the credit and grade must have HQ status in the subject area of the credit issued.

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

Blended format instruction, relies in a successful merging of synchronous, asynchronous, and face-to-face instructional strategies. At NE PLUS ULTRA Preparatory Academy, an emphasis on excellence in all three domains will be established. Synchronous instructional opportunities will be provided for online students in all core subject areas. Teachers will utilize virtual white board sessions, streaming media presentations, video conferencing, live chats, and other technology tools in order to bridge the physical gap between instructor and student. Asynchronous instructional opportunities will be provided within the school's learning management system. These will include private comments and individualized feedback on assignments, moderated discussion forums, virtual group projects and presentations, remedial intervention, advanced curricular options, etc. Face-to-face instruction will have several overlapping components. Teachers will be on site on a regular basis in order to provide both scheduled and impromptu opportunities for individual instruction to students in all core subjects. Additionally, open learning labs will be available during all school hours for students to engage their online curriculum with the assistance of certified and support staff. And, special cohort instructional pods will be scheduled on a regular basis to give special in-depth instruction to groups of students in all core content areas. Through a seamless, engaged, active, and robust merging of all these instructional approaches, NE PLUS ULTRA Preparatory Academy will establish a learning environment that is conducive to high academic achievement and positive student learning outcomes. All approved vendor-supplied distance education courses have multiple built-in, teacher-directed and reviewed assessment tools that operate within the host learning management system. These tools include, but are not necessarily limited to: quizzes, exams, discussions, projects, essays, etc. These tools will be utilized extensively by course instructors to monitor the academic progress of all students enrolled in NE PLUS ULTRA Preparatory Academy. Additionally, teachers will have the benefit of working with many students on an individualized basis, which will allow for informal review of

student ability and course content cognition. The School will utilize the NWEA MAP assessment program to chart growth and identify potential areas for increased attention. The MAP program can be utilized as both a formative assessment (allowing for direct intervention and remediation), as well as a summative measurement of annual growth in key learning areas.

Teachers will closely monitor the progress of all students enrolled in NE PLUS ULTRA Preparatory Academy. The teacher assesses student progress as part of their weekly contact. The teacher has the ability to electronically monitor the quality and amount of the work the student has completed. Students are expected to maintain adequate progress in their courses in order to successfully complete the courses within the prescribed time frame. Students identified by the instructor as having difficulty in the course(s) and/or are not able to successfully complete assignments or tests are flagged in the system. The student and the student's parent/guardian are contacted and asked to help identify the problem (i.e. student's lack of effort, the course is too difficult, etc.). If necessary, the PEP initiative will be undertaken as a means to mediate the situation (more information on PEP is available upon request).

Inherent to the vision statement of NE PLUS ULTRA Preparatory Academy is the elimination of the achievement gap. Implementation of regular assessments will ensure that no student is overlooked and identified with ample time for remediation. Teachers will differentiate instruction whenever possible by utilizing the various digital instructional tools available and deeper intervention programs (e.g. PEP) will be initiated for those students who continue to struggle to ensure appropriate remediation. Students identified at risk, will have an intervention plan created by the School. This plan will follow Response to Intervention protocols to improve student achievement and close achievement gaps of all groups of students. Tier 1 will include research based instruction in the general education classroom (virtual and face-to-face) with core instructional interventions. Tier 2 will include small group intervention (virtual and face-to-face) with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan.

NE PLUS ULTRA Preparatory Academy will establish a main physical campus and other physical sites. All certified instructional staff, including special services, ELL, and gifted and talented instructors, will be at the main campus and other sites and able to provide regular face-to-face services

in much the same manner as would be provided in a regular classroom environment (i.e. resource labs, individual tutoring, co-teaching, etc.). In addition, resource staff will be able to utilize the same virtual contact and instructional methods as the teacher of record to enhance, modify, assist, expand, or deliver any necessary accommodations or modifications identified in student IEPs or Contracts for Success (part of the PEP Initiative).

Narrative B.3.2.1, *Distance Education special education services:* As a blended model program of instruction, the School will operate both online and with brick and mortar campuses. Students and their families may elect to attend either in person or virtually. Regardless of the means by which students attend, support for the achievement of IEP goals will be provided through a collaborative effort of the regular course instructor and the special education teacher/case manager. Support services might include, but are not limited to, confirming that IEP modifications and supplemental services are being provided in virtual environments, the co-teaching of online courses, direct teaching and/or re-teaching of curricular content, etc.

Narrative B.3.2.2, *Distance Education parent-teacher conferences:* As a blended model program of instruction, the School will operate both online and with brick and mortar campuses. Students and their families may elect to attend parent-teacher conferences in person; however, students and their families may also elect to attend such meetings virtually via web conferences, Skype, etc. Should the family not have adequate or reliable access to the Internet, transportation to an adequate facility with such connections and/or a direct visit to the home will be arranged.

B.4: Staffing and Human Resources (tab)

Narrative B.4.1, Staffing plan: NE PLUS ULTRA Preparatory Academy will recruit and hire qualified staff to support the students and implement the school’s program of instruction. The School will seek qualified, experienced staff that also possess a strong shared vision of the mission and philosophy of the School and will select employees who have high expectations for students and a commitment to educational excellence. The staffing plan begins with identified positions that will provide administration, instruction, and support for the school and its students which is also aligned with our program of instruction. The first year’s anticipated enrollment is 180 students with no increase in year two. Ultimately, NE PLUS ULTRA Preparatory Academy anticipates that enrollment will reach 215 students in subsequent years. Staffing will keep pace with these enrollment increases; maintaining sound operations and successful implementation of the school’s educational program. This staffing plan shown below provides a presentation for minimal staff required to operate NE PLUS ULTRA Preparatory Academy in its first/second year of operation when the anticipated enrollment is 180 students respectively, to year 6 when 215 students are anticipated.

Staffing by Enrollment	180	215
Position		
Principal/Director	1	1
Program Coordinator	1	1
Registrar	1	1
Business Manager	0	.5
Administrative Assistant	1	2
Teachers	4	5
Special Education	1	2
Tutors	2	4
Nurse	.25	.5
PLN Specialists	3	6

NE PLUS ULTRA Preparatory Academy recognizes that recruiting qualified teachers and staff is very competitive, requiring a specialized approach to securing the best candidate. The School plans on spending the necessary time at the beginning of the employee recruitment process to match employee to

the educational program and philosophy of the school. The better recruitment of individuals will allow for an increased retention of employees at the school. Additionally, the school plans on retaining employees through an attractive benefits and incentive program allowing for employees to show progress and quality with duties in their position and allowing for value added contributions to the school as well. The incentive program will identify the motivation of each employee and award them by meeting their develop measures, metrics, and targets for indicators in their respective positions. This type of program holds employees accountable and creates a common language at the school to help increase student achievement.

Narrative B.4.2, *Employment contract negotiation:* NE PLUS ULTRA Preparatory Academy 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 "proficient" performance evaluation, the teacher is offered an Agreement for the term of July 1 through June 30. The school will follow NRS 386.595 when negotiating employment contracts.

Narrative B.4.3, *Instructor qualifications:* Teacher qualifications include, but are not limited to, a valid Nevada Teaching Certificate, a Special Education Endorsement (for Special Education Teachers), and Highly Qualified status in the area of instruction. A minimum of a bachelor's degree in the subject area taught is desirable.

Narrative B.4.4, *Teacher evaluations:* The school will follow NRS 391.3125 when evaluating teachers.

Narrative B.4.5, *Administrator information:* The administrator (Principal/Director) is David Papke, 10541 Twin Bridges Way, Reno, NV, 89521. (775) 846-2201. The committee selects David Papke, M.A.Ed., to satisfy the conditions set forth in NAC 386.100. The committee recognizes that Mr. Papke will resign from his position on the committee to form the school when the School is approved to operate.

Narrative B.4.6, *Administrator position description:* The Principal/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.

Narrative B.4.7, *Employing administrators:* The School's governing body will have the responsibility for hiring openings for Principal/Director. The Committee plans to recruit administrators using a combination of the following: 1. Distributing an opening through the school's public website; 2. Posting information at the school via hard copy; 3. Placing information for public notice on college career center sites and job fairs; 4. Advertising at DETR; 5. Using national exposure through portals at: teachers-teachers.com, nvadministrator.org, www.aasa.org, edweek.org, etc. The governing board plans on determining the appropriate experience, training and skills of all successive administrative personnel using the following steps to hiring: 1. Research the skills necessary for the position; 2. Develop an announcement and job description around those specific skills; 3. Screen applicants online for their knowledge, skill, work activities, education, and experience; 4. Invite qualified candidates to complete an in-basket activity regarding their technical skills; 5. Conduct an in-person interview with qualified candidates and ask for professional artifacts; 6. Narrow the candidate list to not more than three candidates for the entire board to select; 7. Decide on the best fit candidate for the position.


Narrative B.4.8, *Employing instructors/others:* The School plans to recruit instructors/others using a combination of the following: 1. Distributing an opening through the school's public website; 2. Posting information at the school via hard copy; 3. Placing information for public notice on college career center sites and job fairs; 4. Advertising at DETR; 5. Using national exposure through portals such as teachers-teachers.com. The school plans on determining the appropriate experience, training and skills of all personnel including, but not limited to non-certificated instruction personnel using the following steps to hiring: 1. Research the skills necessary for the position; 2. Develop an announcement and job description

around those specific skills; 3. Screen applicants online for their knowledge, skill, work activities, education, and experience; 4. Invite qualified candidates to complete an in-basket activity regarding their technical skills; 5. Conduct an in person interview with the candidate and ask for professional artifacts; 6. Decide on the best fit candidate for the position

Narrative B.4.9, *Licensed and non-licensed staff*: Licensed and non-licensed staff are not known at this time.

C.1: Budget (tab)

Attachment C.1.1, Budget

<p>KEITH WRHEAULT <i>Superintendent of Public Instruction</i></p> <p>GLORIA P. DOPF <i>Deputy Superintendent</i> Instructional, Research and Evaluative Services</p> <p>JAMES R. WELLS <i>Deputy Superintendent</i> Administrative and Fiscal Services</p>	<p>STATE OF NEVADA</p>  <p>DEPARTMENT OF EDUCATION 700 E. Fifth Street Carson City, Nevada 89701-5096 (775) 687 - 9200 · Fax: (775) 687 - 9101</p>	<p>SOUTHERN NEVADA OFFICE 1820 E. Sahara, Suite 205 Las Vegas, Nevada 89104-3746 (702) 486-6455 Fax: (702) 486-6450</p> <p>MOODY STREET OFFICE 1749 Moody Street, Suite 40 Carson City, Nevada 89706-2543</p>
Charter School Budget		
<p>NE PLUS ULTRA Preparatory Academy herewith submits the (TENTATIVE) — (FINAL) budget for the fiscal year ending June 30, 2016 .</p>		
<p>This budget contains 1 governmental fund types with estimated expenditures of \$ 1,228,577 and 0 proprietary funds with estimated expenses of \$ 0 .</p>		
Per NAC 387.370:		
<p>TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by April 15 annually.</p>		
<p>FINAL budget must be adopted on or before June 8 Annually. Copies of the approved final budget are SUBMITTED by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.</p>		
<p>CERTIFICATION</p> <p>I, _____ (Printed Name)</p> <p>_____ (Title)</p> <p>certify that all applicable funds and financial operations of this Local Government are listed herein</p> <p>Signed _____</p> <p>Dated: _____</p>	<p>APPROVED BY THE GOVERNING BOARD</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>SCHEDULED PUBLIC HEARING:</p> <p>Date and Time: _____ Publication Date _____</p> <p>Place: _____</p>		
		<p>Form 1 2/1/2014</p>

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION						
			WEIGHTED ACTUAL YEAR ENDING 06/30/15		WEIGHTED ACTUAL YEAR ENDING 06/30/16	WEIGHTED ESTIMATED YEAR ENDING 06/30/16
1.	Pre-kindergarten (NRS 388.490)	x .6 =	0.0	x .6 =	0.0	x .6 = 0.0
2.	Kindergarten	x .6 =	0.0	x .6 =	0.0	x .6 = 0.0
3.	Elementary					
4.	Secondary		180		180	180
5.	Ungraded					
6.	Subtotal		180.0		180.0	180.0
7.	Students transported into Nevada from out-of-state					
8.	Students transported to another state					
9.	Total WEIGHTED enrollment		180.0		180.0	180.0
10.	Hold Harmless					
11.	Basic support per pupil amount, Year Ending 06/30/16				5,790	
	Fill in information for each district:	2015-2016	WEIGHTED 2015-2016			Use rates below:
	School District	Rate revised 3/31/10	Enrollment	Subtotal		Reference amounts for #12 Estimate: "Outside Revenue"
	Carson City	\$ 5,957	0.0	\$0		\$ 1,166
	Churchill	\$ 5,821	0.0	\$0		\$ 1,194
	Clark	\$ 5,036	0.0	\$0		\$ 1,167
	Douglas	\$ 5,151	0.0	\$0		\$ 2,543
	Elko	\$ 6,485	0.0	\$0		\$ 1,041
	Esmeralda	\$ 18,063	0.0	\$0		\$ 6,093
	Eureka	\$ 2,226	0.0	\$0		\$ 28,680
	Humboldt	\$ 6,089	0.0	\$0		\$ 1,600
	Lander	\$ 3,638	0.0	\$0		\$ 6,077
	Lincoln	\$ 9,441	0.0	\$0		\$ 1,181
	Lyon	\$ 6,537	0.0	\$0		\$ 948
	Mineral	\$ 8,149	0.0	\$0		\$ 1,172
	Nye	\$ 6,415	0.0	\$0		\$ 1,578
	Pershing	\$ 8,178	0.0	\$0		\$ 1,943
	Storey	\$ 6,423	0.0	\$0		\$ 6,179
	Washoe	\$ 5,137	0.0	\$0		\$ 1,252
	White Pine	\$ 7,224	0.0	\$0		\$ 1,557
	Multidistrict	\$ 5,790	180.0	\$1,042,200		5,790
12.	Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.				\$1,425	
13.	Total basic support for enrollee including outside revenue					Total Weighted-#9 \$ 1,298,700
						Hold Harmless-#10 \$ -
14.	Estimated number of special education program units		-	(Should be 0 or 1 maximum - see prior year allotment)		
		X	39,768	amount per unit	\$0	
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)					Total Weighted \$ 1,298,700
						Hold Harmless \$ -
Fiscal Year 2015-2016 Charter School			NE PLUS ULTRA Preparatory Academy			
Form 2 Enrollment - DSA			2/1/2014			

Form 3		(1)	(2)	(3)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/16	
NE PLUS ULTRA Preparatory Academy		PRIOR	CURRENT	TENTATIVE	FINAL
	REVENUE	YEAR ENDING	YEAR ENDING	APPROVED	APPROVED
		06/30/15	06/30/16		
1000	LOCAL SOURCES				
1100	Taxes				
1110	Ad Valorem Taxes				
1111	Net Proceed of Mines				
1120	Sales & Use/School Support Taxes				
1140	Penalties & Interest on Tax				
1150	Residential Construction Tax				
1190	Other				
1200	Revenue from Local Govmt Units other than School Districts				
1300	Tuition				
1310	Tuition from Individuals				
1320	Tuition-other Govt sources within State				
1330	Tuition-other Govt sources out of State				
1400	Transportation Fees				
1410	Trans Fees from Individuals				
1420	Trans Fees - other Govt within State				
1430	Trans Fees - other Govt out of State				
1440	Trans Fees - Other Private Sources				
1500	Investment Income				
1600	Food Services				
1610	Daily Sales - Reimbursable Program				
1620	Daily Sales - Non-Reimbursable Progm				
1630	Special Functions				
1650	Daily Sales - Summer Food Program				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
1910	Rent				
1920	Donations				
1930	Gains/Loss on Sales of Capital Assets				
1940	Textbook Sales & Rentals				
1950	Misc Revenues from Other Districts				
1960	Misc Revenues from Other Local Govt				
1970	Operating Revenues				
1980	Refund of Prior Year's Expenditures				
1990	Miscellaneous - local sources				
	TOTAL LOCAL SOURCES	0	0	0	0
3000	REVENUE FROM STATE SOURCES				
3100	Unrestricted Grants-in-Aid				
3110	Distributive School Account (DSA)	1,298,700	1,298,700	1,298,700	
3115	Special Ed portion of DSA				
3200	State Govt Restricted Funding				
3210	Special Transportation				
3220	Adult High School Diploma Program Fnd				
3230	Class Size Reduction				
3800	Revenue in Lieu of Taxes				
3900	Revenue for/on Behalf of School Dist				
	TOTAL STATE SOURCES	1,298,700	1,298,700	1,298,700	0
NE PLUS ULTRA Preparatory Academy		Charter School		Budget Fiscal Year 2015-2016	
Form 3 Revenues		Page 1 of 2			2/1/2014

		(1)	(2)	(3)	(4)
		ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/16 FINAL APPROVED
4000	FEDERAL SOURCES				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4103	E-Rate Funds				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800	Revenue in Lieu of Taxes				
4900	Revenue for/on Behalf of School District				
TOTAL FEDERAL SOURCES		0	0	0	0
		(1)	(2)	(3)	(4)
	OTHER RESOURCES AND FUND BALANCE	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/16 FINAL APPROVED
5000	OTHER FINANCING SOURCES				
5100	Issuance of Bonds				
5110	Bond Principal				
5120	Premium of Discount on the Issuance of Bonds				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	Other Items				
6100	Capital Contributions				
6200	Amortization of Premium on Issuance of Bonds				
6300	Special Items				
6400	Extraordinary Items				
TOTAL OTHER SOURCES		0	0	0	0
8000	OPENING FUND BALANCE				
	Reserved Opening Balance				
	Unreserved Opening Balance				
TOTAL OPENING FUND BALANCE		0	0	0	0
	Prior Period Adjustments				
	Residual Equity Transfers				
TOTAL ALL RESOURCES		1,298,700	1,298,700	1,298,700	0

NE PLUS ULTRA Preparatory Academy Charter School Budget Fiscal Year 2015-2016

NE PLUS ULTRA Preparatory Academy		(1)	(2)	(3)	(4)
Form 4			ESTIMATED	BUDGET YEAR ENDING 06/30/16	
PROGRAM FUNCTION OBJECT		ACTUAL PRIOR YEAR ENDING 06/30/15	CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED
100	REGULAR PROGRAMS				
1000	Instruction				
100	Salaries		482,218	482,218	
200	Benefits		202,531	202,531	
300/400/500	Purchased Services		305,662	305,662	
600	Supplies		104,450	104,450	
700	Property				
800	Other		50,166	50,166	
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
100 TOTAL REGULAR PROGRAMS		0	1,145,027	1,145,027	0
140	Summer School for Reg Programs				
1000	Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
140 TOTAL Summer School - Reg Prog		0	0	0	0
NE PLUS ULTRA Preparatory Academy				Budget Fiscal Year 2015-2016	
Form 4 Expenditures		Page 1 of 10		2/1/2014	

NE PLUS ULTRA Preparatory Academy		(1)	(2)	(3)	(4)
		ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/16	
PROGRAM FUNCTION OBJECT		YEAR ENDING	CURRENT	TENTATIVE	FINAL
		06/30/15	YEAR ENDING	APPROVED	APPROVED
			06/30/16		
200	SPECIAL PROGRAMS				
1000	Instruction				
100	Salaries		52,500	52,500	
200	Benefits		22,050	22,050	
300/400/500	Purchased Services		7,250	7,250	
600	Supplies		1,750	1,750	
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
200	SPECIAL PROGRAMS	0	83,550	83,550	0
240	Summer School for Special Programs				
1000	Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
240	TOTAL Summer School - Spec Prog	0	0	0	0
NE PLUS ULTRA Preparatory Academy				Budget Fiscal Year 2015-2016	
Form 4 Expenditures		Page 2 of 10		2/1/2014	

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		FINAL APPROVED
			TENTATIVE APPROVED		
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0		0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0		0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2015-2016		
Form 4 Expenditures	Page 3 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		FINAL APPROVED
			TENTATIVE APPROVED		
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0		0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0		0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2015-2016		
Form 4 Expenditures	Page 4 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		FINAL APPROVED
			TENTATIVE APPROVED		
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other I	0	0	0		0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0		0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2015-2016		
Form 4 Expenditures	Page 5 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		FINAL APPROVED
			TENTATIVE APPROVED		
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0		0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0		0
NE PLUS ULTRA Preparatory Academy					Budget Fiscal Year 2015-2016
Form 4 Expenditures	Page 6 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		FINAL APPROVED
			TENTATIVE APPROVED		
000	UNDISTRIBUTED EXPENDITURES				
2100	Support Services-Students				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100	SUBTOTAL	0	0	0	0
2200	Support Services-Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2200	SUBTOTAL	0	0	0	0
2300	Support Services-Gen Admin				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2300	SUBTOTAL	0	0	0	0
2400	Support Serv-School Admin				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2400	SUBTOTAL	0	0	0	0
2500	Central Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2500	SUBTOTAL	0	0	0	0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2015-2016		
Form 4 Expenditures		Page 7 of 10		2/1/2014	

		(1)	(2)	(3)	(4)
		ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/16	
PROGRAM FUNCTION OBJECT		YEAR ENDING	CURRENT	TENTATIVE	FINAL
		06/30/15	06/30/16	APPROVED	APPROVED
2600	Operating/Maintenance Plant Service				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2600	SUBTOTAL	0	0	0	0
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	SUBTOTAL	0	0	0	0
2900	Other Support (All Objects)				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2900	SUBTOTAL	0	0	0	0
2000s	TOTAL SUPPORT SERVICES	0	0	0	0
3100	Food Service				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
3100	TOTAL FOOD SERVICES	0	0	0	0
NE PLUS ULTRA Preparatory Academy				Budget Fiscal Year 2015-2016	
Form 4 Expenditures		Page 8 of 10		2/1/2014	

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		
			TENTATIVE APPROVED		FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0		0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0		0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0		0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0		0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0		0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2015-2016		
Form 4 Expenditures	Page 9 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/15	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		FINAL APPROVED
			TENTATIVE APPROVED		
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0		0
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0		0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0		0
4000s TOTAL FACILITIES ACQUISITION	0	0	0		0
5000 Debt Service					
000 EXPENDITURES	0	0	0		0
TOTAL ALL EXPENDITURES	0	1,228,577	1,228,577		0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0		0
TOTAL APPLICATIONS	0	1,228,577	1,228,577		0
CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	36,857	36,857	0
	Calculated Total Ending Fund Balance:		70,123	70,123	0
NE PLUS ULTRA Preparatory Academy					Budget Fiscal Year 2015-2016
Form 4 Expenditures	Page 10 of 10				2/1/2014

TENTATIVE BUDGET 06/30/16		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	#VALUE!	#VALUE!	#VALUE!	#VALUE!
200	Special	52,500	22,050	9,000	83,550
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		#VALUE!	#VALUE!	#VALUE!	#VALUE!
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				#VALUE!
UNDISTRIBUTED TOTALS		0	0	0	#VALUE!
TOTAL ALL FUNDS TENTATIVE		#VALUE!	#VALUE!	#VALUE!	#VALUE!
FINAL BUDGET 06/30/16		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency			0	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

KEITH W RHEAULT
Superintendent of Public Instruction

GLORIA P. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services

JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

STATE OF NEVADA



DEPARTMENT OF EDUCATION
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Carson City, Nevada 89706-2543

Charter School Budget

NE PLUS ULTRA Preparatory Academy herewith submits the (TENTATIVE) — (FINAL) budget for the fiscal year ending June 30, 2017 .

This budget contains 1 governmental fund types with estimated expenditures of \$ 1,264,734 and 0 proprietary funds with estimated expenses of \$ 0 .

Per NAC 387.370:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Printed Name)

(Title)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION						
			WEIGHTED ACTUAL YEAR ENDING 06/30/16		WEIGHTED ACTUAL YEAR ENDING 06/30/17	WEIGHTED ESTIMATED YEAR ENDING 06/30/17
1.	Pre-kindergarten (NRS 388.490)	x .6 =	0.0	x .6 =	0.0	x .6 = 0.0
2.	Kindergarten	x .6 =	0.0	x .6 =	0.0	x .6 = 0.0
3.	Elementary					
4.	Secondary		180		180	180
5.	Ungraded					
6.	Subtotal		180.0		180.0	180.0
7.	Students transported into Nevada from out-of-state					
8.	Students transported to another state					
9.	Total WEIGHTED enrollment		180.0		180.0	180.0
10.	Hold Harmless					
11.	Basic support per pupil amount, Year Ending 06/30/17				5,790	
	Fill in information for each district:	2016-2017	WEIGHTED 2016-2017			Use rates below: Reference amounts for #12 Estimate: "Outside Revenue"
	School District	Rate revised 3/31/10	Enrollment	Subtotal		
	Carson City	\$ 5,957	0.0	\$0	\$ 1,166	
	Churchill	\$ 5,821	0.0	\$0	\$ 1,194	
	Clark	\$ 5,036	0.0	\$0	\$ 1,167	
	Douglas	\$ 5,151	0.0	\$0	\$ 2,543	
	Elko	\$ 6,485	0.0	\$0	\$ 1,041	
	Esmeralda	\$ 18,063	0.0	\$0	\$ 6,093	
	Eureka	\$ 2,226	0.0	\$0	\$ 28,680	
	Humboldt	\$ 6,089	0.0	\$0	\$ 1,600	
	Lander	\$ 3,638	0.0	\$0	\$ 6,077	
	Lincoln	\$ 9,441	0.0	\$0	\$ 1,181	
	Lyon	\$ 6,537	0.0	\$0	\$ 948	
	Mineral	\$ 8,149	0.0	\$0	\$ 1,172	
	Nye	\$ 6,415	0.0	\$0	\$ 1,578	
	Pershing	\$ 8,178	0.0	\$0	\$ 1,943	
	Storey	\$ 6,423	0.0	\$0	\$ 6,179	
	Washoe	\$ 5,137	0.0	\$0	\$ 1,252	
	White Pine	\$ 7,224	0.0	\$0	\$ 1,557	
	Multidistrict	\$ 5,790	180.0	\$1,042,200	5,790	
12.	Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.				\$1,425	
13.	Total basic support for enrollee including outside revenue				Total Weighted-#9 \$ 1,298,700	Hold Harmless-#10 \$ -
14.	Estimated number of special education program units	-	(Should be 0 or 1 maximum - see prior year allotment)			
		X 39,768	amount per unit		\$0	
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)				Total Weighted \$ 1,298,700	Hold Harmless \$ -
Fiscal Year 2016-2017 Charter School NE PLUS ULTRA Preparatory Academy						
Form 2 Enrollment - DSA						2/1/2014

Form 3		(1)	(2)	(3)	(4)
			ESTIMATED	BUDGET YEAR ENDING 06/30/17	
NE PLUS ULTRA Preparatory Academy		PRIOR	CURRENT		
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL
		06/30/16	06/30/17	APPROVED	APPROVED
1000	LOCAL SOURCES				
1100	Taxes				
1110	Ad Valorem Taxes				
1111	Net Proceed of Mines				
1120	Sales & Use/School Support Taxes				
1140	Penalties & Interest on Tax				
1150	Residential Construction Tax				
1190	Other				
	Revenue from Local Govmt Units other				
1200	than School Districts				
1300	Tuition				
1310	Tuition from Individuals				
1320	Tuition-other Govt sources within State				
1330	Tuition-other Govt sources out of State				
1400	Transportation Fees				
1410	Trans Fees from Individuals				
1420	Trans Fees - other Govt within State				
1430	Trans Fees - other Govt out of State				
1440	Trans Fees - Other Private Sources				
1500	Investment Income				
1600	Food Services				
1610	Daily Sales - Reimbursable Program				
1620	Daily Sales - Non-Reimbursable Progm				
1630	Special Functions				
1650	Daily Sales - Summer Food Program				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
1910	Rent				
1920	Donations				
1930	Gains/Loss on Sales of Capital Assets				
1940	Textbook Sales & Rentals				
1950	Misc Revenues from Other Districts				
1960	Misc Revenues from Other Local Govt				
1970	Operating Revenues				
1980	Refund of Prior Year's Expenditures				
1990	Miscellaneous - local sources				
	TOTAL LOCAL SOURCES	0	0	0	0
3000	REVENUE FROM STATE SOURCES				
3100	Unrestricted Grants-in-Aid				
3110	Distributive School Account (DSA)	1,298,700	1,298,700	1,298,700	
3115	Special Ed portion of DSA				
3200	State Govt Restricted Funding				
3210	Special Transportation				
3220	Adult High School Diploma Program Fnd				
3230	Class Size Reduction				
3800	Revenue in Lieu of Taxes				
3900	Revenue for/on Behalf of School Dist				
	TOTAL STATE SOURCES	1,298,700	1,298,700	1,298,700	0
NE PLUS ULTRA Preparatory Academy	Charter School			Budget Fiscal Year 2016-2017	
Form 3 Revenues	Page 1 of 2				2/1/2014

		(1)	(2)	(3)	(4)
		ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/17 FINAL APPROVED
4000	FEDERAL SOURCES				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4103	E-Rate Funds				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass-thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
4800	Revenue in Lieu of Taxes				
4900	Revenue for/on Behalf of School District				
	TOTAL FEDERAL SOURCES	0	0	0	0
		(1)	(2)	(3)	(4)
	OTHER RESOURCES AND FUND BALANCE	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR TENTATIVE APPROVED	ENDING 06/30/17 FINAL APPROVED
5000	OTHER FINANCING SOURCES				
5100	Issuance of Bonds				
5110	Bond Principal				
5120	Premium of Discount on the Issuance of Bonds				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	Other Items				
6100	Capital Contributions				
6200	Amortization of Premium on Issuance of Bonds				
6300	Special Items				
6400	Extraordinary Items				
	TOTAL OTHER SOURCES	0	0	0	0
8000	OPENING FUND BALANCE				
	Reserved Opening Balance				
	Unreserved Opening Balance				
	TOTAL OPENING FUND BALANCE	0	0	0	0
	Prior Period Adjustments				
	Residual Equity Transfers				
	TOTAL ALL RESOURCES	1,298,700	1,298,700	1,298,700	0

NE PLUS ULTRA Preparatory Academy Charter School Budget Fiscal Year 2016-2017

NE PLUS ULTRA Preparatory Academy		(1)	(2)	(3)	(4)
Form 4			ESTIMATED	BUDGET YEAR ENDING 06/30/17	
PROGRAM FUNCTION OBJECT		ACTUAL PRIOR YEAR ENDING 06/30/16	CURRENT YEAR ENDING 06/30/17	TENTATIVE APPROVED	FINAL APPROVED
100	REGULAR PROGRAMS				
1000	Instruction				
100	Salaries	482,218	505,180	505,180	
200	Benefits	202,531	212,176	212,176	
300/400/500	Purchased Services	305,662	305,662	305,662	
600	Supplies	104,450	104,450	104,450	
700	Property				
800	Other	50,166	50,166	50,166	
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
100 TOTAL	REGULAR PROGRAMS	1,145,027	1,177,634	1,177,634	0
140	Summer School for Reg Programs				
1000	Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
140 TOTAL	Summer School - Reg Prog	0	0	0	0
NE PLUS ULTRA Preparatory Academy				Budget Fiscal Year 2016-2017	
Form 4 Expenditures		Page 1 of 10		2/1/2014	

NE PLUS ULTRA Preparatory Academy		(1)	(2)	(3)	(4)
		ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/17	
PROGRAM FUNCTION OBJECT		YEAR ENDING	CURRENT	TENTATIVE	FINAL
		06/30/16	YEAR ENDING	APPROVED	APPROVED
		06/30/17	06/30/17		
200	SPECIAL PROGRAMS				
1000	Instruction				
100	Salaries	52,500	55,000	55,000	
200	Benefits	22,050	23,100	23,100	
300/400/500	Purchased Services	7,250	7,250	7,250	
600	Supplies	1,750	1,750	1,750	
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
200	SPECIAL PROGRAMS	83,550	87,100	87,100	0
240	Summer School for Special Programs				
1000	Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100-2600, 2900	Other Support Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
240	TOTAL Summer School - Spec Prog	0	0	0	0
NE PLUS ULTRA Preparatory Academy				Budget Fiscal Year 2016-2017	
Form 4 Expenditures		Page 2 of 10		2/1/2014	

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR ENDING 06/30/17		FINAL APPROVED
			TENTATIVE APPROVED		
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0		0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0		0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2016-2017		
Form 4 Expenditures	Page 3 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR ENDING 06/30/17		FINAL APPROVED
			TENTATIVE APPROVED		
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0		0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0		0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2016-2017		
Form 4 Expenditures	Page 4 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR ENDING 06/30/17		FINAL APPROVED
			TENTATIVE APPROVED		
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other I	0	0	0		0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0		0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2016-2017		
Form 4 Expenditures	Page 5 of 10				2/1/2014

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR ENDING 06/30/17		FINAL APPROVED
			TENTATIVE APPROVED		
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0		0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0		0
NE PLUS ULTRA Preparatory Academy					Budget Fiscal Year 2016-2017
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PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR ENDING 06/30/17		FINAL APPROVED
			TENTATIVE APPROVED		
000	UNDISTRIBUTED EXPENDITURES				
2100	Support Services-Students				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2100	SUBTOTAL	0	0	0	0
2200	Support Services-Instruction				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2200	SUBTOTAL	0	0	0	0
2300	Support Services-Gen Admin				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2300	SUBTOTAL	0	0	0	0
2400	Support Serv-School Admin				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2400	SUBTOTAL	0	0	0	0
2500	Central Services				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2500	SUBTOTAL	0	0	0	0
NE PLUS ULTRA Preparatory Academy			Budget Fiscal Year 2016-2017		
Form 4 Expenditures		Page 7 of 10		2/1/2014	

		(1)	(2)	(3)	(4)
		ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/17	
PROGRAM FUNCTION OBJECT		YEAR ENDING	CURRENT	TENTATIVE	FINAL
		06/30/16	06/30/17	APPROVED	APPROVED
2600	Operating/Maintenance Plant Service				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2600	SUBTOTAL	0	0	0	0
2700	Student Transportation				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2700	SUBTOTAL	0	0	0	0
2900	Other Support (All Objects)				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
2900	SUBTOTAL	0	0	0	0
2000s	TOTAL SUPPORT SERVICES	0	0	0	0
3100	Food Service				
100	Salaries				
200	Benefits				
300/400/500	Purchased Services				
600	Supplies				
700	Property				
800	Other				
3100	TOTAL FOOD SERVICES	0	0	0	0
NE PLUS ULTRA Preparatory Academy				Budget Fiscal Year 2016-2017	
Form 4 Expenditures		Page 8 of 10		2/1/2014	

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR ENDING 06/30/17		FINAL APPROVED
			TENTATIVE APPROVED		
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0		0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0		0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0		0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0		0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0		0

NE PLUS ULTRA Preparatory Academy

Budget Fiscal Year 2016-2017

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/16	ESTIMATED CURRENT YEAR ENDING 06/30/17	BUDGET YEAR ENDING 06/30/17		FINAL APPROVED
			TENTATIVE APPROVED		
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0		0
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0		0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0		0
4000s TOTAL FACILITIES ACQUISITION	0	0	0		0
5000 Debt Service					
000 EXPENDITURES	0	0	0		0
TOTAL ALL EXPENDITURES	1,228,577	1,264,734	1,264,734		0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0		0
TOTAL APPLICATIONS	1,228,577	1,264,734	1,264,734		0
CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	37,942	37,942	0
	Calculated Total Ending Fund Balance:	70,123	33,966	33,966	0
NE PLUS ULTRA Preparatory Academy				Budget Fiscal Year 2016-2017	
Form 4 Expenditures	Page 10 of 10				2/1/2014

TENTATIVE BUDGET 06/30/17		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	#VALUE!	#VALUE!	#VALUE!	#VALUE!
200	Special	55,000	23,100	9,000	87,100
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		#VALUE!	#VALUE!	#VALUE!	#VALUE!
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				#VALUE!
UNDISTRIBUTED TOTALS		0	0	0	#VALUE!
TOTAL ALL FUNDS TENTATIVE		#VALUE!	#VALUE!	#VALUE!	#VALUE!
FINAL BUDGET 06/30/17		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION		(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency			0	0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

NE PLUS ULTRA Preparatory Academy

Budget Fiscal Year 2016-2017

Attachment C.1.2, Budget Narrative

CHARTER SCHOOL NAME: NE PLUS ULTRA Preparatory Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900

FISCAL YEAR: 2015-2016

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	2400-104: Principal	1	1	\$93,450.00	\$93,450.00
	2100-106: Gen Adm - Prog. Coordinator	1	1	\$78,750.00	\$78,750.00
	1000-101: Teachers	1	4	\$52,500.00	\$210,000.00
	1000-102: Instructional Aids	1	0	\$0.00	\$0.00
	1000-102: Instructional Assistants	0.53846	2	\$26,208.00	\$28,223.92
	2100-107: Gen Adm - Registrar/Records	1	1	\$33,600.00	\$33,600.00
	2100-107: Gen Adm-Clerk/Attendance	1	1	\$28,350.00	\$28,350.00
	2100-107: Gen Adm - Nurse	0.25	1	\$39,375.00	\$9,843.75
	2230-107: IT Assistant	1	0	\$0.00	\$0.00
	2230-107: Business Manager	0.5	0	\$0.00	\$0.00
	NARRATIVE School Staffing				
				TOTAL	\$482,217.67
200	BENEFITS				\$0.00
	1000: Instructional Staff Benefits		0.42	\$238,223.92	\$100,054.05
	2100: Gen Adm Staff Benefits		0.42	\$61,950.00	\$26,019.00
	2400: Licensed Adm Staff Benefits		0.42	\$182,043.75	\$76,458.38
					\$0.00
					\$0.00
	NARRATIVE Staff Benefits include: PERS, MC, Health Ins, SUI, WC and FICA.				
				TOTAL	\$202,531.42
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	1000-330: Staff Development Training				\$6,700.00

	2580-340: Financial Services				\$12,000.00
	1000-300: Field Trips/Awards				\$0.00
	2300-340: Audit/Legal				\$15,000.00
	2300-340: Payroll Service				\$2,400.00
	2300-340: Bank Charges				\$1,200.00
	Community College Fees				\$12,000.00
	Contract Services - Curriculum Support				\$25,000.00
	Contract Services - PLN Support				\$68,598.00
	NARRATIVE Staff Development, Financial Services, Audit, Legal, and Payroll Services				
				TOTAL	\$142,898.00
400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
	2600-441:Building Lease(Carson) CAMS(Carson) Tenant Improvements	12	\$ 4,500		\$54,000.00
					\$3,692.52
	2600-441:Building Lease(Reno)	12	\$ 4,500		\$54,000.00
	2600-411: Garbage/Sewer	12	\$ 300		\$3,600.00
	2600-420: Cleaning Services	12	\$ 200		\$2,400.00
					\$0.00
	NARRATIVE				
				TOTAL	\$117,692.52
500	OTHER PURCHASED SERVICES				\$0.00
	Communications(phone & internet)				\$10,491.00
	2100-535 Internet for students	10	0	\$0.00	\$0.00
	2300-531: Postage				\$3,000.00
	2600-521: Property Insurance				\$19,080.00
	Networking				\$7,500.00

	2560-540: Advertising					\$5,000.00
	NARRATIVE					
	Advertising through local media: newspapers, radio, billboards, and TV.					
					TOTAL	\$45,071.00
600	SUPPLIES					\$0.00
	1000-610:Classroom Consumables					\$5,000.00
	1000-641:Curriculum/Textbooks					\$1,000.00
	1000-653: Web-based instructional curriculum					\$31,250.00
	1000-651: Learning Management System					\$1,000.00
	2230-650: Computers-Students		0	\$375.00		\$0.00
	2230-650: Computers-Staff/Teachers		20	\$500.00		\$10,000.00
	2230-650: Technology Supplies					\$20,000.00
	2300-610: Printing & Copying Supplies					\$3,000.00
	2300-610: Gen Office Supplies					\$6,000.00
	2300-612: Furniture & General Equipment					\$10,000.00
	2600-610: Gen Maintenance Supplies					\$4,000.00
	2600-621: Natural Gas					\$1,200.00
	2600-622: Electricity					\$12,000.00
	NARRATIVE					
					TOTAL	\$104,450.00
800	DEBT SERVICE AND MISCELLANEOUS					\$0.00
	2319-810: NDE 1.5% Loan @ \$85K; 5.35%		180	\$108.23		\$0.00
						\$19,481.40
						\$30,685.00
						\$0.00
						\$0.00
	NARRATIVE					
	(180 Sudents x \$7,215 DSA x 1.5% Sponsorship Fee)					
					TOTAL	\$50,166.40

Subtotal Objects 100-600 & 800				\$1,145,027.01
Approved Indirect Cost Rate:		0.00%	X Subtotal	\$0.00
700	EQUIPMENT			\$0.00
				\$0.00
				\$0.00
	NARRATIVE			
			TOTAL	\$0.00
GRAND TOTAL				\$1,145,027.01

CHARTER SCHOOL NAME: NE PLUS ULTRA Preparatory Academy

PROGRAM OR FUNCTION: Special Ed 1000,2100-2600, 2900

FISCAL YEAR: 2015-2016

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL 1000-101: Special Ed Teacher	1	1	\$52,500.00	\$0.00
					\$52,500.00
	NARRATIVE School Staffing				
					TOTAL	$52,500.00
200	BENEFITS 1000: Instructional Staff Benefits				\$0.00
					\$22,050.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				

	Staff Benefits include: PERS, MC, Health Ins, SUI, WC and FICA.				
				TOTAL	\$22,050.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES 1000-320: Special Ed Services				\$0.00
					\$0.00
					\$7,250.00
NARRATIVE Contracts for Outside Special Ed Services (Speech Therapy, Psychology, Occupational Therapy, IEP's, etc)					
				TOTAL	\$7,250.00
400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
500	OTHER PURCHASED SERVICES				\$0.00

	NARRATIVE				
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
	1000-600: Special Ed Supplies				\$1,750.00
	NARRATIVE				
				TOTAL	\$1,750.00
800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$83,550.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00

700	EQUIPMENT					\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
	NARRATIVE					
					TOTAL	\$0.00
GRAND TOTAL						\$83,550.00

Year 1	2015-2016				
Enrollment =180					
Revenue:		3%	2%	1.5%	1%
	\$	\$	\$	\$	\$
DSA	<u>1,298,700.00</u>	38,961.00	25,974.00	19,480.50	12,987.00
	\$				
Total Revenue	<u>1,298,700.00</u>				

Expenses:	
	\$
General Education	1,145,027.01
	\$
Special Education	<u>83,550.00</u>
	\$
Total Expenses	<u>1,228,577.01</u>
	\$
Total Revenue	1,298,700.00
	\$
Less: Total Expenses	<u>1,228,577.01</u>
	\$
Net Profit/Loss	<u>70,122.99</u>

CHARTER SCHOOL NAME: NE PLUS ULTRA Preparatory Academy

PROGRAM OR FUNCTION: General Ed 1000,2100-2600, 2900

FISCAL YEAR: 2016-2017

A Object Code	B Title of Position or Description of Item	C FTE	D Quantity	E Unit Amount / Calculations	F Total Amount
100	PERSONNEL				\$0.00
	2400-104: Principal	1	1	\$97,900.00	\$97,900.00
	2100-106: Gen Adm - Prog. Coordinator	1	1	\$82,500.00	\$82,500.00
	1000-101: Teachers	1	4	\$55,000.00	\$220,000.00
	1000-102: Instructional Aids	1	0	\$0.00	\$0.00
	1000-102: Instructional Assistants	0.53846	2	\$27,456.00	\$29,567.92
	2100-107: Gen Adm - Registrar/Records	1	1	\$35,200.00	\$35,200.00
	2100-107: Gen Adm-Clerk/Attendance	1	1	\$29,700.00	\$29,700.00
	2100-107: Gen Adm - Nurse	0.25	1	\$41,250.00	\$10,312.50
	2230-107: IT Assistant	1	0	\$0.00	\$0.00
	2230-107: Business Manager	0.5	0	\$0.00	\$0.00
	NARRATIVE School Staffing				
				TOTAL	\$505,180.42
200	BENEFITS				\$0.00
	1000: Instructional Staff Benefits		0.42	\$249,567.92	\$104,818.52
	2100: Gen Adm Staff Benefits		0.42	\$64,900.00	\$27,258.00
	2400: Licensed Adm Staff Benefits		0.42	\$190,712.50	\$80,099.25
					\$0.00
					\$0.00
	NARRATIVE Staff Benefits include: PERS, MC, Health Ins, SUI, WC and FICA.				
					TOTAL	$212,175.77
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	1000-330: Staff Development Training				\$6,700.00

	2580-340: Financial Services				\$12,000.00
	1000-300: Field Trips/Awards				\$0.00
	2300-340: Audit/Legal				\$15,000.00
	2300-340: Payroll Service				\$2,400.00
	2300-340: Bank Charges				\$1,200.00
	Community College Fees				\$12,000.00
	Contract Services - Curriculum Support				\$25,000.00
	Contract Services - PLN Support				\$68,598.00
	NARRATIVE Staff Development, Financial Services, Audit, Legal, and Payroll Services				
				TOTAL	\$142,898.00
400	PURCHASED PROPERTY SERVICES				\$0.00
					\$0.00
	2600-441:Building Lease(Carson) CAMS(Carson) Tenant Improvements	12	\$ 4,500		\$54,000.00
					\$3,692.52
	2600-441:Building Lease(Reno)	12	\$ 4,500		\$54,000.00
	2600-411: Garbage/Sewer	12	\$ 300		\$3,600.00
	2600-420: Cleaning Services	12	\$ 200		\$2,400.00
					\$0.00
	NARRATIVE				
				TOTAL	\$117,692.52
500	OTHER PURCHASED SERVICES				\$0.00
	Communications(phone & internet)				\$10,491.00
	2100-535 Internet for students	10	0	\$0.00	\$0.00
	2300-531: Postage				\$3,000.00
	2600-521: Property Insurance				\$19,080.00
	Networking				\$7,500.00

	2560-540: Advertising					\$5,000.00
	NARRATIVE					
	Advertising through local media: newspapers, radio, billboards, and TV.					
					TOTAL	\$45,071.00
600	SUPPLIES					\$0.00
	1000-610: Classroom Consumables					\$5,000.00
	1000-641: Curriculum/Textbooks					\$1,000.00
	1000-653: Web-based instructional curriculum					\$31,250.00
	1000-651: Learning Management System					\$1,000.00
	2230-650: Computers-Students		0	\$375.00		\$0.00
	2230-650: Computers-Staff/Teachers		0	\$500.00		\$0.00
	2230-650: Technology Supplies					\$30,000.00
	2300-610: Printing & Copying Supplies					\$3,000.00
	2300-610: Gen Office Supplies					\$6,000.00
	2300-612: Furniture & General Equipment					\$10,000.00
	2600-610: Gen Maintenance Supplies					\$4,000.00
	2600-621: Natural Gas					\$1,200.00
	2600-622: Electricity					\$12,000.00
	NARRATIVE					
					TOTAL	\$104,450.00
800	DEBT SERVICE AND MISCELLANEOUS					\$0.00
	2319-810: NDE 1.5% Loan @ \$85K; 5.35%		180	\$108.23		\$0.00
						\$19,481.40
						\$30,685.00
						\$0.00
						\$0.00
	NARRATIVE					
	(180 Sudents x \$7,215 DSA x 1.5% Sponsorship Fee)					
					TOTAL	\$50,166.40

Subtotal Objects 100-600 & 800				\$1,177,634.11
Approved Indirect Cost Rate:		0.00%	X Subtotal	\$0.00
700	EQUIPMENT			\$0.00
				\$0.00
				\$0.00
	NARRATIVE			
			TOTAL	\$0.00
GRAND TOTAL				\$1,177,634.11

CHARTER SCHOOL NAME: NE PLUS ULTRA Preparatory Academy

PROGRAM OR FUNCTION: Special Ed 1000,2100-2600, 2900

FISCAL YEAR: 2016-2017

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL 1000-101: Special Ed Teacher	1	1	\$55,000.00	\$0.00
					\$55,000.00
	NARRATIVE School Staffing				
				TOTAL	\$55,000.00
200	BENEFITS 1000: Instructional Staff Benefits				\$0.00
					\$23,100.00
					\$0.00
					\$0.00
					\$0.00
	\$0.00				
NARRATIVE Staff Benefits include: PERS, MC, Health Ins, SUI, WC and FICA.					

	NARRATIVE				
				TOTAL	\$0.00
600	SUPPLIES				\$0.00
	1000-600: Special Ed Supplies				\$1,750.00
	NARRATIVE				
				TOTAL	\$1,750.00
800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
Subtotal Objects 100-600 & 800					\$87,100.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00

					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE				
				TOTAL	\$0.00
GRAND TOTAL					\$87,100.00

Year 2	2016-2017				
Enrollment =180					
Revenue:		3%	2%	1.5%	1%
	\$	\$	\$	\$	\$
DSA	<u>1,298,700.00</u>	38,961.00	25,974.00	19,480.50	12,987.00
	\$				
Total Revenue	<u>1,298,700.00</u>				
Expenses:					
	\$				
General Education	1,177,634.11				
	\$				
Special Education	<u>87,100.00</u>				
	\$				
Total Expenses	<u>1,264,734.11</u>				
	\$				
Total Revenue	1,298,700.00				
	\$				
Less: Total Expenses	<u>1,264,734.11</u>				
	\$				
Net Profit/Loss	<u>33,965.89</u>				

Attachment C.1.3, Cash Flow Statement

NE PLUS ULTRA Preparatory Academy													CASH FLOW STATEMENT				
													Total Projected	Final Approved Budget	Variance		
													Total Projected	Final Approved Budget	Variance		
2015-2016																	
REVENUES																	
Type: Distributive School Acct																	
Donations																	
	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June					
	\$ 324,675.00			\$ 324,675.00			\$ 324,675.00			\$ 324,675.00			\$ 1,298,700.00	\$ 1,298,700.00	\$ -		
Total Revenues	\$ 324,675.00	\$ -	\$ -	\$ 324,675.00	\$ -	\$ -	\$ 324,675.00	\$ -	\$ -	\$ 324,675.00	\$ -	\$ -	\$ 1,298,700.00	\$ 1,298,700.00	\$ -		
Total Revenues Y-T-D	\$ 324,675.00	\$ 324,675.00	\$ 324,675.00	\$ 649,350.00	\$ 649,350.00	\$ 649,350.00	\$ 974,025.00	\$ 974,025.00	\$ 974,025.00	\$ 1,298,700.00	\$ 1,298,700.00	\$ 1,298,700.00	\$ 1,298,700.00	\$ 1,298,700.00	\$ -		
EXPENDITURES																	
Salaries & Benefits																	
	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 44,559.80	\$ 534,717.65	\$ 534,717.65	\$ -		
	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 18,715.12	\$ 224,581.44	\$ 224,581.44	\$ -		
Total Salaries & Ben	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 63,274.92	\$ 759,299.09	\$ 759,299.09	\$ -		
Operating																	
	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,305.55	\$ 1,305.55	\$ 1,305.55	\$ 1,305.55	\$ 1,305.55	\$ 1,305.55	\$ 1,305.55	\$ 1,305.55	\$ 1,305.55	\$ 14,750.00	\$ 14,750.00	\$ -		
	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00	\$ 3,000.00	\$ -		
	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 108,000.00	\$ 108,000.00	\$ -		
	\$ 3,692.52												\$ 3,692.52	\$ 3,692.52	\$ -		
	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 2,474.25	\$ 29,691.00	\$ 29,691.00	\$ -		
	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 11,412.33	\$ 136,948.00	\$ 136,948.00	\$ -		
	\$ 1,000.00												\$ 1,000.00	\$ 1,000.00	\$ -		
	\$ 4,770.00			\$ 4,770.00			\$ 4,770.00			\$ 4,770.00			\$ 19,080.00	\$ 19,080.00	\$ -		
		\$ 10,000.00											\$ 10,000.00	\$ 10,000.00	\$ -		
	\$ 5,000.00												\$ 19,481.40	\$ 19,481.40	\$ -		
	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 5,000.00	\$ 5,000.00	\$ -		
	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,666.66	\$ 1,200.00	\$ 1,200.00	\$ -		
	\$ 7,812.50			\$ 7,812.50	\$ 7,812.50	\$ 7,812.50	\$ 7,812.50	\$ 7,812.50	\$ 7,812.50	\$ 7,812.50	\$ 7,812.50	\$ 7,812.50	\$ 20,000.00	\$ 20,000.00	\$ -		
	\$ 5,000.00												\$ 31,250.00	\$ 31,250.00	\$ -		
	\$ 250.00												\$ 5,000.00	\$ 5,000.00	\$ -		
	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ -		
	\$ 1,000.00			\$ 6,500.00									\$ 12,000.00	\$ 12,000.00	\$ -		
	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 2,557.08	\$ 7,500.00	\$ 7,500.00	\$ -		
	\$ 1,000.00	\$ 2,557.08	\$ 2,557.08	\$ 4,000.00			\$ 5,000.00			\$ 5,000.00			\$ 30,685.00	\$ 30,685.00	\$ -		
	\$ 1,000.00												\$ 10,000.00	\$ 10,000.00	\$ -		
Total Expenses	\$ 122,260.26	\$ 102,735.24	\$ 92,735.24	\$ 116,373.29	\$ 93,040.79	\$ 93,040.79	\$ 110,873.29	\$ 93,040.79	\$ 93,040.79	\$ 105,873.29	\$ 93,040.79	\$ 112,522.45	\$ 1,228,577.01	\$ 1,228,577.01	\$ -		
Total Expenses Y-T-D	\$ 122,260.26	\$ 224,995.50	\$ 317,730.74	\$ 434,104.03	\$ 527,144.82	\$ 620,185.61	\$ 731,058.90	\$ 824,099.69	\$ 917,140.48	\$ 1,023,013.77	\$ 1,116,054.56	\$ 1,228,577.01	\$ 1,228,577.01	\$ 1,228,577.01	\$ -		
Percent of Budget	9.95%	18.31%	25.86%	35.33%	42.91%	50.48%	59.50%	67.08%	74.65%	83.27%	90.84%	100.00%					
Projected Cash Balance Statement																	
Net change in Cash (F/B)	\$ 202,414.74	\$ (102,735.24)	\$ (92,735.24)	\$ 208,301.71	\$ (93,040.79)	\$ (93,040.79)	\$ 213,801.71	\$ (93,040.79)	\$ (93,040.79)	\$ 218,801.71	\$ (93,040.79)	\$ (112,522.45)	\$ 70,122.99	\$ 70,122.99	\$ -		
Begin Cash Balance(F/B)	\$ 63,713.09	\$ 266,127.83	\$ 163,392.59	\$ 70,657.35	\$ 278,959.06	\$ 185,918.27	\$ 92,877.48	\$ 306,679.19	\$ 213,638.40	\$ 120,597.61	\$ 339,399.32	\$ 246,358.53			\$ -		
End Cash Balance (F/B)	\$ 266,127.83	\$ 163,392.59	\$ 70,657.35	\$ 278,959.06	\$ 185,918.27	\$ 92,877.48	\$ 306,679.19	\$ 213,638.40	\$ 120,597.61	\$ 339,399.32	\$ 246,358.53	\$ 133,836.08	\$ 70,122.99	\$ 70,122.99	\$ -		
NE PLUS ULTRA Preparatory Academy													Budget Fiscal Year 2015-2016				
FORM 11 CASH FLOW																	

Attachment C.1.5, Pre-opening Budget

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				\$0.00
	Principal	1	1	\$0.00	\$0.00
	Registrar	1	1	\$1200.00	\$4,800.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Budget is for four months of part-time salary. These staff will work on registration of students and hiring/recruitment of staff for the first fiscal year.				
				TOTAL	\$4,800.00
200	BENEFITS				\$0.00
	Employee Benefits				\$2475.06
					\$0.00
					\$0.00
					\$0.00

					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Employee benefits are estimated at 42% of salary. These benefits include Medicare, Unemployment, Workers Compensation, Medical/Dental Insurance, and Nevada Pers.				
				TOTAL	\$2475.06
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES Marketing and Advertising				\$0.00
					\$0.00
					\$2,016.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Services for the professional development of brochures, collateral materials and other promotional items				
				TOTAL	\$2,016.00
400	PURCHASED PROPERTY SERVICES Building Rental/Lease				\$0.00
					\$0.00
					\$1,500.00
					\$0.00
					\$0.00
					\$0.00
	NARRATIVE Expense for rental of temporary office space for during start.				
				TOTAL	\$1,500.00
500	OTHER PURCHASED SERVICES Recruitment Phone/Internet Connectivity				\$0.00
					\$1,000.00
					\$2,000.00
					\$0.00
					\$0.00

	NARRATIVE Advertising for staff recruitment online. Purchase of phone system. Establishment of internet services.			
			TOTAL	\$3,000.00
600	SUPPLIES Office Supplies			\$0.00
				\$500.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
	NARRATIVE Supplies for the office.			
			TOTAL	\$500.00

800	DEBT SERVICE AND MISCELLANEOUS 0			\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
	NARRATIVE 0			
			TOTAL	\$0.00
Subtotal Objects 100-600 & 800				\$9,491.00
Approved Indirect Cost Rate:		0.00%	X Subtotal	\$0.00
700	EQUIPMENT			\$0.00
				\$0.00
				\$0.00
				\$0.00

4. NE PLUS ULTRA Preparatory Academy will seek donations of office furniture and equipment from local businesses.
5. NE PLUS ULTRA Preparatory Academy will negotiate for free or reduced rent for the first month and financial arrangements for subsequent months of rent to be paid out over the term of the lease.
6. NE PLUS ULTRA Preparatory Academy will negotiate with vendors for credit terms and financial arrangements.
7. NE PLUS ULTRA Preparatory Academy will attempt to raise additional pre-opening revenue through grant opportunities and fund raising events.
8. NE PLUS ULTRA Preparatory Academy will maintain detailed records of all cash and non-cash donations.
9. NE PLUS ULTRA Preparatory Academy may approach the State Public Charter School Authority for a loan, per regulation guidelines.

Narrative C.1.6, *Contingency plan for financial challenges*: The amount of students projected during the first year and second year of operation is 180. NE PLUS ULTRA Preparatory Academy will proportionally reduce items in the budget driven by student numbers that include, but are not limited to the following: SPCSA sponsorship fee, e-curriculum, college course fees, support contracts, etc. While there is much to suggest that NE PLUS ULTRA Preparatory Academy will meet or exceed its enrollment projections from the start, it's prudent to determine where costs might be saved should enrollment numbers turn out to be less than initially anticipated. To this end, there are three areas where cost savings would be easily realized: 1) Personnel - Personnel expenses are always at or near the top for districts and schools. That is because education is fundamentally a human-based enterprise. But, lower than anticipated enrollment means increased opportunities for the School to reduce expenditures in two ways. First, some position slated for full time could be reduced to a fraction of that (i.e. Registrar, Attendance Clerk), while those with limited contracts could have those hours reduced (i.e. Nurse, Instructional Assistants). Additionally, certified positions could be combined so that a single employee

“wears more hats.” For instance, with low initial enrollment, an administrator could also serve as a subject area teacher and even as the SpEd teacher, depending on actual case load. The blended learning structure of the School allows for greater flexibility when deciding how to minimize personnel expenses and cannot be fully determined prior to student composition realities. Of course, partial contracts for certified employees and/or reduced salaries are also options in this regard; 2) Curriculum and Instruction - The proposed budget for NE PLUS ULTRA Preparatory Academy lists established vendors of approved distance education e-courses for the virtual learning component of the School. These costs are directly proportional to enrollment numbers and so can and will be reduced if enrollment is less than projected; 3) Per-pupil Expenditures - It’s somewhat self-evident, but still worth noting that if a budget projects 180 students yet only 120 enroll, then many expenses are immediately cut by one third. This is certainly true as relates to areas within curriculum and instruction, but other expenses are immediately impacted as well. In fact, reducing the effective clientele by one third has the potential to impact even seemingly unrelated costs such as cleaning services, garbage/sewer, building lease (i.e. building size), internet service, postage, property and liability insurance, utilities, supplies, and more. Of course, the exact amount of savings to be realized by a reduction in enrollment is impossible to determine exactly without other factors being determined that are based on the composition, needs, profiles, and interests of the enrolled students. Lastly, while spending less is always the best way to deal with cash flow challenges or budget shortfalls (not just reduced revenues), it should be stated for the record that NE PLUS ULTRA Preparatory Academy will utilize sound financial management protocols in every instance in order to guarantee a surplus of funds at all junctures. Fiscal responsibility is an important key to unlocking school longevity in charter schools, and NE PLUS ULTRA Preparatory Academy will endeavor to maintain adequate funds in order to attain a healthy and vibrant future.

C.2: Financial Management (tab)

Narrative C.2.1, *Financial responsibility*: The Program Coordinator will be primarily responsible for managing the finances of the NE PLUS ULTRA Preparatory Academy. We have made arrangements with Michael Coulson and Associates, Ltd., 6170 Ridgeview Court, Suite D, Reno, Nevada, 89519, to provide bookkeeping, financial reporting and financial liability services for NE PLUS ULTRA Preparatory Academy.

Narrative C.2.2, *Closing procedures*: If NE PLUS ULTRA Preparatory Academy closes or fails, it shall provide assurance that the school will follow the outlined closing procedures in NAC 386.335, 386.342, and 386.360 and any future amendments. Specifically, the following will be observed and undertaken:

Notification - NE PLUS ULTRA Preparatory Academy 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, NE PLUS ULTRA Preparatory Academy shall submit records regarding indebtedness and property. NE PLUS ULTRA Preparatory Academy 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* - NE PLUS ULTRA Preparatory Academy shall comply with the financial and accounting requirements set forth in NAC386.335 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, Audit firm: NE PLUS ULTRA Preparatory Academy will use Michael Coulson and Associates, Ltd., 6170 Ridgeview Court, Suite D, Reno, Nevada, 89519. Mr. Coulson has both auditing and accounting functions as separate divisions of the same company.

Narrative C.2.4, Nevada bank: NE PLUS ULTRA Preparatory Academy will use Nevada State Bank. The address is 190 Damonte Ranch Pkwy, Reno, NV 89521.

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

Narrative C.2.6, Person to draw orders for payment of school's money: On behalf of the Board of Directors, the following individual is authorized to draw orders for payment of money belonging to the charter school: David Papke, who is a member of the Committee to Form, the liaison to the State Public Charter School Authority, and the Executive Director of the school. Secondly, acting on behalf of the Board, the Program Director is authorized to draw orders for payment of money as part of the scope of the duties of the position. Their information is below:

David Papke	Program Coordinator
10541 Twin Bridges Way, Reno, NV 89521	TBD
775.853.1808 / 775.846.2201	TBD
dpapke@NPUprep.org	TBD
M.A., ED., University of California at Berkeley	TBD

Narrative C.2.7, Approving Payments of Money:

RESOLUTION

of the Governing Body of

NE PLUS ULTRA Preparatory Academy

BE IT RESOLVED THAT THE GOVERNING BODY OF **NE PLUS ULTRA Preparatory Academy** THAT:

- Nevada State Bank, a qualified financial institution for the holding of Public Funds is hereby named as the depository institution.

The Executive Director is hereby authorized to establish bank accounts at Nevada State Bank in the number and type that will adequately serve the needs of NE PLUS ULTRA Preparatory Academy.

- Signers on these accounts are to be as follows:
 - For amounts under \$5,000 – Executive Director AND Program Director
 - For amounts over \$5,000 - Executive Director Program Director, AND Treasurer

This resolution shall remain in effect until such time as this Governing Body resolves to make changes in banks, bank accounts, or signers on bank accounts.

CERTIFICATION

I, the undersigned, do hereby certify that a meeting held on (Date) _____ a total of _____ members were present constituting a quorum. The foregoing resolution was adopted at such meeting by a vote of _____ for and _____ against with _____ abstentions.

TBD

Treasurer, NE PLUS ULTRA Preparatory Academy

C.3: Facilities (tab)

Narrative C.3.1, NAC 386.140(4) a-f: (a) NE PLUS ULTRA Preparatory Academy is currently in the process of obtaining a suitable facility for its school operations. The NE PLUS ULTRA Preparatory Academy support network has a strong and experienced knowledge base to help direct this effort, including real estate professionals, property management experts, and facilities experts (some of whom are members of the School's Committee to Form). Additionally, the executive director has extensive recent experience related to charter school facilities acquisition, including zoning and special use permits in Carson City and Reno; (b-1) NE PLUS ULTRA Preparatory Academy plans on leasing a suitable facility rather than building a new school. The School plans to remodel an existing facility and will select based on cost, functionality, terms, and size. Once the charter application is approved, NE PLUS ULTRA Preparatory Academy will seek to identify, and finalize the lease documents, for the facility subject to approval from the State Public Charter School Authority, obtain permits and receive a certificate of occupancy; (b-2) NE PLUS ULTRA Preparatory Academy has currently engaged a real estate agent and is looking for a suitable building to lease. There is no affiliation between the agent and any members of the Committee to Form. The Committee anticipates identifying the school location by March 1, 2015. All permits and inspections would be obtained by June 1, 2015. The start-up equipment and furniture for the facility would be obtained by July 30, 2015. The necessary staff required to start operating the school would be selected and hired on or before August 1, 2015; (c) The first day of school shall be August 24, 2015; (d-1/5) NE PLUS ULTRA Preparatory Academy will create an appropriate FFE list for school operations including teacher desks and chairs, one computer for each teacher, open lab equipment and peripherals, tables and chairs for students, etc. In addition, we will have a telephone system as well as office equipment, photocopier, computers and furniture for administration; (e) See Attachment C.3.2 (below) for the written estimate of the cost of obtaining insurance; (f) The Committee understands that acceptance of the application by the sponsor of the charter school is necessary to obtain a facility, personnel, and equipment.

Attachment C.3.2

June 16, 2014

**RE: Insurance Coverage for NE PLUS ULTRA Preparatory Academy
Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for NE PLUS ULTRA Preparatory Academy. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Nevada as required by law.

Our program utilizes the following carriers which are admitted in the State of Nevada: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an ~~A-~~, VII+ rated insurance carrier as determined by AM Best rating guidelines.

On behalf of NE PLUS ULTRA Preparatory Academy, the following provides a description of our insurance coverages in place to comply with the State of Nevada provision NAC 386.215:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation	As specified by Nevada Statutes \$1,000,000
Workers' Compensation Part II (Employers' Liability)	
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit

Fiduciary Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime	\$1,000,000 per occurrence \$500,000 per occurrence \$50,000 per occurrence \$50,000 per occurrence \$100,000 per occurrence \$100,000 per occurrence
Employee Dishonesty	
Forgery or Alteration	
Inside Premises – Theft of Monies & Securities	
Outside the Premises	
Computer Fraud	
Money Orders/Counterfeit Papers	
Bonds	Can secure a Fidelity and or ERISA bond if required
Property and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage* (including or excluding football)	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability**	\$500,000 per loss or claim/aggregate limit
Coverage	Limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Nevada Authorizers.

Option 1: Two locations

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,900

Directors & Officers / Employment Practices / Fiduciary	\$ 3,250
Property	\$ 5,000
Excess \$10 million Limits (follow form over underlying)	\$ 1,625
Workers Compensation/Employers Liability	\$ 3,300
Cyber Security Liability (shared network)	\$ 3,500
Total Annual Premium	\$ 20,575

Premiums are based upon 1st year projections of 160 students, 9 staff members, \$500,000 payroll, \$1,245,000 building value, \$30,000 contents, \$45,000 computer equipment, \$1,100,000 revenues

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,050
Directors & Officers / Employment Practices / Fiduciary	\$ 3,850
Property	\$ 5,000
Excess \$10 million Limits (follow form over underlying)	\$ 1,950
Workers Compensation/Employers Liability	\$ 3,300
Cyber Security Liability (shared network)	\$ 3,625
Total Annual Premium	\$ 21,775

Premiums are based upon 2nd year projections of 190 students, 9 staff members, \$500,000 payroll, \$1,245,000 building value, \$30,000 contents, \$45,000 computer equipment, \$1,300,000 revenues

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,150
Directors & Officers / Employment Practices / Fiduciary	\$ 4,425
Property	\$ 5,000
Excess \$10 million Limits (follow form over underlying)	\$ 2,250
Workers Compensation/Employers Liability	\$ 3,300
Cyber Security Liability (shared network)	\$ 3,700
Total Annual Premium	\$ 22,825

Premiums are based upon 3rd year projections of 220 students, 9 staff members, \$500,000 payroll, \$1,245,000 building value, \$30,000 contents, \$45,000 computer equipment, \$1,500,000 revenues

Option 2: Single location

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,800
Directors & Officers / Employment Practices / Fiduciary	\$ 3,250
Property	\$ 2,500
Excess \$10 million Limits (follow form over underlying)	\$ 1,325
Workers Compensation/Employers Liability	\$ 3,300
Cyber Security Liability	\$ 3,000
Total Annual Premium	\$ 17,175

Premiums are based upon 1st year projections of 130 students, 9 staff members, \$500,000 payroll, \$595,000 building value, \$15,000 contents, \$15,000 computer equipment, \$900,000 revenues

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,850
Directors & Officers / Employment Practices / Fiduciary	\$ 3,850
Property	\$ 2,500
Excess \$10 million Limits (follow form over underlying)	\$ 1,625
Workers Compensation/Employers Liability	\$ 3,300
Cyber Security Liability	\$ 3,050
Total Annual Premium	\$ 18,175

Premiums are based upon 2nd year projections of 160 students, 9 staff members, \$500,000 payroll, \$595,000 building value, \$15,000 contents, \$15,000 computer equipment, \$1,100,000 revenues

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,050
Directors & Officers / Employment Practices / Fiduciary	\$ 4,425
Property	\$ 2,500
Excess \$10 million Limits (follow form over underlying)	\$ 1,940
Workers Compensation/Employers Liability	\$ 3,300
Cyber Security Liability	\$ 3,200
Total Annual Premium	\$ 19,415

Premiums are based upon 3rd year projections of 190 students, 9 staff members, \$500,000 payroll, \$595,000 building value, \$15,000 contents, \$15,000 computer equipment, \$1,300,000 revenues

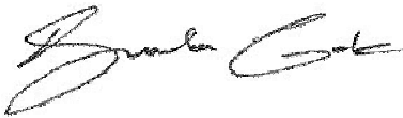
Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,



Brandon Cole
Area Assistant Vice President
Arthur J. Gallagher Risk Management Services, Inc.
License #0150872

C.4: Transportation, Health Services and Emergency Services (tab)

Narrative C.4.1, *Transportation*: Students at NE PLUS ULTRA Preparatory Academy will be required to provide their own transportation which may include transportation by parents, public transportation and organized parent car pools. NE PLUS ULTRA Preparatory Academy will work with parents and students to ensure access to transportation.

Narrative C.4.2, *Health Services*: All full-time staff at NE PLUS ULTRA Preparatory Academy will have basic first aid training. For student illnesses that do not warrant first aid, yet the student's illness warrants recovery time, there will be a separate room available with a resting cot. Should the student not recover or if the illness is too severe to return to their studies and does not warrant an emergency, the administration of NE PLUS ULTRA Preparatory Academy will notify parents and arrange for transportation home should the student have need to leave school. In an emergency, the school will contact 911. The school will contract directly with a registered nurse to provide health services when necessary. NE PLUS ULTRA Preparatory Academy will arrange for consultation with a nurse to dispense medication, audit immunization records, and deliver services of which administration in and of itself cannot execute without proper training. There is no intention to contract with the local district or other agency to provide nursing services.

Narrative C.4.3, *Immunization Records*: All students enrolled at NE PLUS ULTRA Preparatory Academy, 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 to the office 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 and will be monitored by the school registrar. By December 31 of each year, NE PLUS ULTRA Preparatory Academy 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, as required by NRS 392.435.

Attachment C.4.4, *Emergency drills*

The School will post a fire escape map in all classrooms. The School and its Crisis Response Plan Development Team will work with local emergency personnel including police and fire to develop and update site specific plans and execute the drills as per NRS 392.616, 392.620, 392.624, 392.632, 392.636, and 392.648. The School will train all staff on Fire, Shelter-in-Place, Earthquake, and Active Intruder drill procedures including when to evacuate, lock down, and seek cover per the final plan. The School will engage in the following:

- Training staff annually on shelter-in-place;
- Performing a shelter-in-place drill at minimum annually;
- Conducting fire and/or earthquake drills once a month during the school year.

NE PLUS ULTRA Preparatory Academy understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that 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. NE PLUS ULTRA Preparatory Academy 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 to take cover and to hold onto it with their 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. NE PLUS ULTRA Preparatory Academy will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the school will participate as it relates to improving the school's ability to respond to and deal with emergencies.

Attachment C.4.5, Emergency management plan

NE PLUS ULTRA

Preparatory Academy

**School Safety &
Emergency Response Plan**

<u>SECTION I. GENERAL CONSIDERATIONS AND PLANNING GUIDELINES</u>	.....
<u>A. Introduction and Purpose</u>	.....
<u>B. Plan Review and Public Comment</u>	.....
<u>C. Concept of Operations</u>	.....
<u>SECTION II. RISK REDUCTION/PREVENTION AND INTERVENTION</u>	.....
<u>A. Designation of Building-level and School-level Teams</u>	.....
<u>B. Prevention and Intervention Strategies</u>	.....
<u>C. Identification of Hazards</u>	.....
<u>SECTION III. BUILDING SECURITY</u>	.....
<u>A. Security Personnel</u>	.....
<u>B. Visitor Control Procedures</u>	.....
<u>C. Intruder Procedures</u>	.....
<u>D. Closing Procedures</u>	.....
<u>E. Security of Crime Scene</u>	.....
<u>SECTION IV. INCIDENT RESPONSE SYSTEM</u>	.....
<u>A. Command Center</u>	.....
<u>B. Assignment of Responsibilities</u>	.....
<u>C. Access to Floor Plans</u>	.....
<u>D. Notification and Activation</u>	.....
<u>SECTION V. PROTOCOLS FOR DISASTERS AND EMERGENCIES</u>	.....
<u>A. Hostage</u>	.....
<u>B. Bomb Threat/Suspicious Package</u>	.....
<u>C. Hazardous Material / Building Collapse / Explosion</u>	.....
<u>D. Shooting</u>	.....
<u>E. Kidnapping</u>	.....
<u>F. Fire Emergency</u>	.....
<u>SECTION VI. EVACUATION</u>	.....
<u>A. Floor Wardens</u>	.....
<u>B. Accounting for Students and Staff</u>	.....
<u>C. Emergency Egresses</u>	.....
<u>D. Evacuation Post Assignments</u>	.....
<u>E. Evacuation Locations</u>	.....
<u>SECTION VII. SHELTERING-IN</u>	.....
<u>SECTION VIII. FIRE DRILLS</u>	.....
<u>A. Purpose</u>	.....
<u>B. Frequency and Monitoring</u>	.....
<u>C. Guidelines</u>	.....
<u>D. Fire Safety</u>	.....
<u>SECTION IX. RECOVERY FROM EMERGENCY</u>	.....
<u>SECTION X. MEDICAL EMERGENCY RESPONSE INFORMATION</u>	.....
<u>A. Health Protocols</u>	.....
<u>B. Students with Special Needs</u>	.....
<u>C. Health Resources</u>	.....

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Introduction and Purpose

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. All schools are at risk from a variety of acts of violence and natural and technological disasters.

NE PLUS ULTRA Preparatory Academy (the “School”) has adopted this School Safety and Emergency Response Plan (the “Safety Plan”). As the School is a charter school and therefore is not a part of a school district, the Safety Plan fulfills the requirements of a Building-level Emergency Response Plan.

B. Plan Review

- This plan will be reviewed periodically during the year and will be maintained by the School Safety Team.

C. Concept of Operations

- In the event of an emergency or violent incident at the School, the initial response will be by the School-level Emergency Response Team.
- In the event of an emergency or violent incident, if appropriate local emergency officials will be notified. The School’s efforts may be supplemented with county and state resources through existing protocols.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Designation of Building-level and School-level Teams

The following teams have been established:

School-level Teams

School-level School Safety Team

This team consists of the Executive Director, Program Coordinator, Office Assistant(s) (or other support staff as designated), member of the Governing Board, teacher representative and parent representative. The role of this team is to adopt School-level safety policies and procedures that are coordinated with the Building-level safety policies and procedures.

Name	Position
	Executive Director
	Program Coordinator
	Office Assistant
	Board Member
	Teacher Representative
	Parent Representative
	Agency (Specify) Representative
	Agency (Specify) Representative

School-level Emergency Response Team

This team consists of the Executive Director, Program Coordinator, Office Assistant, Parent Representative and member of the Governing Board,. The role of this team is to lead the initial School-level response to any emergency situation in coordination with the Building-level Emergency Response Team.

Name	Position
	Executive Director
	Program Coordinator
	Office Assistant
	Parent Representative
	Board Member

School-level Post-Incident Response Team

This team consists of the Executive Director, Program Coordinator and the building nurse (when available). The role of this team is to provide post-incident psychological and medical aftercare if necessary.

Name	Position
	Executive Director
	Program Coordinator
	Nurse

B. Prevention and Intervention Strategies

School Personnel Training

The School-level Safety Team will design and implement trainings for members of School-level teams on safety procedures including (i) protocols for removal of disruptive students, (ii) crisis response, mediation, conflict resolution and other de-escalation techniques, and (iii) protocols for responding to fire, bomb threats, intruders and other emergency situations.

Coordination with Emergency Officials

The School level Safety Team includes members of local emergency response services who will be instrumental in assisting in the annual review of the Safety Plan and conducting drills and exercises to test the Safety Plan. These tests may include tabletop exercises which will be coordinated with local and county emergency responders and preparedness officials.

Annual Multi-Hazard Training for Staff and Students

The law requires annual multi-hazard training for students and staff. The intent of this training is to make building residents aware of the specific response procedures in their buildings. All school building staff will be familiarized with the basic concepts of the Incident Response System. This type of training can be most successfully accomplished by members of the School level Safety Team who would be most familiar with the procedures they have established.

Program Initiatives

The NE PLUS ULTRA Preparatory Academy emphasizes the importance of prevention strategies such as non-violent conflict resolution training programs, peer mediation programs, and extended day and other school safety programs. At the school, pro-active prevention means creating a “community of caring,” offering every opportunity for all students to be actively and successfully engaged in academics and extra-curricular activities, and to be connected to the school community through significant, healthy relationships with caring adults. The school implements all elements of a responsive classroom, including clear behavioral expectations and consistently enforced consequences, and establishing a school climate based on responsibility and respect for oneself and others. Additionally, the school will consider implementing violence prevention programs that address the components of empathy, impulse control, and anger management skills, and offering corrective supportive intervention strategies. The following is a list of some of the many prevention strategies that may be utilized:

- Strong emphasis on zero tolerance for harassment
- Support groups facilitated by the School Counselor
- Conflict resolution strategies
- Buddy programs between grade levels
- Mentoring (pairing of differently-aged students)
- Parent/child/staff surveys
- Student Support Teams
- Drama programs
- Lessons on peer-intervention taught by teachers and/or the School Counselor
- Current events units in classrooms – analyzing violence on TV and in other media

C. Identification of Hazards

The School level Safety Team will identify sites of potential emergencies including both internal and external hazards that may warrant protective actions such as the evacuation and sheltering of the school population.

BUILDING SECURITY

A. Security Personnel

B. Visitor Control Procedures

The Executive Director has the overall responsibility and authority to regulate admission of visitors and oversee their conduct while in the building or on any school property. The Executive Director also has authority to grant or deny a visitor's request to enter the Building. Such decisions should be reasonable and consistent with the needs of the school and the right of the public to visit the schools.

The school has established the following procedures in order to establish a uniform visitor control standard. These procedures will ensure minimum standards to control visitors at the building. The School -level Safety Team may establish additional procedures beyond those described below:

1. A visitor entering the building will be required to provide at least one (1) item of valid photo identification (*e.g.*, driver's license). The staff member on duty at the main entrance / office will record the date, time, name and destination of the visitor in the log book. All visitors are required to sign their name next to the entry made by the staff person on duty. Log books must be maintained at the site for a period of three years. Signs should be posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. The signs should also inform visitors that failing to follow these guidelines may result in their removal from the building.
2. The staff person at the main entrance/ office will record the time of departure in the log book parallel to the initial entry for that visitor and collect all passes issued.
3. The staff person should make a periodic check of the log book to ensure that no one remains in the building for an unauthorized period of time. In such instance, it should be verified if the visitor(s) is still in the building. If the verification cannot be made, the Executive Director or security designee shall be notified for possible implementation of the Intruder Procedures.

4. Visitors who violate procedures regarding visits to school or whose conduct jeopardizes the safety of students or staff, interferes with programs in any school or program or endangers property are subject to immediate removal from the building by order of the Executive Director and possible arrest.
5. It is incumbent upon staff to be aware of visitors that do not have an appropriate pass for a designated area or have no visitor's pass at all. Where feasible, staff should approach such persons and request that they return to the main office. Staff should then notify the Executive Director of the situation.

C. Intruder Procedures

If an intruder is discovered in the building, the Executive Director should be notified immediately. The Executive Director will then issue

A coded PA system ALERT will notify all staff. The ALERT is:

“We have a special guest in the building”

In response to this announcement the following steps will be taken immediately:

1. Any students in the hallway or common areas will be taken to the nearest classroom or secure environment by school personnel.
2. All teachers will lock classroom or secure environment doors.
3. The Executive Director, and designated individuals will lock the doors of the building and conduct a building sweep to locate the intruder:

If the intruder is found and the situation is again stable or no intruder is found within the building an “ALL CLEAR” message will be made over the PA system. The ALL CLEAR message is:

“Our guest has left the building”

In the event that the Building PA system is inoperative, supervisors of floors will alert staff and search for the intruder.

D. Closing Procedures

After the dismissal of the final program in operation within the Building and upon departure of administrative personnel, the custodian should conduct a total building sweep to ensure that conditions are safe and secure and all students have evacuated the building.

E. Security of Crime Scene

Securing and restricting the crime scene is of prime importance in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on School property. As such, the following procedures will be followed:

- The Executive Director will be responsible for crime scene security until relieved by law enforcement officials.
- No items will be moved, cleaned, or altered without prior approval from appropriate law enforcement officials.
- While security of the crime scene is important, it should in no way interfere with the rescue and aid of injured persons.

INCIDENT RESPONSE SYSTEM

A. Command Center

For most emergency situations a Command Center must be established. This Command Center will co-locate decision makers in the building and outside agencies. The primary and any alternate (in the event the primary is unusable (due to crowds or otherwise) or becomes unsafe) Command Center locations have telephone communications available.

The primary indoor Command Center will be the office of the Executive Director.

The alternate indoor Command Center will be the office of the School Counselor.

The Executive Director or a designee must be located at the Command Center at all times to make decisions based on the situation and to facilitate recommendations from emergency response officials. It is critical that the administrators be able to communicate with the public safety agency officials at the command post as well as others outside the building.

In instances of a serious nature that necessitate evacuation, and where the Building has become totally unusable, the emergency Command Center should be set up outside the perimeter of the school site, in close proximity to the building. This will aid in the gathering and disseminating of

information and in keeping the lines of communication open between the schools' administrators, and **other** agencies / departments and the parents/guardians.

B. Assignment of Responsibilities

Incident Commander. In the event of an emergency occurring in the school the Executive Director or the next person in the Chain of Command (see below) will serve as Incident Commander within the school and with respect to all of the school's staff and students.

In the event of a crisis, the Incident Commander has responsibility for decision-making and coordination of the emergency response.

The Incident Commander may be replaced by a member of a local emergency response agency.

The following is the Chain of Command:

Chain of Command

Position	Name	Title	Home Phone
1		Executive Director	
2		Program Coordinator	
3		Teacher Representative	

C. Access to Floor Plans

The importance of easy access to school building floor plans, evacuation routes, school grounds, road maps and the immediate surrounding cannot be overemphasized. The ability of emergency services to obtain this information quickly and efficiently will have a major impact on the success of any response effort. Accordingly, floor plans of the Building are readily available in the Executive director's office.

D. Notification and Activation

Communications inside the school

For internal communication at the school walkie-talkies (channel 3), telephones, bull horn and the runner system will be used.

Communication with Law Enforcement Officials

Communication with local law enforcement officials in the event of an emergency shall be by telephone, dialing Ext 1 from a building phone to reach law enforcement personnel located in the building or dialing 911 to reach law enforcement personnel outside the building.

Communication with Parents

In the event of a violent incident or emergency requiring early dismissal, the School Counselor will notify parents by telephone at the numbers listed in the emergency contact information sheets for each student. These emergency contact information sheets are kept in the registrar's office.

Communication with the Community

The Incident Commander will be the only official spokespersons with the media during an emergency situation. Parents and guardians will be notified through the news media of any situation that requires a school to be evacuated. The Incident Commander will be responsible for emergency notification of the media on behalf of the school. The Incident Commander will respond to inquiries from parents and guardians during an emergency.

PROTOCOLS FOR DISASTERS AND EMERGENCIES

The key to handling a crisis, disaster or emergency, is to have plans and protocols in place that are regularly practiced by administrators, staff and students.

This section outlines protocols that will serve as a guide for administrators and staff to use to increase the level of calm during an emergency. The listed protocols reflect examples of events that can or may occur in schools. They are not meant to serve as an exhaustive list of the full range of events that the school might experience.

It has been proven however, that many of the steps that are to be taken during the listed crisis/emergencies are transferable and can be used during most emergencies to quickly bring calm to school staff and students prior to the arrival of emergency first responders. Based on the emergency, we may evacuate the school, in which case students and staff should be removed to a location a distance away. Or in the case of a threat to the environment outside of the school, *i.e.* a building collapse, water main break or a gas leak/explosion, we may keep our students and staff in school to avoid the outside dangers.

In every disaster situation, the Incident Commander will immediately take steps to assess the situation, and activate the Emergency Response Team.

These procedures should be followed in the identified emergency situations:

A. Hostage

1. Notify Executive Director
2. Follow the Intruder Procedure.
3. Decision to evacuate to be made by Incident Commander.
4. Floor Wardens should to assist in the evacuation.
5. Evacuate the premises following egress routes.
6. Floor Plans are to be readily available and posted throughout the school.
7. Identify means of communicating with perpetrator(s), e.g. telephone, PAX Phone or PA system.
8. Identify location, number and extent of injured. If possible retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.
9. Incident Commander will notify respective supervisors and arriving agencies, with pertinent and vital information.
10. If the building cannot be re-entered, evacuated students and staff with attendance information are to be directed to the evacuation location.
11. If the building cannot be re-entered, a transportation vendor must be notified, in addition to the parents/guardians, for those children who utilize alternative transportation home. For those children who are picked up from school, the parents/guardians must be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the evacuation location for pickup.

B. Bomb Threat/Suspicious Package

1. If a suspicious package is observed, DO NOT TOUCH.
2. Notify the Executive Director.
3. The Incident Commander will notify staff by telephone, walkie-talkie or runner alerting them to situation.
4. Decision to evacuate to be made by Incident Commander.

- a. Floor Wardens should assist in the evacuation.
 - b. Evacuate the premises following egress routes.
 - c. Floor Plans are to be readily available and posted throughout the school.
5. No transmissions to 911 via radio (walkie-talkie) or cell/mobile telephone. All notifications must be made by regular land lines.
6. Identify location, number and extent of injured. If possible retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.
7. No one is to re-enter the building/affected area without authorization from appropriate agency.
8. If the building cannot be re-entered, evacuated students and staff are to be sent with attendance information to the Evacuation Location.
9. If the building cannot be re-entered, a transportation vendor must be notified, in addition to the parents/guardians, for those children who utilize alternative transportation home. For those children who are picked up from school, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.
10. Assure that the following Bomb Threat Checklist is completed at an appropriate time.

BOMB THREAT CHECKLIST

School: _____

Date: _____ Time: _____

School Official (reporting): _____

Location of Bomb (be specific): _____

How was bomb threat received? _____

Wording of message: _____

Description of caller: _____

Name: _____ Time of Call: _____ Length of Call: _____

Voice Characteristics: Loud Soft High Deep Pleasant

Speech Characteristics: Fast Slow Intoxicated Stutter

Manner of Caller: Calm Angry Deliberate Emotional

Other _____.

Identity of Caller: Adult Teen Very Young Sex: M F

Background Noise: Quiet Loud Machine Traffic Music

Did Caller seem familiar with school facility?

Additional Information

Was school evacuated? Yes No

If "Yes" to where: _____ Time of search: _____

Search conducted? Yes No

If "Yes" to where: _____

Status/Result of search: _____

Disposition (Check if appropriate)

Bomb Squad responded? Yes No

Students dismissed after evacuation? Yes No

Students/Staff returned to building after inspection at _____(time of re-entry)

Stable condition? Yes No

Order of Notification

Executive Director _____ Time: _____

Police Department _____ Time: _____

Other _____ Time: _____

C. Hazardous Material / Building Collapse / Explosion

1. Notify Executive Director.
2. Incident Commander will notify staff by telephone, walkie-talkie or runner alerting them to situation.
3. Decision to evacuate to be made by Incident Commander.
 - a. Floor Wardens assist in the evacuation with the exception of the contaminated area.
 - b. Evacuate the premises following egress routes or as otherwise directed by the Incident Commander.
 - c. Floor Plans are to be readily available and posted throughout the school.
4. Identify location, number and extent of injured. If possible retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.
5. No one is to re-enter the building/affected area without authorization from appropriate agency.
6. If the building cannot be re-entered, evacuated students and staff are to be sent with attendance information to the evacuation location.
7. If the building cannot be re-entered, a transportation vendor must be notified, in addition to the parents/guardians, for those children who utilize alternative transportation home. For those children who are picked up from school, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the evacuation location for pickup.

D. Shooting

1. Notify Executive Director.
2. Follow the Intruder Procedures.
3. Decision to evacuate to be made by Incident Commander.

- a. Floor Wardens should assist in the evacuation.
 - b. Evacuate the premises following the egress routes.
 - c. Evacuated students and staff with attendance information are to be directed to the Evacuation Location if the building can not be re-entered.
 - d. Floor Plans are to be readily and posted throughout the school.
4. Identify means of communicating with perpetrator(s), *e.g.*, telephone, PAX Phone or PA system.
 5. Identify location and number of shooter(s). If possible identify the number and names of shooter(s). If possible retrieve the parent/guardian information of shooter(s) with home contact numbers.
 6. Identify location, number and extent of injured. If possible retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.
 7. Incident Commander will notify their respective supervisors and arriving agencies, with pertinent and vital information.
 8. If the building cannot be re-entered, evacuated students and staff with attendance information are to be directed to the evacuation location.
 9. If the building cannot be re-entered, a transportation vendor must be notified, in addition to the parents/guardians, for those children who utilize alternative transportation home. For those children who are picked up from school, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the evacuation location for pickup.

E. Kidnapping

1. Check Emergency Contact card to ensure that only the legal guardian is taking the student out of the building.
2. Notify Executive Director.
3. Call parent/guardian contact to ensure that the student is not with relatives or friends.
4. Follow Intruder Procedure if it is believed that the perpetrator might still be in the building.

5. Check attendance information for the student who is reported kidnapped.
6. Incident Commander will notify respective supervisors and arriving agencies with pertinent and vital information.

F. Fire Emergency

Whoever locates the fire should activate the fire alarm and immediately notify the School Office and the office of the Executive Director of the location of the fire.

1. The Incident Commander should immediately order the evacuation of the School, with each area exiting the Building by the egress routes and continuing to the evacuation location.
2. Call the Fire Department **IMMEDIATELY**.
3. Notify Executive Director.
4. Incident Commander will notify respective supervisors and arriving agencies, with pertinent and vital information.
5. Identify location, number and extent of injured. If possible retrieve the parent/guardian information of victims with home contact numbers and make notifications as necessary.
6. No one is to re-enter the building without authorization from appropriate agency.
7. If the building can not be re-entered, evacuated students and staff with attendance information are to be directed to the evacuation location.
8. If the building cannot be re-entered, a transportation vendor must be notified, in addition to the parents/guardians, for those children who utilize alternative transportation home. For those children who are picked up from school, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the evacuation location for pickup.

EVACUATION

A. Floor Wardens

Those persons who are designated as Floor Wardens should be familiar with the School's Safety Plan, the location of exits and the location of any available fire alarm system.

In the event of an emergency, all Floor Wardens will be responsible for ensuring that all occupants are notified of the emergency, and that students and staff proceed immediately to conform to procedures that have been established for the given emergency. During the emergency, Floor Wardens should ensure that all persons in the school are evacuated to safe areas. Floor Wardens must conduct searches of the lavatories and classrooms to ensure that all students and personnel are out of the building. As soon as practical, Floor Wardens should notify the Executive Director of the status of their assigned area.

In many cases, split second response is required to properly assess an emergency situation and to begin the evacuation process. The Executive Director will establish a means for checking the daily availability of personnel who are designated as Floor Wardens and provide for a means for designation of substitutes.

Warden Assignments

School-level Wardens

The Executive Director has designated the following persons, minimum of two (2), to act as School-level Wardens for the entire school/site:

Name	Title	Post/Area

The Floor Wardens are expected to disseminate information to the Executive Director and to aid in the orderly flow of traffic during rapid egress/emergency conditions.

B. Accounting for Students and Staff

At the time an evacuation is ordered by the Incident Commander, the head teacher in charge of any class or the head supervisor in charge of any group of students shall be responsible for accounting for all of the students in that class or group and all staff attending to those students at that time. That teacher or supervisor shall report to the Executive Director as to whether all of the students and staff within her/his responsibility have arrived safely to the evacuation location.

The School Counselor shall bring attendance records to the Evacuation Location and shall be responsible for ascertaining that all students and staff have arrived safely to the evacuation location.

C. Emergency Egresses

A primary and alternate leave route must be created for **every room** occupied by students and staff. This includes rooms that may be used intermittently throughout the day.

There are procedures that must be followed prior to the decision to evacuate the School. Emergencies and procedures are to be dealt with as prescribed in the Safety Plan. The Egress and Alternate Egress routes are the manner in which the general population is to leave the building once the decision has been made, by the appropriate authorities, to evacuate the School.

During a Fire Drill, Bomb Threat, or neighborhood disaster or any other emergency requiring evacuation the following Egress and Alternate Egress routes will be in effect:

List of all Exits

Room	Classroom/Staff	Primary Egress	Alternate Egress
1st Floor			
2nd Floor			

D. Evacuation Post Assignments

Each teacher will leave with and continue to supervise his/her assigned class/cohort/instructional pod. The following persons will report to a designated post to ensure complete evacuation of the area and report updated information to the school -level Wardens.

Floor/Area/Post	Primary Staff Member	Alternate Staff Member

E. Evacuation Locations

In the case of an emergency, students and staff from the school will be evacuated in keeping with the locations designated below. These locations, where possible, will provide shelter to students and staff. Since the Executive Director might be at the Command Center with the emergency responders, a designee must be responsible for all students and staff at the evacuation site. This designee should be a staff member identified within the chain of command.

Designee for Evacuation Location	
Name	Position

The primary and secondary evacuation sites should be in close proximity to the main school site. It is possible however, in an emergency that affects not only your site, but also a neighborhood, district or borough, the primary and secondary location may be rendered unusable. In such a situation a third location should be identified.

Evacuation Locations	
Primary Site	
Secondary Site	
Out of Area Site	

SHELTERING-IN

There will be times when the appropriate response to a disaster may require that emergency responders direct that the school's students and staff remain within the School building. This process which is often referred to as "sheltering-in" may require the Incident Commander to identify a location(s) in the school where students and staff can congregate that is:

- In a hallway and away from windows and glass;
- In an area that is isolated and where ventilation can be turned off, if needed; or
- In an area that is lower than the first floor and away from the main entrance of the School.

The determination that staff and students should remain inside during a disaster will be made by local law enforcement/ public safety officials. Once that decision has been made, school staff will be given particular directions as to where staff and students should be moved to (e.g. basement areas; gymnasium; in hallways) as well as the steps that need to be taken to ensure that the environment that students and staff are asked to move to, remains free from the dangers outside of the School building.

The School Safety Committee should discuss and develop plans to prepare students and staff for events that might require use of the "sheltering-in" concept.

FIRE DRILLS

This plan addresses fire drill procedures and requirements and includes guidelines for school fire prevention safety. Plans for fire drills shall be prepared and information posted in conspicuous locations throughout the schools.

A. Purpose

The purpose of fire drills is to instruct and train students and staff in emergency evacuation procedures so that they might leave the school building in the shortest time possible and without panic in the event of an actual emergency. On hearing the fire signal, pupils under the leadership of teachers and other school staff must go to the street without delay.

B. Frequency and Monitoring

1. THE BUILDING-LEVEL EXECUTIVE DIRECTOR SHALL HOLD BUILDING-LEVEL FIRE DRILLS NO LESS THAN TWELVE TIMES IN EACH SCHOOL YEAR, EIGHT OF WHICH SHALL BE HELD PRIOR TO DECEMBER FIRST.

- a. In buildings with fire escapes, at least four of the drills shall include the use of such escapes.
 - b. In buildings in which summer school is conducted, at least two additional drills shall be conducted, one of which shall be held the first week of summer school.
2. A record and evaluation of each fire drill shall be maintained.
3. All fire drill reports completed by Executive Directors are to be entered into the school safety file.

C. Guidelines

1. All students and staff in the school must obey fire drill signals and regulations.
2. Equal emphasis should be placed on evacuating the school in a quick and orderly fashion. No running or horseplay shall be tolerated.
3. Fire drills shall be conducted under varying circumstances at varying hours and at unannounced times to simulate actual emergency conditions. (For example, one exit should be blocked by closing off the exit area during the fire drill.)
4. Ringing the fire bell is the usual signal for a drill. However, staff and students should be aware of alternate procedures in case of malfunctioning of the bell system. Alternate signals, such as classroom bells, public address announcements, hand bells or messengers, may be used.
5. Instructions involving fire drills and evacuation paths to be used shall be posted in every classroom, auditorium, and student work area.
6. Details of the school's fire drill plan should include the current number of students in holding rooms. Holding rooms are designated areas where physically handicapped students and staff wait for the Fire Department. The Fire Department will provide means of egress, when necessary. The fire drill is not complete until all students are out of the building or in holding rooms. Holding rooms must be left unlocked during occupancy.
7. Teachers shall bring with them attendance information to ensure the safe evacuation of all students.

D. Fire Safety

1. All students and staff must be evacuated and the alarm sounded when an emergency arises or is suspected. The decision must be made immediately; investigation of the emergency should be made after everyone has safely left the building.

2. Teachers and all other school staff should receive an orientation session concerning fire safety. Orientation should be held cooperatively by the Executive Director and the Custodian/Custodian Engineer of the school at the beginning of each year. This meeting should be devoted to fire safety and an actual demonstration of fire fighting equipment should be included. Items to be covered at the meeting should include, but need not be limited to, the following:
 - a. Staff should familiarize themselves and be aware of methods of transmitting an alarm, including telephones, fire alarm boxes in the school building, and street fire alarm boxes. Pull lever stations for the interior alarms are at various locations in the school building (generally near stairs or exits). These interior alarms do not transmit a signal to the Fire Department.
 - b. Staff should be aware of the location and proper use of fire extinguishers and other fire fighting apparatus. The Executive Director must be certain that all school personnel know the location of the fire alarm signal boxes located in the school and know how to operate them.
 - c. Staff should be informed of regulations regarding flammable materials, stage settings, decorations, use of electrical equipment, chemical substances in laboratories, and other potential fire hazards.
 - d. All school staff and students should be completely familiar with fire exit drills and evacuation plans.
3. Building inspections shall be conducted daily by the Custodian/Custodian Engineer, with particular attention given to the presence of fire hazards, proper equipment, access to fire doors, and visibility of signs.
4. All exit doors must be readily opened from the inside whenever the building is occupied. The chaining or padlocking of fire doors is a punishable violation of the Administrative and Fire Safety Codes.
5. Signs prohibiting use of elevators during fire drills and emergencies shall be posted near elevators and shall provide information regarding stairway exits.

RECOVERY FROM EMERGENCY

The aftermath of a severe act of violence or other emergency can have a major effect on the well-being of students, school staff and the entire school community. Generally, the School-level Post-Incident Response Team will enlist the services of pre-identified in-building medical counselors and mental health experts. If in-building resources are inadequate or need to be supplemented, additional medical and mental health resources will be sought outside the building. The School-level Post-Incident Response Team has developed the following procedures for post-incident response:

Short Term Response

- Providing mental health counseling for students and staff.
- Assuring School building security.
- Restoring the School to full operations.
- Providing a post-incident response critique.

Long Term Response

- Providing mental health counseling (will monitor for post-traumatic stress behavior).
- Continue to assure School building security.
- Provide mitigation to help prevent recurrence and impact.

MEDICAL EMERGENCY RESPONSE INFORMATION

A. Health Protocols

Schools are often informed of health information regarding individual students in a variety of ways (parent/student verbal communications to teachers and other staff, review of health records, doctors' notes, etc). Sometimes these health conditions may affect a student's participation in school activities (*e.g.*, a cardiac condition) or may affect other

Students/staff (*e.g.*, a significant infection).

The person at the School who is responsible for receiving all information about students is:

	Staff	Contact

Because health information may require some interpretation and consultation with health professionals, it is best reviewed by a nurse, administrative staff, or other trained staff, in consultation with medical professionals. The person at the School who is responsible for

reviewing this information about health conditions, and consulting with health persons as appropriate is:

	Staff	Contact

The person responsible for implementing health recommendations (e.g. activity restrictions, public health investigations, informational letters to parents, etc) once information is obtained by the above person is:

	Staff	Contact

B. Students with Special Needs

The following is a list of medically fragile students with significant health issues that will require assistance in the event of an emergency. Students listed below should be identified by the school nurse (or other senior health staff) in consultation with the Executive Director.

- 1.**
- 2.**
- 3.**
- 4.**

C. Health Resources

Health Services

The person responsible for school health services is:

	Staff	Contact

Mental Health Services

The mental health staff (guidance, social worker, psychologist, psychiatrists) available on site daily is:

Blood Borne Pathogens

The School's site administrator for issues of exposures to blood borne pathogens, etc. is:

	Staff	Contact

CPR & Heimlich

The person(s) who/are is trained in CPR/Heimlich at the School is:

	Staff	Contact

Epi Pen

The person(s) who is trained to administer an epi-pen in case of anaphylaxis is

Automated External Defibrillator

The person (s) who is trained to use an Automated External Defibrillator (AED)?

	Staff	Contact

The universal notification code for AED emergencies is:

Medical Room

The room number of the medical room is:

Medical Supplies

The following are medical supplies kept in a room other than the medical room:

First aid kits

Bio-hazard clean up kits

The following person(s), other than the nurse or other school health staff, has access to this medical equipment in case of an emergency:

The Emergency Medical Bag is kept in the following location:

The person responsible for maintaining the contents and accessibility of the Emergency Medical Bag is:

As part of Universal/Standard Precautions, gloves are available in the following location(s):

The School's Automatic Emergency Defibrillator is kept at the following location(s): .

<hr/>	<hr/>
	Date
<hr/>	<hr/>
	Date

APPENDICES

Appendix A. Emergency Resource Contact Info

Appendix B. School Information

Appendix C Other Building Organizations Information

Appendix D Building Information

Appendix E. School Staff – names, addresses and contact numbers

EMERGENCY RESOURCE CONTACT INFO

TBD (BASED ON LOCATION OF SCHOOL)

**NE PLUS ULTRA Preparatory Academy
INFORMATION**

Executive Director Contact Info:	
Hours of Operation:	
Dates of School Session:	
School Statistics:	Teachers: Paras: School Aides: Supervisors/Administrators: Office Managers: Other: Total:
Grades Served:	7: 8: 9: 10: 11: 12: Total Students:
How many floors of the building does this building have?	Floors

Designated Security Adm.			
Chain of Command		The "Chain of Command" is a listing of school personnel, in sequence, who are in charge of the school in the absence of the Executive Director/Site Administrator. Each of the designated staff members should be knowledgeable about the safety plan and be able to assume a leadership role when called upon. Personnel named should be "Assistant Executive Director" level staff. The Lead Teachers and/or Counselors may be identified as needed.	
Position	Name	Title	Home Phone
1			
2			
3			
Class Schedule:			
Do the students remain in school for lunch?			
Does this school/program/academy have a lunch schedule			
Period	Cafeteria		
Exterior Duty Assignment:			
Are school personnel assigned to monitor the school yard?			
Hall Duty Assignment:			

Are school personnel assigned to monitor hallways?	
Dismissal Schedule:	
Dismissal Starts At	
Students Not Picked-up by Parent/Guardian	
Additional School Activities:	
Does this school/program/academy have any additional school activities?	
Does this school/program/academy use the site's pool?	
Automatic External Defibrillator (AED) Information	
Contact information	
Trained responders will be summoned to an AED emergency by the following procedure:	
AED Units and Locations	
AED Trained Responders	

Organization	Days	Hours	Director

Does this building have a monitoring station?
Who is assigned to the monitoring station?.....

Accessibility

The Building accessibility is

Elevator Information

Does this building have elevators?
Description: Passenger/freight; No Phone; Not staffed

Electromagnetic Locks

Does this building have doors with electromagnetic locks?

Stairwells

<u>Stairwell #</u>	<u>Location</u>
--------------------	-----------------

Vault Information

Does this building have a walk-in vault?

Control Panel Information

Please consult the _____ for the location of the control panel.

School Yard Information

Do the students use this building's school yard?

Intrusion Alarm System

Does this building have an Intrusion Alarm System?

CCTV/Video Surveillance System

Does this building have a CCTV/Video Surveillance System?.....

Transportable

Does this site have transportable or temporary structures?

Cafeterias/Lunchrooms

Does this site have cafeterias?

Building Cafeteria Type Room

The following cafeteria(s) are on this site:

<u>Building</u>	<u>Type</u>	<u>Room</u>
-----------------	-------------	-------------

Attachment, A.7.3, *Enrollment projections*

Attachment A.3.11, *Textbooks*