NEVADA CHARTER SCHOOL APPLICATION 2015 - 2016

Committee to Form the Charter School:

1. Alex Kovacs: Proposed Board Member - Financial Services
2. April Vandergriff: Proposed Board Member - **Secretary** ~~Community Leader~~
3. ~~Brian Cooper: Proposed Board Member - Secretary~~
4. Edith Wynn: **Application Writer** Propo~~sed Executive Dire~~ctor
5. George Hardaway: **Proposed History Teacher** ~~School Princip~~al
6. Fred McElroy: Proposed Board Member - Retired Teacher
7. Jason Guinasso: Proposed Board Member - Law
8. John Wynn: Proposed Board Member - President
9. Marcelo Vazquez: Proposed Board Member - Teacher
10. Sithtra Chhay: Proposed Board Member - Treasurer
11. ~~Tasha Tau: Proposed Board Member - Parent~~
12. **Luthene Andrews: Proposed Board Member - Parent**
13. **Thomas Bailey: Proposed Executive Director/Principal**

John Wynn, Liaison
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Reno, Nevada 89512
(775) **221-1782** ~~232-4297~~
Y.E.S.CharterSchool@gmail.com

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts Charter School

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

John Wynn

Mailing Address of Liaison

1202 Hillboro Avenue
Reno, Nevada 89512

Telephone for Liaison

(775) 221-1782

Email Address for Liaison

Y.E.S.CharterSchool@gmail.com

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

Not Applicable

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

Not Applicable

Physical Address of School (If Known)

To be Announced

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

The proposed school will be located in Northern Nevada, Washoe County in the City of Reno or Sparks.

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 County School District

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

Fall of 2015

Proposed Sponsor

- [x] State Public Charter School Authority
- [ ] School District
- [ ] Public College or University

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

N/A

Enrollment Projections

School Year 1

Grade Levels Served

Grades 7 and 8

Projected Enrollment per grade

Grade 7=150, Grade 8=150

School Year 2

Grade Levels Served

Grades 7, 8 and 9

Projected Enrollment per grade

Grade 7=75, Grade 8=150, Grade 9=150

School Year 3

Grade Levels Served

Grades 7, 8, 9 and 10

Projected Enrollment per grade

Grade 7=75, Grade 8=75, Grade 9=150, Grade 10=150

School Year 4

Grade Levels Served

Grades 7, 8, 9, 10 and 11

Projected Enrollment per grade

Grade 7=75, Grade 8=75, Grade 9=75, Grade 10=150, Grade 11=150

School Year 5

Grade Levels Served

Grades 7, 8, 9, 10, 11 and 12

Projected Enrollment per grade

Grade 7=75, Grade 8=75, Grade 9=75, Grade 10=75, Grade 11=150, Grade 12=150

School Year 6

Grade Levels Served

Grades 7, 8, 9, 10, 11 and 12

Projected Enrollment per grade

Grade 7=90, Grade 8=90, Grade 9=90, Grade 10=90, Grade 11=90, Grade 12=150

Ultimately, the school expects to serve a total of ____ pupils

600

In grades _____ to _____

7th to 12th

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
- [x] No

If yes, address Required Element 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
- [x] No

If yes, address Required Element A.7.7

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

Is this an application for a NRS 386.590(1) vocational education charter school?

- [ ] Yes
- [x] 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
- [x] No

If yes, address B.3.2, Distance Education, 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
- [x] 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))?

- [x] Yes
- [ ] No

If yes, what is that number or ratio?

Enrollment is limited to a total of 600 students in combined grades 7 through 12 due to the amount of classrooms in the facility.

If yes, state your plan in Required Element B.3.9

Part 3: School Description (150-word maximum) Part 3 of 3
Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

The mission of the Y.E.S. Academy of Performing & Fine Arts Charter School is to prepare 7th through 12th grade students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards.

Areas of artistic training range from drama, dance, music and the fine arts to stagecraft and computer animation. We believe these skills and qualities will prepare our students to succeed through their academic and career goals upon graduation. Students will leave the school as independent, responsible and creative young adults with the option to pursue further studies in either the arts or academics at two-year or four-year institutions of higher learning.

Application Certification

Signature of Liaison

Date

August 27, 2014

Printed Name

John Wynn

Table of Contents

~~*This Application contains no more than 50 Narrative Pages.*~~

A. Education Plan

A.1 Mission, Vision and Educational Philosophy.....11

A.1.1 Purpose (Narrative)
A.1.2 Mission (Narrative)
A.1.3 Vision (Narrative)
A.1.4 Philosophy (Narrative)

A.2 School-Specific Goals and Objectives.....15

A.2.1 Assurance Regarding Performance Frameworks (Narrative)
A.2.2 Assessment Tools/Data/Artifacts (Narrative)
A.2.3 Reasonableness of Goals (Narrative)

A.3 Curriculum and Instruction.....17

A.3.1 Curriculum Model (Narrative)
A.3.2 Schedule of Courses (Attachment)
A.3.3 Course Descriptions and Alignment with Standards (Attachment)
A.3.4 Typical Daily Schedule (Attachment)
A.3.5 Courses to Complete for Promotion (Attachment)
A.3.6 Courses/Credits for Graduation (Attachment)
A.3.7 Policy for Pupil Promotion (Narrative)
A.3.8 Diploma (Attachment)
A.3.9 Transcript (Attachment)
A.3.10 Transfer of Credit (Narrative)
A.3.11 Textbooks (Attachment)
A.3.12 Instructional Strategies (Narrative)
A.3.13 Professional Development (Narrative)

A.4 Assessment and Accountability.....25

A.4.1 Assessment Plan and Instruments (Attachment)
A.4.2 Use of Student Data (Narrative)
A.4.3 Use of Longitudinal Data (Narrative)
A.4.4 Data Management Plan (Narrative)

A.5 Tentative School Calendar and Daily Schedule.....27

A.5.1 Calendar (Attachment)
A.5.2 Enrollment Dates (Narrative)
A.5.3 Alternative Schedule Application **(NOT APPLICABLE)**

A.6 School Climate and Discipline.....29

A.6.1 How Climate/Discipline Policies Support Educational Goals (Narrative)
A.6.2 Student Behavior Philosophy (Narrative)
A.6.3 Discipline Policy/Code of Conduct (Attachment)
A.6.4 Truancy Policy (Attachment)
A.6.5 Absence Policy (Attachment)
A.6.6 Involving Families (Narrative)

A.7 Target Population.....32

A.7.1 School Location (Narrative)
A.7.2 Target Population (Narrative)
A.7.3 Enrollment Projections (Attachment)
A.7.4 Alignment of School Plan with Target Population (Narrative)
A.7.5 Student Recruitment Plan (Attachment)
A.7.6 Serving At-Risk Pupils **(NOT APPLICABLE)**
A.7.7 Favoring At-Risk Pupils in the Enrollment **(NOT APPLICABLE)**

A.8 Special Student Populations.....34
A.8.1 Identification, etc. for ELL (Narrative)
A.8.2 ELL Program (Narrative)
A.8.3 Plan to Evaluate ELL Program (Narrative)
A.8.4 Plan to Monitor ELL Students (Narrative)
A.8.5 Title III Assurance (Attachment)
A.8.6 Identification, etc. for Special Ed. etc. (Narrative)
A.8.7 Special Ed. Policy Assurance (Attachment)
A.8.8 RtI Referral Packet and Flowchart (Attachment)
A.8.9 Special Ed. Continuum of Service (Narrative)
A.8.10 Identification, etc. for Gifted and Talented (Narrative)
A.8.11 Gifted and Talented Continuum of Service (Narrative)
A.8.12 GT Continuum of Service Flowchart (Attachment)
A.9 Records.....45
A.9.1 Pupil Records (Narrative)
A.9.2 Pupil Record Retention Policy (Attachment)
A.10 Career Education **(NOT APPLICABLE)**
B. Organization Plan
B.1 Governing Body.....48
B.1.1 Bylaws Letter from Counsel (Attachment)
B.1.2 Bylaws (Attachment)
B.1.3 Bylaws Stipulations Identification (Attachment)
B.1.4 Governance Philosophy (Narrative)
B.1.5 Governance Structure and Composition (Narrative)
B.1.6 Increasing Board Capacity (Narrative)
B.1.7 Recruitment of Board Members (Narrative)
B.2 Composition of the Committee to Form the School.....56
B.2.1 Committee Member Names, Resumes (Attachment)
B.2.2 Committee Members' Response to Questionnaire (Attachment)
B.2.3 Members' Association with other Charter Schools (Narrative)
B.2.4 Assurances (Attachment)
B.3 Management and Operation.....58
B.3.1 Organizational Structure (Narrative)
B.3.1.1 Management Organization Sections **(NOT APPLICABLE)**
B.3.2 Key Management Positions Responsibilities (Narrative)
B.3.2.1 Distance Education Sections **(NOT APPLICABLE)**
B.3.3 Organizational Chart (Attachment)
B.3.4 How Carry out Laws (Narrative)
B.3.5 Kind of School (Narrative)
B.3.6 Lottery Description (Attachment)
B.3.7 Outside Help with Application (Narrative)
B.3.8 Limiting Enrollment (Narrative)
B.4 Staffing and Human Resources.....63
B.4.1 Staffing Plan (Narrative)
B.4.2 Employment Contract Negotiation (Narrative)
B.4.3 Instructor Qualifications (Narrative)
B.4.4 Teacher Evaluations (Narrative)
B.4.5 Administrator Information (Narrative)
B.4.6 Administrator Position Description (Narrative)
B.4.7 Employing Administrators (Narrative)
B.4.8 Employing Instructors/Others (Narrative)

B.4.9 Licensed and Non-Licensed Staff (Narrative)
C. Business Plan
C.1 Budget.....71
C.1.1 Budget (Attachment)
C.1.2 Budget Narrative (Attachment)
C.1.3 Cash Flow Statement (Attachment)
C.1.4 Chart of Accounts Assurance (Narrative)
C.1.5 Pre-Opening Budget (Attachment)
C.1.6 Contingency Plan for Financial Challenges (Narrative)
C.2 Financial Management.....74
C.2.1 Financial Responsibility (Narrative)
C.2.2 Closing Procedures (Narrative)
C.2.3 Audit Firm (Narrative)
C.2.4 Nevada Bank (Narrative)
C.2.5 Fees, Charges (Narrative)
C.2.6 Person to Draw Orders for Payment of School's Money (Narrative)
C.2.7 Approving Payments of Money (Narrative)
C.2.8 Minimum Number of Enrolled Pupils Required (Narrative)
C.3 Facilities.....79
C.3.1 Choose one of the following three situations under Nevada Administrative Code
C.3.1.1 NAC 386.140(2)(a-g) **(NOT APPLICABLE)**
C.3.1.2 NAC 386.140(3)(a-b) **(NOT APPLICABLE)**
C.3.1.3 NAC 386.140(4)(a-f) (Narrative)
C.3.2 If NAC 386.140(4) applies, then submit Estimate Cost of Insurance (Attachment)
C.3.3 If NAC 386.140(2) applies, then submit inspection documents **(NOT APPLICABLE)**
C.3.4 If NAC 386.140(2) applies, then submit OSHA document **(NOT APPLICABLE)**
C.4 Transportation, Health Services and Emergency Services.....82
C.4 Contract for Health Services **(NOT APPLICABLE)**
C.4.1 Transportation (Narrative)
C.4.2 Health Services (Narrative)
C.4.3 Immunization records (Narrative)
C.4.4 Emergency Drills (Attachment)
C.4.5 Emergency Management Plan (Attachment)
C.4.6 Transportation Policies & Procedures **(NOT APPLICABLE)**

Required Element Attachments

	86 Page of 579	**Curriculum Model (Letter from comparable charter school)**
A.3.2	88 Page of 579	Schedule of Courses (Course Catalog)
A.3.3	115 Page of 579	Course Descriptions and Alignment with Standards
A.3.4	123 Page of 579	Typical Daily Schedule
A.3.5	125 Page of 579	Courses to Complete for Promotion
A.3.6	128 Page of 579	Courses/Credits for Graduation
A.3.8	131 Page of 579	Diploma
A.3.9	133 Page of 579	Transcript
A.3.11	135 Page of 579	Textbooks
	139 Page of 579	**Instructional Strategies (Proposed Teacher Resume's)**
A.4.1	147 Page of 579	Assessment Plan and Instruments
A.5.1	152 Page of 579	Calendar
A.6.3	154 Page of 579	Discipline Policy/Code of Conduct
A.6.4	189 Page of 579	Truancy Policy
A.6.5	199 Page of 579	Absence Policy
A.7.3	209 Page of 579	Enrollment Projections
A.7.5	214 Page of 579	Student Recruitment Plan
	216 Page of 579	**Identification, etc. for ELL (WIDA Tier Placement Protocol)**
A.8.5	217 Page of 579	Title III Assurance
A.8.7	219 Page of 579	Special Education Policy Assurance
A.8.8	223 Page of 579	RtI Referral Packet and Flowchart
A.8.12	244 Page of 579	GT Continuum of Service Flowchart
A.9.2	246 Page of 579	Pupil Record Retention Policy
B.1.1	253 Page of 579	Bylaws Letter from Counsel
B.1.2	255 Page of 579	Bylaws
B.1.3	266 Page of 579	Bylaws Stipulations Identification
	274 Page of 579	**Increasing Board Capacity (Letters; Performing & Fine Art)**
B.2.1	281 Page of 579	Committee Member Names, Resumes
	282 Page of 579	**John Wynn's Cover Letter**
	287 Page of 579	**2014 Letters of Support (Social & Political Capital)**
	291 Page of 579	**2013 Letters of Support (Social & Political Capital)**
	297 Page of 579	**Y.E.S. 2011-2012 & 2012-2013 Progress Reports**
	398 Page of 579	**Thomas Bailey - Proposed Executive Director/Principal**
B.2.2	419 Page of 579	Committee Members' Response to Questionnaire
B.2.4	459 Page of 579	Assurances
B.3.3	526 Page of 579	Organizational Chart
B.3.6	530 Page of 579	Lottery Description
C.1.1	533 Page of 579	Budget
C.1.2	556 Page of 579	Budget Narrative
C.1.3	562 Page of 579	Cash Flow Statement
C.1.5	564 Page of 579	Pre-Opening Budget
C.3.2	566 Page of 579	If NAC 386.140(4) Applies, submit Estimate Cost of Insurance
C.4.4	570 Page of 579	Emergency Drills
C.4.5	572 Page of 579	Emergency Management Plan

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A. EDUCATION PLAN

A.1 Mission, Vision and Educational Philosophy

A. Education Plan

A.1 Mission, Vision and Educational Philosophy

A.1.1 Purpose (Narrative)

The purpose for Y.E.S. Academy of Performing &Fine Arts Charter School is organized is to improve the academic achievement of students by offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts, thereby, graduates will have the option to pursue further studies in either the arts or academics at two-year or four-year institutions of higher learning.

A.1.2 Mission (Narrative)

The mission of the Y.E.S. Academy of Performing &Fine Arts Charter School (Y.E.S. Academy) is to prepare 7th through 12th grade students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards.

A.1.3 Vision (Narrative)

The Vision of Y.E.S. Academy is a high quality educational program for students in grades 7th through 12th that develops the whole person through a curriculum that integrates the performing arts and college preparatory academics. We aim to develop the students academically, artistically and socially so that they leave the school as independent, cooperative, responsible and creative young adults with a lifelong interest and ability in learning and the arts. We believe that these skills and qualities will prepare our students to pursue further educational goals and allow them to contribute to the life and well being of society as a whole.

Our vision includes the belief that:

- A strong academic program unlocks and supports the artistic potential of our students.
- The best discipline comes from a commitment to shared goals.
- The performing arts encourage each individual to work in a creative, cooperative and collaborative manner while promoting critical thinking.

- Students learn best in a participative and creative environment placed within a firm framework of high standards in teaching and learning.
- Students need an understanding of, and access to, developing technologies in order to encourage participation and leadership in a technologically developing society.

A.1.4 Philosophy (Narrative)

Y.E.S. Academy is a school established to provide students and parents with more choices in the types of educational opportunities and programs that are available within the public school system. The board, staff and administration are strong supporters of parent's rights to choose the direction of their child's education and works to promote: equality, academic achievement, college and/or career readiness, fiscal transparency, parent involvement and community partnerships. The school's program expects high standards in both academics and the arts. Areas of artistic training range from drama, dance, music and the fine arts to stagecraft and computer animation. The board, staff and administration will work to ensure all students are ready to pursue preparation for a highly skilled career, and is admissible to and prepared to succeed in first-year, credit bearing classes without remediation at a 2- or 4-year college, technical or trade school, or apprenticeship program. The school provides opportunities for teachers to try out innovative instructional methods, increase parent and community involvement, and improve student achievement.

Response to Reasons for Denial Question #1

The founding members of the Y.E.S. Academy are committed to not only providing an outstanding performing arts curriculum but it must be enhanced with a rigorous academic curriculum as well. We believe that one encourages the other. The discipline of dedicating long hours of practice to prepare for a performance transfers to the dedication and discipline it takes to be an outstanding academic scholar. The curriculum guide indicates the course offerings which mirror those offered in every High School in the state. We will have a licensed highly qualified instructor for each discipline of study. They will follow the Common Core standards which will prepare them for the rigor of not only the High School Exams but prepare them for the SAT college entrance test as well.

Our mission is to prepare every student for college or career and to insure that they possess the skills to be successful on the next level. The structure of the classes offered, beginning in the 7th and 8th grade will build upon each other thus preparing them for Advanced Placement or even Dual Credit classes their junior and senior year. The instruction will be in a variety of educational strategies ranging from direct instruction to problem based learning projects. Students will use technology for research and inquiry and will be expected to present their findings in oral, written and demonstration methods. Students will be expected to work in teams tackling problems in a collaborative manner to build those 21st Century soft skills like critical thinking and collaboration. The Y.E.S. Academy will provide a comprehensive education clothed in the beauty and self expression of the performing arts. The arts will enhance their learning and growth as they prepare to meet the challenges of the world.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.2 School-Specific Goals and Objectives

A.2 School-Specific Goals and Objectives

A.2.1 Assurance Regarding Performance Frameworks (Narrative)

The Committee to Form the Charter School assures that the governing board of the school will adhere to the standards, goals, and objectives established in the State Public Charter School Authority (SPCSA) and Nevada Department of Education (NDE) performance frameworks. Therefore the school has no additional mission specific goals to define. Y.E.S. Academy agrees to and follow the Performance Framework of the SPCSA under the category of academics that shall address:

1. Academic achievement and proficiency of pupils
2. Disparities in the academic achievement and proficiency of pupils
3. Rate of graduation of pupils and preparation of those pupils for success in postsecondary educational institutions and career and workforce readiness

Y.E.S. Academy will develop consistency and relevance that aligns with the school's assessment plan, mission, and overall educational program by adopting the SPCSA's Performance Framework. In doing so, the school will grow with the development of the Authority's academic framework and operational and financial frameworks defined in A.2.2 below; while, controlling for validity and reliability of performance indicators, measures and metrics to meet specific targets for the school. The school sets out to reach an overall school rating at or above the 85th percentile as measured by the academic performance framework of the SPCSA.

A.2.2 Assessment Tools/Data/Artifacts (Narrative)

Y.E.S. Academy will use the assessment tools, data (academic, financial, and operational), and collected performance framework artifacts offered by the SPCSA and the NDE, therefore this question is not applicable.

A.2.3 Reasonableness of Goals (Narrative)

Due to the fact that The Committee to Form the Charter School assures that the governing board of the school will adhere to the standards, goals, and objectives established in the SPCSA and the NDE's performance frameworks, this question is not applicable. Attachment)

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.3 Curriculum and Instruction

A.3 Curriculum and Instruction

A.3.1 Curriculum Model (Narrative)

Y.E.S. Academy is a public charter school serving grades 7 through 12. The school's framework for teaching and learning core subject areas (Math, Science, English Language Arts, and Social Studies), align with all standards adopted by the Nevada Department of Education. The school will teach the content stated in the Chapter 389 of the NAC regulations for applicable grade levels and subject areas including the standards for performing and fine arts. The Executive Director/Principal and one school Counselor, along with all of the staff members will provide students with guidance and support to meet their high school graduation requirements and college remedial requirement prior to graduating from high school. All grades earned will be recorded on the students' high school transcript. This curriculum model and the mission, vision, school purpose, goals, and objectives are all tied to one another through the performance and fine art experience and direct support from Y.E.S. Academy. The school offers courses that directly align to the school's mission of supporting students in a performing and fine arts environment through personal, academic, and social skills. The curriculum and instruction of the school will follow the state public school calendar year.

***Response to Reasons for Denial Question*s #10**

The Committee to Form has researched Natomas Charter School in Sacramento, California, and found they have effectively served high needs populations as well as provided high quality public education programs; one of which is a 6th-12th grade Performing and Fine Arts Academy. In July 2014, Members of the Committee to Form visited Natomas Charter School; toured the campus and spent time with the Co-Founder and the Executive Director, Dr. Ting Sun, learning more about the school. Dr. Sun founded the charter school 22 years ago. This school has a similarly articulated model which has resulted in transformative academic results for children. The charter school has ranked in the top 10% of schools in California and the 2015 Niche Ranking recently named Natomas Charter School in the top 100 Public High Schools in California; of the 14,431 schools, and among the top 5 Public High Schools in the Sacramento region. The proposed academic,

cultural, and operational model of Y.E.S. Academy is very similar to Natomas Charter School. Please see attached Letter of Support from Dr. Sun in the Required Element Attachments A.3.1.

A.3.2 Schedule of Courses (Attachment)

A.3.3 Course Descriptions and Alignment with Standards (Attachment)

A.3.4 Typical Daily Schedule (Attachment)

A.3.5 Courses to Complete for Promotion (Attachment)

A.3.6 Courses/Credits for Graduation (Attachment)

A.3.7 Policy for Pupil Promotion (Narrative)

Y.E.S. Academy's policy follows the requirements under NAC 389.659 and NRS 386.583 the state requires that each student's class status will be determined by the number of credits that student has earned. The school will follow the standards for course promotion as outlined in the assessment plan (see A.4.1) The following units of credit are required for grade promotion in high school.

1. Students who have been promoted from eighth grade, but who have earned less than five units of high school credit will be ninth graders.
2. To be promoted to the tenth grade, a student must have earned a minimum of five units of credit.
3. To be promoted to the eleventh grade, a student must have earned a minimum of eleven units of credit.
4. To be promoted to the twelfth grade, a student must have earned a minimum of seventeen units of credit.
5. To graduate from high school, a student must have earned a total of 22 ½ units of credit.

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

determine the appropriate grade placement of those students. ~~Charter high school administrators may waive the credit requirement for transfer students to be considered twelfth graders if extenuating circumstances exist.~~

A.3.8 Diploma (Attachment)

A.3.9 Transcript (Attachment)

A.3.10 Transfer of Credit (Narrative)

If a pupil has successfully completed equivalent courses at a charter school, the pupil must be allowed to transfer the credit that the pupil received at the charter school as applicable toward advancement to the next grade at any other public school or toward graduation from any other public school. A student withdrawing from the class prior to the completion of the course requirements during the first eleven (11) weeks will receive a "W" and no credit. After the eleventh week, a student withdrawing from a class shall receive a grade of "F". A student withdrawing from a school without transferring will receive a "W" and no credit. Students transferring to another school will receive a grade showing progress to date and no credit. Students who do not complete the work required for completion of a course of instruction may receive an incomplete (Inc.).

A.3.11 Textbooks (Attachment)

A.3.12 Instructional Strategies (Narrative)

Response to Reasons for Denial Question #9

ALL of the instructors of Y.E.S. Academy of Performing & Fine Arts Charter School will be licensed teachers for core academic instruction as well as the performing arts courses of the academic program. The instructors will be employed by the charter school either full or part time. All employees will receive a salary and any benefits based on their contract with the charter school. All staff salaries are included in the proposed budget. (see C.1.1) The charter school will not rely upon instructors from partner organizations to provide content and instruction, nor will the charter school rely on outside sources to provide fundraising for salaries of the charter school staff.

Please see attached resumes in the Required Element Attachments A.3.12 for the following Proposed Licensed Teachers for both Core Academic and Performing Arts Instruction:

- **Jill Bailey is a Licensed Teacher in English 7-12, Reading K-12, Speech 7-12 with a Masters Degree; Reading Specialist/Language Arts. She has experience as a Senior Project Classroom Teacher and a Dual Credit Instructor through a community college; English 101, English 175, Communication 101 and College Reading 095. Jill taught at Wooster High School years ago and has recently submitted her application for Nevada State license to teach K-12.**
- **Karen Burns has a Current License for Educational Personnel in the State of Nevada for English, Physical Education (emphasis in dance) and German. In addition to being a professional dancer, Karen has over 34 years experience in creating, producing and directing events and shows.**
- **Catherine Eardley is a Licensed Teacher who taught Humanities, Dance Appreciation and Diversity at UNR for 10 years and TMCC for 10 years. She as a Bachelors of Science Degree in Education and a Masters Degree in Performing Arts. Catherine has submitted her application for Nevada State license to teach K-12.**
- **Doug Coomler has a Masters Degree in Music and has been the Music Instructor for the Reno Youth Jazz Orchestra for the past 4 years. He is also a Professional Saxophone Player with the 17 piece Reno Jazz Orchestra. Doug has submitted his application for Nevada State license to teach K-12.**

~~The courses are taught by~~ **The Y.E.S. Academy will hire** teachers that enjoy academic freedom that enables them to deliver instruction in the best way they choose. Through the courses taught by the school, students receive support and instructional strategies that help the students succeed in the program. These strategies include, but are not limited to the following:

1. Direct Instruction – instruction taught directly by the teacher

2. Indirect Instruction – instruction is driven by students and facilitated by the teacher
3. Independent Study - development of student initiative, independence, and self-improvement
4. Group Activities – students work and participate in groups
5. Writing Development – instruction led by teacher
6. Online Tutorials – programs are provided to students to work on correcting deficient skills
7. Life Skill Development – scenarios and case studies are used to improve decision-making
8. Collaboration – students learn to work collaboratively and develop leadership skills
9. Peer Mentoring – peer advocates provide student support
10. Small Group and Individual Tutoring – the school provides tutoring support
11. Feedback – students are provided continual feedback on college readiness progress
12. Scaffolding – instruction is led by teacher and responsibility shifts to students

Students will receive support in their educational experience through interventions from peers, staff, and school administration in an environment that will support students with personal, academic and social skill development.

A.3.13 Professional Development (Narrative)

***Response to Reasons for Denial Questions* #6 & #7**

Y.E.S. Academy will highlight a Problem Based Learning (PBL) style. This is consistent with the expeditionary learning academic model and is very well respected in the field of education in order to foster 21st century learning skills among students. The entire staff will collaborate weekly to build PBL units of instruction that work across Math, Language Arts, Social Studies and Science. These encourage research, team building, critical thinking skills as well as meeting standards of the Common Core. The Proposed Executive Director/Principal has been trained in the process of designing PBLs and there are several entities that provide on-site and on-line training. The Executive Director/Principal will encourage teachers to construct at least 2 PBLs per semester that are thematic in structure. Washoe County School District will NOT serve as a source of professional development nor will they make any provisions for services to the charter school.

Y.E.S. Academy will utilize professional development to help staff increase capacity and knowledge and capacity in those areas that include, but are not limited to the following: operations, finance, and academics. Pending future staffing based on growth over the years, each staff member will develop with the support of their supervisor, an annual professional development plan that may include several methods of delivery such as conferences, workshops, webinars, college courses, contractor support, online tutorials, staff meetings to target school and student needs, seminars, and educational, leadership and business development literature, etc. Below are relevant examples from the school including:

1. Registrar/Bookkeeper's development plan may include hiring a professional consultant to administer training on new and upgraded versions of the accounting software program
2. ~~Registrar/Bookkeeper's development plan will include attending training through the Washoe County School District when invited periodically to participate in Federally funded training.~~
3. Executive Director/**Principal's** and Registrar/Bookkeeper's plan could include attending a conference or webinar on new strategies to improve and build capacity with the student information system.
4. Executive Director/**Principal's** ~~and Principal's~~ plan is to attend conferences that include transitioning students to college, college readiness, and strategies for increasing achievement.
5. ~~Principal's plan is to attend monthly meetings with all Principals in the Washoe County School District.~~
6. Administration may seek ways to increase their professional capacity in areas of weakness by participating on State and National committees, look for ways to present best practices at conferences, become more actively involved in other local or state educational initiatives.
7. Governing Body plan will include an annual retreat and may involve using a consultant or internal staff to train members on topics that include: meeting rules of order, State ethics and open meeting, and overall boardsmanship.
8. Governing Body plan will include attending any charter school training provided by the sponsor.

9. President's plan will included attending Annual State School Board Trustee meetings.
10. **The Governing Body and the Executive Director/Principal plans to attend the National Charter School Governance Training when it is made available.**

Administration will conduct meetings at a minimum of every two months to review student progress and collaborate on ways to target student needs, provide staff with techniques to build capacity with the technology required in their daily tasks, and to provide necessary training in topics such as testing, safety, student records, etc. Annually, the school will review student survey information to obtain feedback on the lessons and integrate the strategies used through the individualized professional development plans to collaborate after each semester on improving the lessons and curriculum each year. All of the training will focus on building staff capacity and skills in their fields through individual plans and whole staff development.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.4 Assessment and Accountability

A.4 Assessment and Accountability

A.4.1 Assessment Plan and Instruments (Attachment)

A.4.2 Use of Student Data (Narrative)

Y.E.S. Academy will begin using assessments collecting artifacts of college readiness from the time a student begins the registration process through their graduation at the school. Data is collected throughout every year that identifies students' strengths and weaknesses. The data is compiled onto student's individual forms on their academic, social and personal responsibility levels. The system is utilized to integrate the school's student intervention process and target students who are at-risk of failing to transition to college successfully and who need extra support with their college readiness skills. The results are used as a communication and feedback piece with students and parents so that a common language can be shared for increasing student achievement. Student intervention plans are set up to target the areas of deficiency and reward those that show greater success and independence.

A.4.3 Use of Longitudinal Data (Narrative)

Y.E.S. Academy will evaluate and validate their performance by using the frameworks from our 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 the data from year to year at the school. Student data is collected from the time they enroll to the school through graduation 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.

A.4.4 Data Management Plan (Narrative)

Y.E.S. Academy will store student data in the school's Student Information System (SAIN) to manage multiple data sets for each student and to compile data analysis reports. Staff will place student test results into the student's 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

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.5 Tentative School Calendar and Daily Schedule

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 systems required by the State of Nevada.

A.5 Tentative School Calendar and Daily Schedule

A.5.1 Calendar (Attachment)

A.5.2 Enrollment Dates (Narrative)

The proposed date of enrollment will begin on or after Monday, April 20, 2015 which is 112 days before the proposed first day of classes starting on or around Monday, August 10, 2015. Enrollment concludes the school's registration process.

A.5.3 Alternative Schedule Application **(NOT APPLICABLE)**

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.6 School Climate and Discipline

A.6 School Climate and Discipline

A.6.1 How Climate/Discipline Policies Support Educational Goals (Narrative)

School policies support the academic goals of the school by providing safety practices, organizational and academic structures that cause Y.E.S. Academy to function and react in ways that resemble an effective learning environment for students by establishing the following: communication and enforcement with the school's core values of responsibility, integrity and motivation. These values are at the center of the school's culture and discipline. Y.E.S. Academy is dedicated to providing all students with a non-traditional opportunity to earn a high school diploma in a performing arts environment. By attending the proposed school, students embark on a challenging and unique school experience that will require a high level of commitment and work ethic to succeed. The school provides students with the support and guidance to develop the school's norms and values to have positive effects on student achievement in college and career.

A.6.2 Student Behavior Philosophy (Narrative)

Y.E.S. Academy is a mission focused school that students and parents/guardians should embrace when they choose to enroll. The mission of the Y.E.S. Academy is to prepare 7th through 12th grade students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards. We want to improve the academic achievement of students by offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts, thereby, graduates will have the option to pursue further studies in either the arts or academics at two-year or four-year institutions of higher learning. The school guides and supports students in developing responsibility, and will hold students accountable for their progress, decisions, and behavior.

A.6.3 Discipline Policy/Code of Conduct (Attachment)

A.6.4 Truancy Policy (Attachment)

A.6.5 Absence Policy (Attachment)

A.6.6 Involving Families (Narrative)

Y.E.S. Academy communicates with parents to ensure all parents understand the school mission upon registration where the family signs an assurance stating that they support the school mission. Meetings are held to support parents and inform their families of communication, expectations, rules, processes, and gain feedback from them on the progress of the school. Consideration for parent understanding of material and language barriers are taken into account and accommodations are attempted to be made accordingly. The school offers various methods of communication to keep parents informed including, but not limited to the following:

1. Emails, telephone calls, newsletters and school website.
2. August meeting: all new parents are introduced to various forms of parental support and methods of communication and their role in supporting their students in the performing and fine arts environment.
3. Mandatory Parent Meeting in September: goes over the mission, student expectations, supports offered to parents, rules and processes
4. Students and parents are required to read and sign an acknowledgment that they read the school handbook and may seek clarification from staff or administration
5. Parents have the ability to serve on committees: School Improvement, Crisis, and Parental Involvement and the school's Governing Body or Governing Body Committee's
6. Staff and parent representatives are also available for appointments to support families

Parents are able to contact staff members at any time concerning the child's education by calling the school directly or by emailing the Executive Director, Principal, Teacher or Staff. Parents as well as other members of the community are able to make a Public Comments at any meeting of the Governing Board during the meetings held once month on the 4th Wednesday of the month at 6:00pm. Parents may also contact any Member of the Governing Board regarding complaints or concerns at any time by emailing any one of the Board Members through their contact information on the charter school's website.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.7 Target Population

A.7 Target Population

A.7.1 School Location (Narrative)

The Committee to Form the Charter School has not found a proposed location for Y.E.S. Academy as of yet. However, we are looking for a location in high need areas of Reno and Sparks which are located in the following zip codes 89502, 89511, 89512, 89523, 89431, 89434:

A.7.2 Target Population (Narrative)

In high need areas of Reno and Sparks, following circumstances could be addressed including: from year to year, students having transportation issues getting to and from the school. There is also the high percentage of free and reduced lunch populations in neighboring traditional public schools near the high need areas we are researching for a proposed charter school location. The families and students of Reno and Sparks who live in these high needs areas are underserved and deserve more support with their educational goals. If the proposed charter school has its location in a high need area, it will provide convenience for those families desiring a quality educational choice, but are often bound by financial means or geographical location to enroll in a performing & fine arts school.

A.7.3 Enrollment Projections (Attachment)

A.7.4 Alignment of School Plan with Target Population (Narrative)

The target population of students that are in high need areas academically or financially will benefit from the school's plan to successfully create a performing and fine arts charter school in high need area/proposed target locations. This type of charter school is also ideal for creating a better educational solution for families. By placing Y.E.S. Academy in a high need area/proposed target location, it will have immediate interest from those families seeking a more neighborhood school to their residence and neighborhoods.

A.7.5 Student Recruitment Plan (Attachment)

A.7.6 Serving At-Risk Pupils **(NOT APPLICABLE)**

A.7.7 Favoring At-Risk Pupils in the Enrollment **(NOT APPLICABLE)**

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.8 Special Student Populations

A.8 Special Student Populations

A.8.1 Identification, etc. for ELL (Narrative)

Y.E.S. Academy's application for admission will include the required language survey to trigger steps to determine if the student is an English Language Learner (ELL). Based on the answers provided to these questions, a pupil may be assessed for English proficiency and may qualify for ELL services. The school will follow NDE's WIDA assessment standards and guidelines for ELL students. ~~The application will also request information to determine if the student has previously or is receiving special education or 504 services.~~ Y.E.S. Academy will have all surveys/forms as Home Language Survey translated into the language spoken by the parent to help ensure accurate answers. In the case the parent still needs an interpreter; the school will provide one to assist the parent in completing the forms.

After the Y.E.S. Academy is approved as a charter school, we will become an Authorized User/Member of WIDA Consortium. As an Authorized Consortium Member, the staff at Y.E.S. Academy will be able to download and print off assessments using their designated W-APT district-wide login. Y.E.S. Academy will utilize W-APT which is the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists our staff with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system. The W-APT test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

The Test forms are divided into five grade-level clusters, however Y.E.S. Academy will only utilize two:

- Grades 6-8
- Grades 9-12

Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing. The W-APT is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling." If there is reason to believe that the student may have Limited English Proficiency (LEP) and is being considered for referral for evaluation or has been referred for evaluation (as well as when an evaluation has been ordered by a hearing officer), the Site Administrator (or designee) should ensure that the following have occurred:

a. School personnel must have assessed and documented the student's proficiency in English and the student's native language.
b. Information must be gathered about the student's cultural background.
c. Information must be gathered about the student's mode of communication through observation of the extent to which the student uses expressive and written language and other modes of communication as a substitute for expressive language (e.g., gestures, signing, or unstructured sounds).

WIDA Tier Placement Protocol attached

A.8.2 ELL Program (Narrative)

As new students enter Y.E.S. Academy, families will be asked to complete a Home Language Survey. This survey will be done with families in their primary language with follow up as needed to clarify information. Y.E.S. Academy will then evaluate students who come from homes where English is not the primary language to determine English proficiency using the assessment instruments. Our ELL students will all be given an Individualized Language Plan that tracks their gains and competency in their home language and English. We will help subsidize the cost for other Y.E.S. Academy teachers to become dual certified and will bring in outside specialists for professional development as needed. All staff will also be trained in sheltered instruction teaching strategies. The LEP program will be evaluated on a yearly basis.

All parents will be asked to participate in an annual survey of the program. Additionally, we will also use student achievement and progress toward academic goals as an indicator of our success.

A.8.3 Plan to Evaluate ELL Program (Narrative)

Students who are found to be ELL will be evaluated on a yearly basis. ELL students will receive appropriate content and language instruction in the regular classroom based on the recommendations of the ELL-certified, highly qualified teacher in the building. An example is assignments with vocabulary reminders in the margins. Students will also have opportunities to practice oral English language skills during instructional periods during the day; research shows that practicing oral English language skills aids comprehension. Our instructional program will be one of English instruction with home language support. We will strive to recruit teachers, paraprofessionals and parent volunteers who speak the home languages of our ELL students (primarily Spanish) to interact with all students, participate in read-a-alouds or work in small groups with students.

A.8.4 Plan to Monitor ELL Students (Narrative)

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. ***Relocated the following strikethrough text to A.8.9 below.*** ~~IEP or 504. The school will work with a 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 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. If the governing body determines that a student's needs for services cannot be met, the school shall follow that the governing body would request that the pupil be transferred pursuant to NRS 386.580 (4), that states, "If the governing body of a charter school determines that the charter school is unable to provide an appropriate special education program and 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 pupil resides transfer that pupil to an appropriate school."~~

A.8.5 Title III Assurance (Attachment)

A.8.6 Identification, etc. for Special Ed. etc. (Narrative)

Reason for Denial Questions & Response #3

The Committee to Form has addressed this issue by attaching Y.E.S. Academy's complete Special Education Policies Manual that reflects the entire process for special education and including the following Narrative: The Y.E.S. Academy will have a highly qualified Licensed Special Education teacher who will manage all the goals of a student's IEP. The school and staff recognizes that an IEP is not only a federally mandated contract that insures students designated as having a specific learning disability; but they are dedicated to insuring that every student is given the opportunity to learn to the best of their ability. The staff will conduct annual meetings with the team; special education case manager, teachers, parents, student and administration; to insure the goals identified are proper and that everyone is working to achieve those goals. Specialized instruction, modified workloads, or other designated learning accommodations will be enforced. Appropriate testing accommodations as allowed by the State will be provided. We feel that all students can benefit from not only general education classroom settings but this includes the performing arts offerings as well. Many challenged students thrive in a performing arts setting. It is the perfect medium for them to express their talents and improve their self-worth. They often identify themselves as a performer and their self-image grows in ways that help them overcome many obstacles.

The Y.E.S Academy will follow NDE's WIDA assessment standards and guidelines for special education students. The school's application will also request information to determine if the student has previously or is receiving special education services. Y.E.S Academy will follow the same identification procedure as other school districts in the State of Nevada and utilize the Child Find Project Under the Individual with Disabilities Education Improvement Act of 2004 (IDEA) and Nevada Administrative Code (NAC), the School has a "Child Find" obligation to ensure that all children aged 3 through 21 who are suspected

of having with disabilities residing in the State, including children with disabilities who are homeless, wards of the State, or attending private schools, regardless of the severity of their disability, and who are in need of special education and/or related services are identified, located, and evaluated. Child Find responsibilities also include highly mobile and migrant children. In addition, early intervention strategies may be appropriate for some students who are experiencing academic and/or behavior problems. Child Find Project and Y.E.S. Academy staff will engage in child identification activities. Students who may be identified include:

a. Children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade;
b. Highly mobile students including migrant students;
c. Homeless children;
d. Wards of the state; and
e. Children who are enrolled in private schools or are home-schooled.

If staff believes that special education services may be necessary, we will obtain the parent's permission before any student is evaluated/tested to identify and document whether the student has any disabilities and, if so, to determine whether and which special education programming and services are required. This evaluation will be conducted strictly according to the requirements of Federal and State law. Following the evaluation, staff will provide the parent with the complete results and invite them to participate in an eligibility team meeting to determine whether the student is eligible for special education and related services. If the student is eligible, we will ask the parents to help staff develop and individualized educational program ("IEP") and identify supportive services tailored to the student‘s needs.

The student's 504 or IEP will be reviewed for accommodations and the student will be guided on how to obtain services through the Counselor for their classes and testing. Services and programs to pupils with disabilities will be implemented in accordance with IDEA and state law. ~~Y.E.S. Academy guides students through the process through the Counselor and the WCSD.~~ Y.E.S. Academy will communicate with the

Counselor and the student to ensure that the accommodations and supports are in place at the school and work with the student on self-advocacy skills to ensure their rights and needs are being met at the school. Should accommodations not be provided by the Counselor, the students are instructed to contact Principal to immediately report any concerns.

At the conclusion of an evaluation process, a written report must be developed that summarizes the procedures employed, the results, and any educational implications. The MDT evaluation report may include assessment data from general and special education teachers and related services providers including a school psychologist, speech language pathologist, school nurse, occupational therapist, physical therapist, and other appropriate personnel. The MDT evaluation report must include a detailed, educationally relevant description of the student's needs. The report must be written in succinct, readily understandable language, using as little educational jargon as possible. Each report should include, as appropriate:

a. student demographic information;
b. reasons for referral;
c. review of prior/previous interventions and student progress, and the student's educational history and classroom performance data;
d. evaluation methods used;
e. any variation from standard conditions in the administration of assessments, including variations in the qualifications of the person administering a test or the method of test administration;
f. results of all relevant assessments and interpretations of results, including the student's strengths and weaknesses;
g. a description of the student's relevant behavior during the evaluation, and the relationship of that behavior to the student's evaluation results and educational performance;
h. if a bilingual evaluation was conducted or considered, the language(s) used to test the student and the methods used;

i. environmental, cultural, or economic factors; and

j. professional recommendation regarding the student's eligibility for special education and related services.

There will always be opportunities for parents of students with disabilities to participate in school committees, activities and performing arts events. Y.E.S. Academy is not a virtual or a blended learning school therefore there is no structures to be developed for learning to occur in the home. Unfortunately, Y.E.S. Academy will not provide transportation services to students to transport them between their home and school. However, the school will reimburse parents if they choose to pay for special services for their children. The school will also purchase bus passes and provide them to the parents. There will be no Management Company hired to provide any services. Y.E.S. Academy is obligated to provide a free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled, and is prohibited from applying its disciplinary policies in a manner that discriminates against students with disabilities. However staff is obligated to all of the parents and students in the school to keep them safe. Therefore when special circumstances occur, Y.E.S. Academy may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student:

a. carried a weapon to school or to a school function under the jurisdiction of the School; or

b. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function under the jurisdiction of the School; or

c. had inflicted serious bodily injury upon another person while at school or at a school function under the jurisdiction of the School.

Y.E.S. Academy will participate in and facilitate manifestation hearings. A manifestation determination meeting must be convened immediately if possible, but no later than 10 school days after the date on which a disciplinary change of placement decision is made. Y.E.S. Academy will follow the appropriate procedures according to its discipline policy in the charter school manual and according to the law

including making sure the parent receives a copy of the MDT evaluation report and Statement(s) of Eligibility upon their completion at the formal MDT eligibility meeting. The MDT evaluation report will be maintained in the student's confidential folder. All students at the school will be monitored and assessed with the school's Response to Intervention (RtI) process, yet if the school staff or parents have concerns regarding the students' needs for special education services, the school will follow the processes for either an initial evaluation or re-evaluation. Parental requests for identification screening will follow those procedures of special education.

A.8.7 Special Ed. Policy Assurance (Attachment)

A.8.8 RtI Referral Packet and Flowchart (Attachment)

A.8.9 Special Ed. Continuum of Service (Narrative)

Y.E.S. Academy ~~will comply with all state and federal laws governing special education. The school~~ **will work with a 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 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. If the governing body determines that a student's needs for services cannot be met, the school shall follow that the governing body would request that the pupil be transferred pursuant to NRS 386.580 (4), that states, "If the governing body of a charter school determines that the charter school is unable to provide an appropriate special education program and 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 pupil resides transfer that pupil to an appropriate school."** When students are Y.E.S. Academy admitted to the school, part of the intake survey will ask whether students have been identified in the past as requiring special education services. If so, all pursuant records will be collected and the student will receive special services as dictated by the previous Individualized Education Plan (IEP). A Team Committee comprised of the Director of Student and Family Services (DSFS; Special Education, Y.E.S. Academy Administrator

certification), parent(s), classroom teacher, licensed, highly qualified special education teacher, the student, will meet on an annual basis to write the IEP, set goals, assess progress and discuss accommodations for the general education classroom. Students will be involved in developing their own IEP goals and will present on their learning progress at the annual review IEP meeting. On-going assessments and teacher observations will be used to determine best placement, but the goal will always be to place the student in the least restrictive environment possible. Y.E.S. Academy's Special Education Manual outlines the process for families to request evaluations and if a parent or guardian requests an evaluation. The school will also follow up with the parent to ensure that the school is assessing all areas of concern. After the evaluations are completed, the team, including the parent/guardian and classroom teachers, will meet to review the results and determine if the student has a disability and is eligible for special education services. All assessments and eligibility determinations will be completed within the correct timelines as mandated by state and federal law and by appropriate personnel.

Our focus on mastery of skills and deliberate practice will allow students with disabilities opportunities to gain success across all academic areas. Students will be able to focus in on areas where they struggle and achieve mastery before moving on, as well as demonstrate their strengths. Additionally, our teachers will be able to hone in on student weaknesses and address them before the gap grows larger. Special education teachers will be responsible for a caseload of students and they will track IEP progress, oversee and plan the annual review process and communicate with classroom teachers on a regular basis about IEP goals, student's accommodations, and 504 Accommodation plans. Staff will oversee and assess the implementation of special education services in the school. Special education teachers and be highly qualified and certified and licensed by the state. The special education program will be evaluated on an annual basis through parent surveys and by reviewing student achievement toward benchmarks, as well as their IEP goals.

A.8.10 Identification, etc. for Gifted and Talented (Narrative)

Y.E.S. Academy provides referrals at the charter school site. Parents requesting testing for their child must complete the GT-3 Parent Authorization for Eligibility Testing form and submit it to the counselor at the school. Information on the student will be obtained from teachers, counselors, and district records using the forms listed below. Once we receive a complete referral from the MTSS team, and it is deemed to be appropriate by the GATE Administrative Review Committee, testing will take place within approximately three to four months from our receipt date. If GATE testing is not warranted, the parent will be notified in writing. Upon registration, Gifted, Talented or Advanced students get placed into the appropriate academic level courses as do students with deficiencies in areas. After testing occurs, a result letter will be sent in the US mail typically within one month of testing. Schools are also notified of the eligibility determination. Once a student is certified GATE they are always certified GATE and invited to participate in our programs. Students will only be tested for GATE twice in their school career. If a second evaluation is requested, all the steps mentioned above will be repeated after a minimum of 1 calendar year.

A.8.11 Gifted and Talented Continuum of Service (Narrative)

Students are required to meet specific criteria established by the Nevada State Department of Education. The student's general cognitive abilities will be evaluated using an individually administered IQ test. An IQ test measures general intellectual abilities in nonverbal and verbal areas. A score at or above the 98th percentile automatically qualifies the student for GATE programming. If the student scores below the 98th percentile, additional matrix factors are considered, such as: the results of the Student Nomination Form and Checklist, state testing scores when available, benchmarks, ~~Title 1 school, free or reduced lunch, English language learner, Special Education or Section 504,~~ enrollment in another district's GATE program, grades, etc. Students who score at the 99th percentile or higher are considered for the School Within a School (SWAS) program for highly gifted students.

A.8.12 GT Continuum of Service Flowchart (Attachment)

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.9 Records

A.9 Records

A.9.1 Pupil Records (Narrative)

Y.E.S. Academy provides information concerning the records of pupils that the School will maintain in accordance with NAC 386.360 including:

1. ~~George Hardaway~~, **Thomas Bailey, the Executive Director**/Principal will be responsible for:
    a. maintaining records of pupils; and
    b. providing records of pupils to the school district in which the charter school is located for inclusion in the automated system of accountability information for Nevada (NRS 386.650);
2. The cumulative record of a pupil will be stored in secured in a fireproof filing cabinet at the school;
3. ~~Edith Wynn~~, **John Wynn the Proposed Board President** will be responsible for the records of pupils if the charter is dissolved or the written charter is not renewed;
4. Pupil records will be in the School's administrative offices. The address is to be determined.
5. This is an assurance that Y.E.S. Academy of Performing &Fine Arts Charter School will forward all permanent student records to the office of student records of the district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.

A.9.2 Pupil Record Retention Policy (Attachment)

A.10 Career Education **(NOT APPLICABLE)**

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.10 Career Education (NOT APPLICABLE)

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

B. ORGANIZATION PLAN

B.1 Governing Body

B. Organization Plan

B.1 Governing Body

B.1.1 Bylaws Letter from Counsel (Attachment)

B.1.2 Bylaws (Attachment)

B.1.3 Bylaws Stipulations Identification (Attachment)

B.1.4 Governance Philosophy (Narrative)

The Board Members of Y.E.S. Academy supports a governance philosophy where the board makes and changes policies based on school obligations, mission, and goals, and where the board has an advisory role, focusing on productivity, results and on accountability. We believe that board, administrators, and faculty should have a shared understanding of goals, options, risks, and threats, and that all energy should be focused on our productivity and success. We strive to have each board member bring value to the school through active participation and to sustain cooperation and harmony between management and the board. Lastly, we recognize that the success of our school lies in part in our ability to govern with commitment and skill, as well as overseeing management and school finances and assuring quality school leadership. We know that our board must initially be involved in shared management, but we are committed to a board that does not micromanage the school's day-today operations.

B.1.5 Governance Structure and Composition (Narrative)

In general, the role of Y.E.S. Academy's Governing Body 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 Governing Body 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. The Governing Body has powers that include, but are not limited to the following: adopting school policies and regulations that support State law and code, hiring,

evaluating, and/or firing the school administration, appealing administrative decisions to protect the due process of parents or students, and proposing amendments to the school's charter through their sponsor.

Governance is one part of a two-tier structure at the school with the other part being management. The Board of Directors to the Governing Body has a duty of accountability to a wider membership that includes, but is not limited to the schools: sponsor, students, parents, and the State of Nevada for the safety and education of students and the effective use of public funds. The current and desired composition for the Governing Body shall adhere to the statutory requirements of NRS 386.549 and shall have a minimum of nine (9) Directors; one (1) President/ Director, one (1) Treasurer/Director, one (1) Secretary/Director, (2) Teacher or Retired Teacher/Directors, (1) Parent/Director, one (1) Law/Director, one (1) Finance Service/Director and one (1) Community Leader/Director.

The Bylaws provide that three unique directors serve the academic, finance, and governance board committees respectively with a shared governance structure comprised of appointed parents, school staff, and/or community members to give them ownership in the school. These committees will have an opportunity to give feedback and seek more detailed updates on the progress and quality on each of the respective committee areas. The committees will use the feedback and progress and quality updates along with any state performance measures to report on the success of the school. Each year, the governance committee shall develop administrative identified objectives for the school leadership and evaluate those objectives in a written evaluation report provided to the Governing Body in public meeting. Each board committee will seek active and effective representation of key stakeholders (students, parents, and staff).

B.1.6 Increasing Board Capacity (Narrative)

Y.E.S. Academy's Governing Body will work very hard to Increase Board Capacity by constantly improving the charter school governance, and to involve the parents, professional educators, the community leaders in stakeholders in the governance of the school. The Board will make the parents, educators, community leaders and stakeholders aware of the governance of the school by sending them

invitations to the Board Meetings and inviting them to make a Public Comment if they would like. They will also be made aware of the governance of the school when they receive Newsletters and Invitation inviting them to participate in the school's governance and parent meetings. The community will also receive invitations to attend School Performances and Community Performances where they will be able to meet with the Board Members directly. The community will also have opportunities to schedule a one on one appointment with Board Members to ask questions in order to become more familiar with the governance of the school. The Board will also ensure the following to Increase Board Capacity:

1. Increasing Board Capacity will require the board to engage stakeholders to identify the key trends, policies and other environmental factors, both internally and externally, that have an effect on the school's success.
2. Have consent agendas and board action calendars; this will help the board build better capacity in our bureaucratic accountability role.
3. Lay the foundation for performance accountability by articulating the charter school's purpose, clearly state performance goals and specific, written policies.
4. Work within a policy development framework to effectively delineate governance from management in an effort to overcome the tendency to become distracted from the important work of governance.
5. Combat conflicts of interest by ensuring all of the Board Members fully trained and aware of the established policies on governance process that define how the board makes decisions and speaks as one body.
6. Within the strategic plan, the Governing Board will ensure to engage the school's broad range of stakeholders to help determine the most effective strategic direction for the school.
7. The Board will also engage teachers, staff, local businesses, parents and board members can help ensure that the school's, people, policies, programs, budgets, incentives, and facilities are harmonized with the plan

8. The Board will organize participation, create ideas for strategic interventions, in order to build a winning coalition and implement strategies that are going to work to improve the charter school as it goes forward.

***Response to Reasons for Denial Questions* #13**

During the Capacity Interview the Committee to form mentioned, "Some of the businesses in the arts community are non-profit organizations who partner with public schools at little or no cost because they receive grants." The Committee to Form does NOT plan to partner EXTENSIVELY with ANY local community organizations for ANY of the services outlined in the school's program. The Committee to Form does NOT expect anyone other than Licensed Teachers employed by the charter school to provide the services outlined in the school core academic program. The Committee to Form will COLLABORATE with organizations in the Arts Community; meaning there are organizations in the arts community who will SUPPLIMENT the work for those in public education to provide Student Field Trips, Senior Projects, Workshops, and other Educational Experiences. These programs are EXTRA curricula and are NOT core academic programs. The Committee to Form does NOT expect any of the programs to be funded via grants given directly to Y.E.S. Academy. There are NO current grants pending or promised to Y.E.S Academy. Also, there are NO third party volunteers who have stated they would fund any of the programs via a donation. Y.E.S. Academy has NOT entered into any negotiated term sheets or contracts with any community organization. These types of programs have been supplemented for public education and provided in local communities for years and they allow children to attend performances, activities and events that they might not otherwise be able to attend. Many of the organizations are able to offer free bus transportation to public schools via the donations they receive from their sponsors. Please see attached Letters of Intent and Support from the following entities in the Performing and Fine Arts Community in the Required Element Attachments B.1.6:

1. Nevada Museum of Art

2. Tanglewood Productions (Voice, Music & Video Productions)

3. Karen Burns Productions (Stage Productions, Costumes, Music, Choreography, Directing)

a. State of Nevada License for Educational Personnel for Karen L. Burns-Brown

b. Support of Letter from Damonte Ranch High School for Karen Burns Productions

4. Hasbara' Agency (Marketing, Posters, 3-D Graphics and Printing Design)

***Response to Reasons for Denial Questions* #14**

The charter school will NOT rely on philanthropy to fund core elements of the program.

***Response to Reasons for Denial Questions* #20**

The Committee to Form will NOT ever RELY ON any community partnership, entity or person to provide core academic programs for the charter school. Y.E.S. Academy will merely collaborate with organizations in the community to provide a unique educational experience for all students.

***Response to Reasons for Denial Questions* #21**

This issue of having relevant expertise and social and political capital has been addressed by including Letters of Support from leaders in the Reno/Sparks community. Please see attached the following: (1) John Wynn's Cover Letter, (4) Letters of Support, (1) Proclamation, (5) Letters of Recognition, (3) Progress Reports which includes (8) Letters of Support in the Required Element Attachments B.2.1:

- **10/2014 - John Wynn's Cover Letter**
- **12/2014 - Letter of Support - Randy Kirner, Assemblyman State of Nevada**
- **12/2014 - Letter of Support - Hilary Schieve, Mayor City of Reno**
- **12/2014 - Letter of Support - Perry Di Loreto, Developer Di Loreto Homes**

- **12/2014 - Letter of Support - Lisa Ruggerio, Trustee Washoe County School District**
- **8/2013 - Proclamation "Bishop John Wynn Day"- Robert A. Cashell, Mayor City of Reno**
- **8/2013 - Letter of Recognition - Oscar Delgado, Councilman City of Reno**
- **8/2013 - Letter of Recognition - Neoma Jardon, Council Member City of Reno**
- **8/2013 - Letter of Recognition - Andrew K. Clinger, City Manager City of Reno**
- **8/2013 - Letter of Recognition - Steven Pitts, Chief of Police – Reno Police Department**
- **8/2013 – Letter of Recognition – Alex Woodley, Community Development City of Reno**
- **Y.E.S. Program 2011-2012 Progress Report**
    1) **Letter of Support -Taylor Harper, Administrator at Washoe Inspire Academy**
    2) **Letter of Support - Lauren Ford Baxter, Principal at Procter R. Hug High School**
    3) **Letter of Support - Scott Barclay, School Counselor at Procter R. Hug High School**
    4) **Essay - Jorge Garcia-Ayala, Student at Procter R. Hug High School**
    5) **Essay - Yesenia Pina, Student at Washoe Inspire Academy**
- **Y.E.S. Program 2012-2013 Progress Report**
    1) **Letter of Support - Heath E. Morrison, W.C.S.D. Superintendent**
    2) **Letter of Support - Robert A. Cashell, Sr., Mayor City of Reno**
    3) **Letter of Support – Richard J. Salter, Assistant Principal at Spanish Springs High**
- **Washoe County School District Progress Report for Y.E.S. Program 2012/2013**

B.1.7 Recruitment of Board Members (Narrative)

Only existing Board Members can identify and recruit new Board Members through an ongoing process of recruiting actively, profiling the board, building diversity, prospecting directors, consolidating candidates, orientating candidates, and recommending appointment. If there is a vacancy on the board, then the existing Board Members 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 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.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

B.2 Composition of the Committee to Form the School

B.2 Composition of the Committee to Form the School

B.2.1 Committee Member Names, Resumes (Attachment)

B.2.2 Committee Members' Response to Questionnaire (Attachment)

B.2.3 Members' Association with other Charter Schools (Narrative)

There are no members of the Committee that has an association or affiliation, or had an association or affiliation, with any other charter school in this state or in another state.

B.2.4 Assurances (Attachment)

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

B.3 Management and Operation

B.3 Management and Operation

B.3.1 Organizational Structure (Narrative)

Management is second part of a two-tier structure with the first part being governance as referenced in section B.1.5 of this application. Management is referred to as the school's leadership who is directly reports to the governing body. Management has a responsibility to effectively and efficiently carryout academic, financial, and operational priorities of the governing body. The role of management will be to make progress through hired staff, consultants, volunteers, and technical support people to build the academic, financial, operational, and governance capacity at the school through best practices that ensure positive direction of the school's strategic framework and academic success of students. Management will be practicing a shared leadership model maximizing feedback, input, talents, and finances of the school through individual service to many roles. Although titles are given to each person those same individuals can serve multiple roles at the school and capitalize on their many talents.

B.3.1.1 Management Organizational Sections **(NOT APPLICABLE)**

B.3.2 Key Management Positions Responsibilities (Narrative)

There **is one** ~~are two~~ key administrator~~s~~ who **will** serve in the Management capacity of the charter school; the Executive Director/ ~~and the~~ Principal. **However the job descriptions will remain separate for the organizational structure of the school.** The Executive Director is responsible for budgeting, the financial management of the school and supervising non academic staff. The Principal is responsible for the instructional leadership or the curriculum development and implementation and supervising of teachers and academic staff. They both work together to effectively carryout the duties of the governing board. For all legal compliance issue that the school will encounter during its day to day operations, the governing board will be contacted as well as the charter school Attorney. If a situation escalades, there made be a need to contact the school's sponsor.

B.3.2.1 Distance Education Sections **(NOT APPLICABLE)**

B.3.3 Organizational Chart (Attachment)

B.3.4 How Carry out Laws (Narrative)

Y.E.S. will carry out provisions of the law NRS 386.500 to 386.610 inclusive regarding charter schools 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. The school's 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 with proposed changes that can be found on https://www.leg.state.nv.us/
2. Attending public meetings related to entities that have statutory, regulatory, or policy impact on the operation of the school (partial list includes – Nevada Legislature and Interim Committees and Councils, State Public Charter School Authority, Nevada State Board of Education)
3. Attending appropriate and feasible conferences, trainings, workshops, technical assistance meetings (partial list includes – national charter school conference, state charter school conference or workshops, sponsor and department technical assistance meetings and trainings)
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, Nevada Disclosure and Abstention Guide and the Nevada Open Meeting Laws. 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 avoid conflicts of interest by following the bylaws set in order and assign students' interests and academic achievement as the top priority of the school. The school will maintain a diverse governing body representative of the entire community served by the school. The governing body will ask for assistance when in doubt and maintain accountability and transparency in all operations; and cooperate with the school's sponsor and the Nevada Department of Education.

B.3.5 Kind of School (Narrative)

Y.E.S. Academy proposes to operate a public charter school for middle and high school serving 7th through12th grade students as defined under NRS 388.020 with lessons taught under a course of study prescribed and approved by the State Board with classes taught by licensed teachers. The kind of school will be a Performing & Fine Arts Academy. The school's proposed educational program and it consists of providing education for all middle and high school students grades 7th through 12th including those who are At Risk, Special Education and Gifted and Talented. The charter school will start the first year by enrolling 7th & 8th grade students and add an additional grade each year up to grade 12 in the 5th year of operation. The school anticipates a total of ~~150~~ **300** students the first year, ~~75~~ **150** ; 7th grade students and ~~75~~ **150**; 8th grade students during the first year of operation.

Y.E.S. Academy will provide an environment for students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by

channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards. We want students to be college and/or career ready. College and Career Ready means that a high school student is ready to pursue preparation for a highly skilled career, and is admissible to and prepared to succeed in first-year, credit bearing classes without remediation at a 2- or 4-year college, technical or trade school, or apprenticeship program. A "career" differs from a "job" in that a career offers opportunity to advance and develop professionally.

B.3.6 Lottery Description (Attachment)

B.3.7 Outside Help with Application (Narrative)

There was no entity or persons other than the Committee to Form who assisted in preparation of this application to receive a charter school license in the State of Nevada.

B.3.8 Limiting Enrollment (Narrative)

The school not will limit the enrollment of pupils to a specified number or ratio of teachers to pupils pursuant to NAC 386.353 and NAC 386.180(7), However based on size of a facility, the school will limit enrollment for maximum of ~~300~~ **600** or the building capacity as determined by local building/health officials and that which is allowed by NAC 386.353.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

B.4 Staffing and Human Resources

B.4 Staffing and Human Resources

B.4.1 Staffing Plan (Narrative)

Y.E.S. Academy believes that the quality of the Professional Staff determines the quality of education offered in the school. It is therefore the responsibility of the Executive Director, or his/her designate, to locate, recruit and hire the best qualified teachers to meet the school's educational needs. The basic purpose of personnel recruitment and selection is to fill existing vacancies with individuals who meet established qualifications. It is the duty of the Executive Director, or his/her designate, to establish the necessary criteria and procedures for the recruitment and selection of employees. The following criteria shall apply to the recruitment and selection process of all school personnel:

1. Highly qualified and desirable applicants shall be actively sought.
2. Selection shall be based solely on merit, and eligibility for employment shall not be affected by an applicant's race, religion, sex, sexual orientation, age, disability, national origin or color consistent with applicable federal, state and local laws and REGULATION.

Recruitment and selection of Licensed Personnel to fill a Teaching Position shall be under the direct supervision of the Principal. Selection of teachers shall comply with applicable federal and state laws, and shall be based on merit. Y.E.S. Academy is an Equal Opportunity Employer and shall not discriminate against any applicant on the basis of race, religion, sex, sexual orientation, age, national origin, disability or color. Merit shall be determined by an evaluation of experience, educational attainment, and potential for maintaining and improving the level of educational services provided by the school. Y.E.S. Academy will offer reasonable accommodations to qualified applicants and employees with a known disability except where such accommodation poses an undue hardship to the school. Any qualified applicant or employee with a disability who needs reasonable accommodations should notify the Principal prior to an interview so that the proper accommodations can be made. The Principal, of his/her designate, shall be responsible for a wide distribution of position announcements for all anticipated teacher vacancies for the following school year. In order to provide the opportunity for promotion/transfer from within, they shall also be posted on the bulletin board of the Staff Lounge. Employment application forms shall be available

in the school's Administrative Office. All letters of application, transcripts, credentials and other relevant information are to be submitted with the completed application form. The applicant will receive acknowledgement that their application has been received and that the application package is complete. The Principal shall direct that a teacher-applicant file be established. Applicant's files will be retained for at least twelve (12) months.

B.4.2 Employment Contract Negotiation (Narrative)

The school will follow NRS 386.595 when the governing body negotiates employment contracts with the employees of the charter school.

B.4.3 Instructor Qualifications (Narrative)

Y.E.S. Academy will follow the NRS 386.590 and hire teacher with the following qualifications:

4. A teacher who is employed by a charter school, regardless of the date of hire, must, on or before July 1, 2006, possess the qualifications required by 20 U.S.C. § 6319(a) if the teacher teaches one or more of the following subjects:

(a) English, reading or language arts;

(b) Mathematics;

(c) Science;

(d) Foreign language;

(e) Civics or government;

(f) Economics;

(g) Geography;

(h) History; or

(i) The Arts.

5. Except as otherwise provided in NRS 386.588, a charter school may employ a person who is not licensed pursuant to the provisions of chapter 391 of NRS to teach a course of study for which a licensed teacher is not required pursuant to subsections 2, 3 and 4 if the person has:

(a) A degree, a license or a certificate in the field for which the person is employed to teach at the charter school; and

(b) At least 2 years of experience in that field.

6. Except as otherwise provided in NRS 386.588, a charter school shall employ such administrators for the school as it deems necessary. A person employed as an administrator must possess:

(a) A valid teacher's license issued pursuant to chapter 391 of NRS with an administrative endorsement;

(b) A master's degree in school administration, public administration or business administration; or

(c) At least 5 years of experience in school administration, public administration or business administration and a baccalaureate degree.

B.4.4 Teacher Evaluations (Narrative)

Y.E.S. Academy assures it will follow NRS 391.3125 when evaluating teachers. The evaluation of licensed personnel has as its primary objective the strengthening of instruction through professional growth, which ensures the quality of teaching, according to teacher performance standards, and which encourages collaborative conversations between a teacher and their supervisor about a common set of expectations for teacher performance In order to achieve this objective, all licensed personnel shall be evaluated at regular intervals.

It shall be the responsibility of the Executive Director and the Principal, and his/her designee, in cooperation with elected representatives of teacher personnel or their designees, with the approval of the Board of Directors, to develop procedures for the evaluation of licensed personnel. In the event of an impasse in the development or implementation of evaluation procedures, the Board of Directors reserves the authority to resolve the impasse to the Board's satisfaction. Additionally, the school will offer the same protection of due process to all employees including:

1. Notifying employees of areas to improve their quality and progress of work;
2. Explaining to employees expectations of quality and progress of work;
3. Assisting employees in growth with ways that could improve their progress or quality;

4. Time to successfully implement change or improvement in behavior

B.4.5 Administrator Information (Narrative)

Reasons for Denial Questions & Response #18

The Committee to Form has addressed this issue by locating a Proposed Executive Director who will work in dual capacities as Executive Director/Principal. His name is Thomas Bailey. He is currently a Principal who is also a Licensed School Superintendent. To view Tom's complete Resume' along with his Credentials, please review the documents within Attachment: B.2.1, Committee Member to Form Names, Resumes. Edith Wynn is not the Proposed Executive Director, she is the Application Writer.

Reasons for Denial Questions & Response #19

The Committee to Form has addressed this issue by locating a Proposed Principal who will work in dual capacities as Executive Director/Principal. His name is Thomas Bailey. He is currently a Principal who is also a Licensed School Superintendent. To view Tom's complete Resume' along with his Credentials, please review the documents within Attachment: B.2.1, Committee Member to Form Names, Resumes. George Hardaway is not the Proposed Principal. He is being considered for a Social Studies/History teaching position.

Y.E.S. Academy is proposing to use ~~two~~ **one** administrative head~~s~~ of school **to work in dual capacities as Executive Director/Principal. However the job descriptions will remain separate for the organizational structure of the school.** The committee selects **Thomas Bailey** ~~Edith Wynn and George Hardaway~~, to satisfy the conditions set forth in NAC 386.100. (~~Both~~ **His** Resume~~s~~ ~~are~~ **is** attached) The Committee to Form the Charter School recognizes that **Thomas Bailey's** ~~Edith Wynn and George Hardaway's~~ official position~~s~~ will not commence until the charter school is approved. At that time, **he** ~~both~~ will resign from the Committee. ~~Their~~ **His** contact information is as follows:

1. **Thomas Bailey, Proposed Executive Director/Principal**

933 Buttercup Road, Hailey, ID 83333, 208-481-2385

tbailey@blaineschools.org or Y.E.S.CharterSchool@gmail.com

~~2. Edith Wynn, Proposed Executive Director~~

~~3810 Herons Landing Drive, Reno, Nevada 89502, 775-232-4374~~

~~Mrsewynnwith8@aol.com or Y.E.S.CharterSchool@gmail.com~~

~~3. George Hardaway, Proposed Principal~~

~~3424 Good Hope Lane, Sparks, Nevada 89434, 775-626-0322~~

~~george.hardaway@yahoo.com~~

B.4.6 Administrator Position Descriptions (Narrative)

The school provides the following:

The Executive Director will oversee the management of Y.E.S. Academy and report to the Board of Trustees. Duties to include:

a. Representing the educational program staff to the Board
b. Hiring, managing and developing the Principal and leading the SLT and Office Manager
c. Overseeing Y.E.S. Academy's financial resources
d. Establishing a school-wide culture aligned with Y.E.S. Academy's Mission
e. Managing family and community relationships
f. Managing school facilities planning and maintenance
g. Professional Development for all Staff

The Principal will oversee the educational program of Y.E.S. Academy and report to the Executive Director. Duties to include:

a. Hiring, management and development of all instructional staff
b. Selection, development and evaluation of curriculum
c. Collecting, analyzing and reporting of academic data
d. Responding to student behavioral management issues

e. Selection and management of outside service providers related to instruction. ~~, including Expeditionary Learning School Designer~~

B.4.7 Employing Administrators (Narrative)

The Finance Committee of the Governing Body will have the responsibility for hiring openings for the Executive Director and the Principal. 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 in the RGJ, Sparks Tribune, community agency sites
4. Placing information for public notice on college career center sites and job fairs
5. Advertising at DETR http://www.jobcentral.com/nv

The Finance Committee plans on determining the appropriate experience, training and skills of administrative personnel using the following steps to hiring:

1. Research the skills necessary for the position at http://online.onetcenter.org;
2. Develop an announcement and job description around those specific skills;
3. Screen applicants online for their knowledge, skill, work activities, education, experiences
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

B.4.8 Employing Instructors/Others (Narrative)

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 in the RGJ, Sparks Tribune, community agency sites
4. Placing information for public notice on college career center sites and job fairs

5. Advertising at DETR http://www.jobcentral.com/nv

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 at http://online.onetcenter.org;
2. Develop an announcement and job description around those specific skills;
3. Screen applicants online for their knowledge, skill, work activities, education, experiences
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

B.4.9 Licensed and Non-Licensed Staff (Narrative)

Resumes are attached. Proposed assignment of each ~~Non~~ Licensed Staff member includes the following:

1. **Executive Director/Principal, Thomas Bailey**
2. **Teacher, Catherine Eardley**
3. **Teacher, Doug Coomler**
4. **Teacher, Karen Burns,**
5. **Teacher, Jill Bailey**
6. ~~Proposed Principal, George Hardaway~~
7. ~~Executive Director, Edith Wynn~~

All key leadership positions will be recruited hired and employed by the governing body of the school, NOT by an Educational Management Organization or other educational service provider. All persons occupying key positions will reside and are located in Nevada, and are Nevada residents. "Key leadership positions" are the school administrators per (NRS 386.590, NAC 386.100, NAC 386.160) and are the person designated to draw orders for payment of the charter school's money (NRS 386.573, NAC 386.160).

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

C. BUSINESS PLAN

C.1 Budget

C. Business Plan

C.1 Budget

C.1.1 Budget (Attachment)

C.1.2 Budget Narrative (Attachment)

C.1.3 Cash Flow Statement (Attachment)

C.1.4 Chart of Accounts Assurance (Narrative)

This is an assurance that Y.E.S. Academy of Performing & Fine Arts Charter School will adhere to the Nevada Department of Education's standard chart of accounts titled Nevada Common Elements for Accounting and Reporting K-12 Educational Finances.

C.1.5 Pre-Opening Budget (Attachment)

C.1.6 Contingency Plan for Financial Challenges (Narrative)

The amount of students projected during the first year is **300** ~~150~~ and the school ran projections to calculate a breakeven number of **150** ~~100~~ students to open the school and operate. The school will proportionally reduce items in the budget driven by student numbers that include, but are not limited to the following: SPCSA sponsorship fee. In addition, the school will plan to mitigate fixed expenses as much as practical for the school's contingency plan for having lower than projected numbers and cash flow challenges during the first two years of operation as identified in each of the areas that include, but are not limited to the following:

1. Personnel and Benefits – replacing the Educational Advising Coordinator with part-time instructors to save on salary and benefit costs
2. Professional Services – conducting professional development and training of staff internally rather than conferences to reduce registration fees and travel
3. Purchased Services – coordinating more collaboratively with the community for conference space rental and servicing janitorial and maintenance costs with staff
4. Other Purchased Services – reducing insurance cost for having less students, and lowering up/download speeds for telecommunications

5. Supplies – posting more items electronically than hardcopy and developing a plan to work with software applications as a service in a cloud-based environment rather than with servers

As part of the contingency plan and to help control cash flow, the Governing Body of the school plans to submit a written request to the Superintendent of Public Instruction to receive apportionment 30 days prior to the required apportionment date of August 1st as per NRS 387.124 (5). In addition, the school will pursue additional options to reduce costs by leasing equipment, furniture, college textbooks, and other supplies or services that would offset and facilitate the same quality of service at the school while having a lower total cost of ownership with some of these items mentioned.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

C.2 Financial Management

C.2 Financial Management

C.2.1 Financial Responsibility (Narrative)

The Executive Director or designee will be responsible for financial oversight and management of the charter school. ~~Edith Wynn is currently serving on the Committee to Form the Charter School. She will resign at the first meeting of the Governing Board when the charter school is approved. At that time she will assume the Title of Executive Director and the financial responsibilities.~~ The Bosma Group is the accounting firm who will be responsible for handling the school's bookkeeping, financial reporting and financial liability. These persons are responsible for ensuring that any remaining money are returned to the appropriate funding sources, such as state and local authorities.

C.2.2 Closing Procedures (Narrative)

A closing procedure for the school in compliance with NAC 386.335, 386.342, and 386.360 is included in the Bylaws Article XI sec. 1. Closing procedures for voluntary closure, revocation, dissolution, or termination of Y.E.S. Academy of Performing & Fine Arts Charter School for any reason will close using the following:

1. Designee **Thomas Bailey** ~~Edith Wynn~~, Y.E.S.CharterSchool@gmail.com, **208-481-2385**~~775-232-4374~~ (NAC 386.335 (1)(a)(4))

2. An assurance that the school will follow the outlined closing procedures in NAC 386.335, 386.342, and 386.360 and any future amendments. The state code under the sections mentioned here is written with enough specificity to act as the closing procedure for the school.

C.2.3 Audit Firm (Narrative)

At this time, the School anticipates using The Bosma Group, PC to perform the independent annual audit. They are located at: 401 Ryland Street, Suite 300, Reno, NV 89502. Phone (775) 786-4900, Fax (775)786-4902 and email: info@thebosmagroup.com.

C.2.4 Nevada Bank (Narrative)

The school anticipates using U.S. Bank located at 2195 Oddie Blvd. Sparks, Nevada 89431.

C.2.5 Fees, Charges (Narrative)

Y.E.S. Academy is a free public charter school. Therefore there are no fees, charges or deposits, including without limitation, fees, charges and deposits for course materials or equipment that will be imposed upon pupils or the parents or guardians of pupils attending the school

C.2.6 Person to Draw Orders for Payment of School's Money (Narrative)

The Committee to Form the Charter School has determined the Proposed Board Member and Financial Analyst; Alex Kovacs, Proposed Treasurer; Sithtra Chhay and Executive Director/**Principal, Thomas Bailey** ~~Edith Wynn~~ will be the responsible people who will be designated to draw all orders for the payment of money belonging to the charter school pursuant to NRS 386.573 along with The Bosma Group, PC, the auditing firm as noted above in C.2.3. Two signatures are required for amounts over $10,000 by two of the persons listed above on all checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the school. The personal information is as follows:

1. Alex Kovacs, 15385 Bonanza Lane, Reno, NV 89521, 775-772-4487, alex_kovacs123@yahoo.com

   Position: Proposed Board Member representing the Role of Financial Services

   Qualifications:

   More than 11 years of experience in Accounting and Finance. Knowledgeable in the use of Office Suite, MAS 500, ABM, Infinium (AS400), FAS, SAP. Currently coordinates the budgeting process for all departments for the Reno-Tahoe Airport Authority. Forecast passenger traffic and non airline revenues, Prepares monthly Operating Statement, Parking and Passenger Traffic Statistical Reports, Update, monitor and maintain all grant files. Prepares quarterly PFC(Passenger Facility Charge) statements and prepares various quarterly and annual reports for the Department of Taxation.

2. Sithtra Chhay, 1413 N. Carson Street, Carson City, Nevada 89701, 775-

   sithtra@skyimportsinc.com

   Position: Proposed Board Member & Proposed Treasurer

Qualifications:

Management Accounting and Strategic Management, Expert in Negotiations and Marketing. Currently owns and operates a business that increased profitability immediately after purchase by cutting expenses by 30%. Oversees Books-keeping, Payroll, Hiring, Licenses and Permits, Marketing, Accounts Payable and Receivables, Inventory control, and Operations Expansion into wholesale market, tripled sales and Net 300% more profits.

3. ~~Edith Wynn, 3810 Herons Landing Drive, Reno, Nevada 89502, 775-232-4374~~

   ~~Mrsewynnwith8@aol.com or Y.E.S.CharterSchool@gmail.com~~

   ~~Position: Executive Director~~

   ~~Qualifications:~~

   ~~24 years of Professional Administrative Experience, 20 years of Working with Non Profit Organizational Board, 12 years of Professional Business Consulting Experience, Detailed Insight in Business Operations and Management, Extensive Experience in Report Production, Professional Internal Staff Support and Demonstrated Accounts Receivable/Payable and HR Experience.~~

4. **Thomas Bailey, 933 Buttercup Road, Hailey, ID 83333, 208-481-2385**

   tbailey@blaineschools.org or Y.E.S.CharterSchool@gmail.com

   Position: Executive Director/Principal

   Qualifications:

   State Superintendent Credential; State Principal Credential and State Professional Administrative Credential.

C.2.7 Approving Payments of Money (Narrative)

All checks, drafts, or other orders for payment of money, notes, or evidence or indebtedness issued in the name of the School shall be signed by such officers, or agents of the School and in such manner as shall be determined by the Board. All payments of money shall be approved by the Board.

C.2.8 Minimum Number of Enrolled Pupils Required (Narrative)

As an attachment, a break-even cash flow statement documenting the minimum number of enrolled pupils necessary for financial viability of the school. There are a minimum number of **150** ~~100~~ enrolled pupils necessary for operation of the school (see C.1.6).

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

C.3 Facilities

C.3 Facilities

C.3.1 Choose one of the following three situations under Nevada Administrative Code

C.3.1.1 NAC 386.140(2)(a-g) **(NOT APPLICABLE)**

C.3.1.2 NAC 386.140(3)(a-b) **(NOT APPLICABLE)**

C.3.1.3 NAC 386.140(4)(a-f) (Narrative)

Please note the Committee responses related to NAC 386.140(4)(a-f)

a. The committee to form is searching for a suitable facility in the several different high needs areas of Reno and Sparks and at this time, is seeking a Subsection 7 Charter at this time.

b. The Committee plans to obtain a suitable facility, personnel or equipment, including, without limitation, as applicable:

    1. At this time, Y.E.S. is not in a position to build a facility. The school plans to remodel an existing facility and will select based on cost, functionality, terms, and size.

    2. The school has currently engaged a real estate agent and is looking for a suitable building to lease or build to suit. There is no affiliation between the agent and any members of the Committee or proposed Board. The board will require a clause in the lease and the management contract that one is not contingent upon the other. The Committee anticipates identifying the school location by March 1, 2015. All permits and inspections would be obtained by June 30, 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 July 1, 2015 with a school start date of August 10, 2015.

c. The projected school start date is August 10, 2015.

d. The school will be set up as a performing arts school by having those things that include, but are not limited to the following:

    1. Administrative office area with computers, desks, phones, printer/copy machine, etc;

    2. Classroom/Technology area with tables, chairs, whiteboards, computers, etc.

3. Classroom for Dance, Music, Drama, Art, etc.

4. Open foyer area with seating, registration tables, announcements, etc.

e. See attachment referenced in C.3.2 below for cost of insurance estimate.

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.

C.3.2 If NAC 386.140(4) applies, then submit estimate cost of insurance (Attachment)

C.3.3 If NAC 386.140(2) applies, then submit inspection documents **(NOT APPLICABLE)**

C.3.4 If NAC 386.140(2) applies, then submit OSHA document **(NOT APPLICABLE)**

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

C.4 Transportation, Health Services and Emergency Services

C.4 Transportation, Health Services and Emergency Services

C.4.1 Transportation (Narrative)

Y.E.S. students are responsible for their own transportation to and from school. The school will work with families with transportation issues to develop a transportation plan that may include, but is not limited to the following:

- Developing a plan for student/parent transportation;
- Reimbursing for the city bus service;
- Facilitating the use of car pools

C.4.2 Health services (Narrative)

All full-time staff at Y.E.S. 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 class and does not warrant an emergency, the administration of Y.E.S. 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. Y.E.S. 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 agencies to provide nursing services.

C.4.3 Immunization Records (Narrative)

The School will collect immunization records from each student. After enrollment, the school will contract with a registered nurse to review the immunization records of each student and communicate to the Principal or designee any missing immunizations utilizing the most up to date legal requirements by Nevada Law. The student/parents will have an opportunity to update the records before administrative removal from the school until such documentation is up to date per the number of days in NRS 392.435.

The nurse then reviews the newly submitted records and communicates accordingly. Records are kept in the students' cumulative records in a locked fireproof cabinet.

C.4.4 Emergency Drills (Attachment)

C.4.5 Emergency Management Plan (Attachment)

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

Required Element Attachments

Natomas Charter School

Phone: (916) 928-5353
Fax: (916) 928-5333
www.natomascharter.org

Administration

Ting L. Sun, Ph.D.
Co-Founder/ Executive Director

Patrick Broughton
Student Affairs Director

Charlie Leo
Co-Founder/Operations Director

Anita Schwab
Finance and Budget Director

Amanda Goldman
Performing and Fine Arts Middle School and Leading Edge Academy Coordinator

Tracy Chatters
PACT Academy Coordinator

Rob Kinder
Virtual Learning Academy Coordinator

Jennifer Kloczko
Star Academy Coordinator

Tammy Lee
Performing and Fine Arts Academy Coordinator

Joe Wood
Instructional Technology Coordinator

Board of Directors

Jo Anna Davis
Parent Representative

Paul Hersek
Community Representative

Phil Nanni
Chairperson
Community Representative

Susan Negrete
Parent Representative

Rachel Perry
Community Representative

Rick Stewart
Parent Representative

Ting L. Sun
Executive Director

December 5, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Board Members,

It is my pleasure to support Dr. John Wynn and the proposed Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts Charter School for sponsorship from the Nevada State Public Charter School Authority.

I am Co-founder and the Executive Director of the Sacramento-based Natomas Charter School (NCS), which has a twenty-two year history of providing quality, public education programs in the Natomas and greater Sacramento community. One of these programs is a 6th-12 grade Performing and Fine Arts Academy, which has been widely successful in our region. In addition to ranking in the top 10% of schools in California, the 2015 Niche Rankings recently named Natomas Charter School in the top 100 Public High Schools in California; of the 14,431 schools, and among the top 5 Public High Schools in the Sacramento region.

I have experienced first-hand the profound and positive impact that a high quality blended arts and academic education can have on youth, and I heartedly support in the concept and vision that Dr. Wynn has for a proposed performing arts charter school in Reno. In July 2014, Dr. and Mrs. Wynn visited me at my school and shared their vision of opening a performing arts charter school in Reno, Nevada. After spending a few hours with them, I was excited by the realization of this vision in Reno. I offered my assistance, and I mentioned if they ever needed me to speak or provide training to their staff in Reno, I would be more than happy to do so. Although I didn't assist them with their application, I support their approval.

I have enclosed a brief bio of my educational experience and can be reached by phone at (916) 416-4828 or by email at tsun@natomascharter.org should you have any further questions.

Sincerely,

Ting L. Sun, Ph.D.
Co-founder/Executive Director

4600 Blackrock Drive **Sacramento, CA 95835**

Ting Lan Sun, Ph.D.

Ting Lan Sun is Co-founder and the Executive Director of the Sacramento-based Natomas Charter School (NCS). She has more than 28 years experience in the field of education and has been actively involved in the charter schools movement for over 23 years as a teacher, administrator, and school operator. Prior to her tenure at Executive Director of NCS, Ting served as Educational Programs Director, leading curriculum, instruction, staff development, and professional growth. From 1997–2000, she was an Educational Programs Consultant in the California Department of Education's Charter Schools Unit where she participated in the development of charter school administrative policies and regulations, and the administration of the federal public charter schools grant program. She has also served as a senior consultant for Cambridge Education, an international school quality review and educational consulting firm.

Ting was Vice President of Leadership and Quality for the California Charter Schools Association from 2003-2006 where she developed and implemented the Association's quality assurance strategy and initiatives, including standards articulation, quality site visits and program reviews. Ting was also responsible for technical assistance publications, knowledge briefs, reports and articles published by the organization. In addition she has created, directed and implemented effective leadership training programs in all aspects of charter school administration and served as a mentor for the Leadership for Educational Entrepreneur (LEE) Program at Arizona State University.

Ting served on California's Commission on Teacher Credentialing (CTC) from 2007-2011 and as Chair of the CTC from 2009-2011. Ting currently co-chairs the state Public Schools Accountability Act (PSAA) Advisory Committee. She also serves on the board of the Golden 1 Credit Union and on the Justice Anthony M. Kennedy Judicial Library Learning Center Foundation.

Ting received her bachelor's degree in Latin and English from Austin College, a master's degree in education from Stanford University, and a doctorate of education from the University of California at Davis.

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.2 Schedule of Courses

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.2 Schedule of Courses** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

STANDARDS ALIGNMENT CHART:

SCHEDULE OF COURSES

Course	Grade Level	Course Description	Nevada State Standards & Benchmarks
Language Arts 7	7th Grade	The intent of 7th grade Language Arts is to develop fluency in both reading and writing skills and a continuing appreciation for literature. Focus will be placed on the elements of the novel, short story, poetry, drama, grammar, and the writing process.	**Reading Standards for Literature** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Reading Standards for Informational**

			Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Reading Standards for Writing** Write arguments to support claims with clear reasons and relevant evidence.

			Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Language Arts 8	8th Grade	This course places a strong emphasis on grammar, writing, reading and interpretation of literature. Oral communication skills will be developed throughout the year, as will the student's ability to proofread, edit, and revise their own writing.	**Reading Standards for Literature** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

			By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **Reading Standards for Informational** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **Reading Standards for Writing** Write arguments to support claims with clear reasons and relevant evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

			Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
English 9	9th Grade	The basis of this course is the development of writing skills and literary analysis. Emphasis is given to spelling, usage, mechanics, grammar, vocabulary and basic literary techniques. Students will analyze the basis of the objection to various works banned from the 1890s to the present. Students will learn to develop and present their observations in both written and oral form, while studying both historical and contemporary cultures. The course is designed to develop student understanding of the values that motivate human behavior, to encourage the discovery of common themes within diverse cultures, and to make connections between social conventions and individual choices.	Standard: RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Standard: RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Standard: RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Standard: RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Standard

			Standard: RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Standard: RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Standard: RL.9-10.7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). Standard: RL.9-10.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **Writing** Standard: W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
English 9 Honors	9th Grade	This course will cover the elements of English 9. However, emphasis will be placed on learning more advanced writing and analytical skills.	
English 10	10th Grade	This class offers further development of vocabulary and writing skills, as well as analysis and comprehension of literature. This class is taught in tandem with World History and will study world literature using a thematic approach. Students will be encouraged to challenge their own preconceptions about underlying issues of fanaticism and intolerance. They enhance their reading skills through non-fiction, and they will receive further practice in written composition and oral presentations.	

English 10 Honors	10th Grade	This course will cover the elements of English 10 and will explore additional analytical thinking and writing skills through the study of various literature and essay writing formats.	
English 11	11th Grade	Students will read literature written by American authors from the seventeenth through twentieth centuries. Students will learn about a wide variety of literary genres and study the diverse cultural backgrounds of many American authors. They will be exposed to short stories, poetry, essays, diaries, autobiographies, speeches, and supplementary reading materials. Students will learn how to write narrative, persuasive, expository, and descriptive essays as well as complete research projects that focus on American artists and events.	
English 11 Honors	11th Grade	This course will cover the elements of English 11 and will explore additional analytical thinking and writing skills through the study of various literature, essay, and research writing formats. One extra honors point will be assigned to the final grade.	
English 12	12th Grade	Students in English 12 read representative British literature. They learn about the influence of literature of earlier times on the development of modern British and American literature. They study literature as unique reflections of British experience in order to understand historical and contemporary issues. Students analyze and evaluate literature. They use narrative, descriptive, expository, and argumentative writing for a variety of purposes and to convey meaning, learn, and clarify thinking. A major research project is included.	
Social Studies 7	7th Grade	The intent of 7th grade Social Studies is to study diverse world cultures prior to the 18th century. Ancient history from 3000 B.C. to England in the late 18th century will be studied. Credits will include the Roman Empire, the Roots of Islam, Sub-Saharan Africa, Asian Civilizations, Medieval Societies, Europe 1300-1600, Civilizations of the Americas and Europe 1600-1789.	
Social Studies 8	8th Grade	This course focuses on the growth and conflicts in early American history. It begins with a brief review of the significant events from the age of exploration and the colonial era. Students will then focus on the	

		development of the United States by studying the American Revolutionary War, the Constitution, the divergent paths of the American people in various regions of country and the Civil War. This curriculum utilizes the Nevada Academic Contents Standards.	
World Geography	9th Grade	This course is a combination of physical and cultural geography. Students utilize the five themes of Geography to guide their thinking about the world including location, place, movement, human environment, interaction and region. They also use the five themes to visit regions in the world. This includes both current events and more historical study. Students leave World Geography with a definite understanding of geographic skills, of their world surroundings, the method to study these world cultural surroundings, and a survey of world culture, including concepts such as interdependence, diffusion, and trade.	
World History	10th Grade	This course provides a survey of modern world history with an emphasis on historical method. The course begins with "Problems of Modernity" and continues with a thematic approach to the following issues and areas: Revolutionary Periods, the rise of Democracy, Imperialism and Colonialism, Totalitarianism and Nationalism. The course culminates with a study of the Paradoxes of the Modern Era.	**The World in Spatial Terms**: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments. **Map Elements & Concepts** Use map elements including scale to identify and locate physical and human features in the United States and the world. **Map Selection & Analysis** Analyze and interpret geographic information by selecting appropriate maps, map projections, and other representations, i.e., urban planning, national parks. Apply concepts and models of spatial organization an use quantitative methods to identify and make decisions about geographic information. Analyze a variety of complex maps, i.e., topographic, demographic, and land use, to acquire geographic information. **Map Construction** Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features. **Map Use & Geographic Tools** Analyze maps for purpose, accuracy, content, and design.

			Analyze and interpret Earth's physical and human features using appropriate geographic tools and technologies. Select and design maps, graphs, diagrams, tables, or charts to organize geographic information using a variety of technologies.
U.S. History	11th Grade	In this course, students will examine the major turning points in American history in the twentieth century. The course begins with a review unit where students will focus on the nation's beginnings and on the industrial transformation of the United States. The course continues by chronologically exploring the Progressive Era, the Age of Jazz, the Great Depression, both World Wars, the Cold War, and the Civil Rights Movement. The course culminates in an understanding of the major themes in U.S. History and their connection to current events.	**Nation Building and Development -** Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas. **Revolutionary America** Summarize the concepts and results of the American Revolution and post revolutionary outcomes as they apply to the 20th Century. **Civil War & Reconstruction** Summarize the concepts and results of the Civil War and Reconstruction as they apply to the 20th Century. **Development of the West in the 19th Century** Analyze how different cultures, points of view, and self-interests influence compromise and conflict over territories, borders, and resources. Describe the final settlement of the West and federal policy toward Native Americans, i.e., the Dawes Act, Plains Wars, and the reservation system. **Imperialism & World War I** Assess the contributions of immigrant groups to the development of the United States. Define imperialism and discuss its impact on U.S. political relations with other nations. Discuss the causes and consequences of U. S. policies regarding expansion and diplomacy. Discuss the economic and political effects of World War I on the United States. **Great Depression & the New Deal** Describe the causes and consequences of the Great Depression. Analyze the policies and programs of the New Deal, and their effects on political, economic, and diplomatic institutions. **World War II** Describe the cultural, economic, political, and technological impact of World War II on the United States. **The Cold War** Describe the causes and effects of

			changing demographics and developing suburbanization in the United States. Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam. **The 1960's & 1970's** Examine the changes in the political culture of the United States during the 1960's and 1970's, i.e., Assassination of JFK, Watergate, Iranian Hostage Crisis. **Contemporary Global Issues** Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
Government	12th Grade	This semester-long course examines the roots of constitutional America by using primary source materials and historical method. It then undertakes the various facets within these constitutional roots: government branches, state vs. local government, and the courts. The course culminates with a comparative study of governments and an emphasis on contemporary issues. The course utilizes the Nevada Academic Contents Standards.	
Economics	12th Grade	This is an advanced, semester-long course for seniors. It will provide a basic overview of all themes of the U.S. economy, how it affects the lives of its citizens, and how the consumer impacts the economy. Economic theories and their practical applications will also be examined.	**The U.S. Economy As A Whole** - Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy. **Forms & Functions of Money** Describe the nation's current money supply measures, including M1 and M2. Explain the three functions of money: medium of exchange, store of value, unit of account. **Interest, Saving, Borrowing** Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing, and indicate ways a high interest rate could be detrimental or beneficial. Explain what a credit rating is and how it affects access to loans. **Financial Institutions** Compare the risks and rewards of using the services offered by different financial institutions. **Circular Flow**

			Explain how the circular flow can affect the nation's income. **Economic Growth** Analyze the potential production of goods and services for a nation as determined by its resources and technology. **Inflation** Explain how the Federal Reserve influences bank loans, the economy's inflation rate, and economic activity in general, using the reserve requirement, discount rate, and open market operations. **Unemployment** Explain how government fiscal policy may affect the rate of unemployment by in fluencing production, employment, and price levels. **Per Capita Measures** Describe how U.S. living standards have changed over time real GDP per capita as a measure of the standard of living. **Economic Performance Indicators** Define recession and examine the U.S. economy over time using the change in real GDP. Discuss the effects of inflation on the U.S. economy using the consumer price index. Compare the unemployment rates for groups of people who differ by age, sex, ethnicity, occupation, and education. Demonstrate knowledge of when, why, and how interest rate levels have experienced relative highs and relative lows throughout U.S. history. Financial Institutions, Credit, & Interest Rates Explain how interest rates are determined using supply and demand.
Pre-Algebra	7th Grade	This course is designed to prepare students to be successful in Algebra I. This course reviews and develops skills in: real number computation, problem solving, estimation, and mental math. Additionally, it covers basic graphing, data analysis and geometry as well as simple probability and statistics.	Analyze proportional relationships and use them to solve real-world and mathematical problems. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Draw, construct, and describe geometrical figures

			and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
Algebra I	8th Grade	This is a one-year college preparatory course generally offered to eighth grade students with a sufficient background in pre-algebra. Students will use a variety of problem solving strategies in order to analyze problems and formulate appropriate solution strategies.	Know that there are numbers that are not rational, and approximate them by rational numbers. Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations. Define, evaluate, and compare functions. Use functions to model relationships between quantities. Understand congruence and similarity using physical models, trans- parencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. Investigate patterns of association in bivariate data.
Geometry	9th Grade	This two semester college preparatory course covers a variety of topics, including: axioms, theorems, and proofs; congruence, and similarity; area and perimeters of circles and polygons; tessellations. Students will also study the theory and applications of basic trigonometric functions, the Pythagorean Theorem, and the Golden Ratio.	Experiment with transformations in the plane Understand congruence in terms of rigid motions Prove geometric theorems Make geometric constructions Understand similarity in terms of similarity transformations

			Prove theorems involving similarity Define trigonometric ratios and solve problems involving right triangles Apply trigonometry to general triangles Understand and apply theorems about circles Find arc lengths and areas of sectors of circles Translate between the geometric description and the equation for a conicsection Use coordinates to prove simple geometric theorems algebraically Explain volume formulas and use them to solve problems Visualize relationships between two-dimensional and three- dimensional objects Apply geometric concepts in modeling situations
Algebra II	Primarily 10th Grade	Based on the Nevada Academic Content Standards in Math, this two-semester course explores and extends topics introduced in Algebra I. Topics include: solving equations, rational expressions, radicals, conic sections, exponential and logarithmic functions, trigonometry, and elementary probability. This class is essential for chemistry and physics, is recommended by most four-year colleges.	Interpret the structure of expressions Write expressions in equivalent forms to solve problems Perform arithmetic operations on polynomials Understand the relationship between zeros and factors of polynomials Use polynomial identities to solve problems Rewrite rational expressions Create equations that describe numbers or relationships Understand solving equations as a process of reasoning and explain the reasoning Solve equations and inequalities in one variable Solve systems of equations Represent and solve equations and inequalities graphically

Mathematical Applications	11th and 12th Grade	This course explores math concepts as they relate to economic practicalities and financial literacy. Topics include: order of operations, linear equations & inequalities, systems of equations in two & three variables, quadratic & cubic functions, recursion & iteration, exponential functions, limits, radicals, piecewise functions, sequences, area, rational expressions, slope, matrices, and more. These mathematical topics will be applied to concepts such as investments, including the stock market and income investments; credit, including consumer credit, credit cards, loan calculations, and regression; home ownership, including the mortgage application process, mortgage calculations, and homeowner's insurance; automobile ownership, including automobile loans, insurance, and automobile depreciation; income tax, including tax schedules, income statements, and tax returns; business ownership, including supply and demand, fixed and variable expenses, expense and revenue functions; and more.	Extend the properties of exponents to rational exponents. Use properties of rational and irrational numbers. Reason quantitatively and use units to solve problems. Perform arithmetic operations with complex numbers. Represent complex numbers and their operations on the complex plane. Use complex numbers in polynomial identities and equations. Represent and model with vector quantities. Perform operations on vectors. Perform operations on matrices and use matrices in applications.
Precalculus H	11th-12th Grade	Two semesters long, this honors class explores the nature and behavior of mathematical functions. Topics include polynomial functions, exponential functions, logarithmic functions, systems of equations, complex numbers, matrices, advanced trigonometry, and polar coordinates. Special emphasis will be placed on the graphical treatment of functions and the use of a graphing calculator. This class is an important prerequisite for calculus and should be taken by students interested in math and science. *Earns one extra honors point on the final course grade.	Understand the concept of a function and use function notation Interpret functions that arise in applications in terms of the context Analyze functions using different representations Build a function that models a relationship between two quantities Build new functions from existing functions Construct and compare linear, quadratic, and exponential models and solve problems Interpret expressions for functions in terms of the situation they model Extend the domain of trigonometric functions using the unit circle Model periodic phenomena with trigonometric functions Prove and apply trigonometric identities

AP Calculus AB	12th Grade	Advanced Placement Calculus AB is a two-semester AP course. A variety of topics will be covered including the three fundamental concepts of calculus: limits, derivatives, and integrals. Students will learn both theory and applications. Algebraic, numerical, and graphical representations are all emphasized throughout the course. Graphing calculators are used extensively for coursework, and are required for portions of the AP Examination.	Summarize, represent, and interpret data on a single count or measurement variable Summarize, represent, and interpret data on two categorical and quantitative variables Interpret linear models Understand and evaluate random processes underlying statistical experiments Make inferences and justify conclusions from sample surveys, experiments, and observational studies Understand independence and conditional probability and use them to interpret data Use the rules of probability to compute probabilities of compound events in a uniform probability model Calculate expected values and use them to solve problems Use probability to evaluate outcomes of decisions
Science 7	7th Grade	Based on the Nevada Academic Content Standards for Science, this class will focus on Life Science Credits covering Cell Biology, Evolution, Human Biology, and Heredity.	
Science 8	8th Grade	Based on the Nevada Academic Content Standards for Science, this course provides a study of Physical Science with Credits including Motion, Forces and Energy, Exploring the Universe, and Matter and Chemistry.	
Health	9th Grade	This one semester class will focus on Health and Human Development, divided into eight major areas of study. The major areas are: Introduction to Health, Mental Health, Social Health, Human Development, Nutrition and Fitness, Substance Abuse, Preventing Disease and Contraception, and First Aid. Students will learn to foster a sense of personal responsibility for lifelong health, develop respect for the health of others, and learn to make informed decisions about health-related information, and products and services. In addition, students will also study the dangers of alcohol, tobacco, and drug use.	

Biology	Primarily 9th Grade	This is a one-year college prep course designed to explore living things and their relationships to the environment. Topics covered include cell biology, biochemistry, ecology, genetics, evolution, anatomy, physiology, and microbiology.	
Chemistry	10th-12th Grade	This is a one-year college prep course exploring the structure and properties of matter and its interactions. Areas of emphasis include conservation of matter, atomic and molecular structure, solutions, chemical bonds, stoichiometry, and nuclear processes.	
Physics	Primarily 11th-12th Grade	This is a one-year college prep course exploring the interaction of matter and energy. Topics covered include: motion, heat, magnetism and electricity, sound, light, and modern atomic physics. Emphasis will be placed on developing laboratory skills.	
Spanish I	9th – 12th Grade	In this course, students will acquire an extensive and practical Spanish vocabulary. They will participate in a variety of classrooms activities including skits and role-playing dialogues which will enable them to acquire functional language skills (i.e. requesting information, expressions in emotions, talking about future plans, stating opinions). Basic grammatical structures are taught in English and then reinforced with oral exercises as well as languages games. Aspects of Spanish and Latin American culture are integrated into the course.	
Spanish II	9th – 12th Grade	In this second level language course, emphasis is placed on continuing the development of communication skills (listening, speaking, reading and writing) with the incorporation of more complex sentence structures and a more extensive vocabulary. Students will further their understanding and appreciation of the Spanish language and Spanish speaking cultures.	
Physical Education	7th – 12th Grade	As part of Y.E.S. Academy of Performing & Fine Arts Charter School graduation requirements, students must complete at least 2 credits of Physical Education (P.E.) in high school. Because the Performing & Fine Arts Academy is a unique and specialized school, students may complete these credits through a variety of means: a. Any approved on-site dance class	

		b. Any other on-site arts course qualified by school for P.E. (Stretch and Strengthening) c. Supervised, independent physical activity done outside of school (1 credit = 400 hours of approved physical activity)	

Course Catalog

2015 -2016

Y.E.S. Academy of Performing & Fine Arts Charter School

Mission Statement

The mission of the Y.E.S. Academy of Performing & Fine Arts Charter School (Y.E.S. Academy) is to prepare 7th through 12th grade students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards.

Transfers from 6th Grade	7th Grade	8th Grade
Language Arts	Language Arts	Language Arts
Social Studies	Social Studies	Social Studies
Math	Math	Math
Science	Science	Science
Technology	Art 7	Arts Elective
Arts Preview	Arts Elective	Arts Elective
Physical Education	Physical Education	Physical Education

Y.E.S. Academy Middle School Promotion Requirements

In order to accept Sixth grade students transferring to the Seventh grade from another school, students must satisfactorily complete the following courses in order to be promoted/enter into the Seventh Grade: Language Arts, Social Studies, Math, Science, Technology, Arts Preview and Physical Education.

Seventh grade students must satisfactorily complete the following courses in order to be promoted to the Eighth Grade: Language Arts, Social Studies, Math, Science, Art 7, Arts Elective and Physical Education

Eighth grade students must satisfactorily complete the following courses in order to be promoted to the Ninth Grade: Language Arts, Social Studies, Math, Science, Arts Elective, Arts Elective and Physical Education

Y.E.S. Academy High School Graduation Requirements

English	4 Credits
Mathematics	3 Credits
Science	2 Credits
Social Studies	2 Credits
Arts & Humanities/ or Career & Tech. Ed.	1 Credit
Health	1/2 Credit
Physical Education	2 Credits
Computers	1/2 Credit
Electives (4 in Arts)	7 ½ Credits
TOTAL	22 ½ Credits

College Admission Requirements

Four years of English
Three years of math (algebra, geometry and algebra II)
Two years of laboratory science
Two years of foreign language
One year of visual or performing arts
Two years of social studies

Y.E.S. Academy of Performing & Fine Arts Charter School

Vision Statement

The Vision of Y.E.S. Academy is a high quality educational program for students in grades 7th through 12th that develops the whole person through a curriculum that integrates the performing arts and college preparatory academics. We aim to develop the students academically, artistically and socially so that they leave the school as independent, cooperative, responsible and creative young adults with a lifelong interest and ability in learning and the arts. We believe that these skills and qualities will prepare our students to pursue further educational goals and allow them to contribute to the life and well being of society as a whole. Our vision includes the belief that:

- A strong academic program unlocks and supports the artistic potential of our students.
- The best discipline comes from a commitment to shared goals.
- The performing arts encourage each individual to work in a creative, cooperative and collaborative manner while promoting critical thinking.
- Students learn best in a participative and creative environment placed within a firm framework of high standards in teaching and learning.
- Students need an understanding of, and access to, developing technologies in order to encourage participation and leadership in a technologically developing society.

ACADEMIC COURSES

ENGLISH/LANGUAGE ARTS

Course Title: **Language Arts 7**
Course Length: One Year
Grade Level: 7th Grade
Prerequisite: Required course for 7th Grade Students
Required course for middle school promotion

The intent of 7th grade Language Arts is to develop fluency in both reading and writing skills and a continuing appreciation for literature. Focus will be placed on the elements of the novel, short story, poetry, drama, grammar, and the writing process.

Course Title: **Language Arts 8**
Course Length: One Year
Grade Level: 8th Grade
Prerequisite: Required course for 8th Grade Students
Required course for middle school promotion

This course places a strong emphasis on grammar, writing, reading and interpretation of literature. Oral communication skills will be developed throughout the year, as will the student's ability to proofread, edit, and revise their own writing.

Course Title: **English 9**
Course Length: One Year
Grade Level: 9th Grade, meets requirement "b" for Universities
Prerequisite: Required course for all 9th Grade Students
Required course for high school graduation

The basis of this course is the development of writing skills and literary analysis. Emphasis is given to spelling, usage, mechanics, grammar, vocabulary and basic literary techniques. Students will analyze the basis of the objection to various works banned from the 1890s to the present. Students will learn to develop and present their observations in both written and oral form, while studying both historical and contemporary cultures. The course is designed to develop student understanding of the values that motivate human behavior, to encourage the discovery of common themes within diverse cultures, and to make connections between social conventions and individual choices.

Course Title: **English 9 Honors**
Course Length: One Year
Grade Level: 9th Grade, meets requirement "b" for Universities
Prerequisite: Teacher recommendation only

This course will cover the elements of English 9. However, emphasis will be placed on learning more advanced writing and analytical skills.

Course Title: **English 10**
Course Length: One Year
Grade Level: 10th Grade, meets requirement "b" for Universities
Prerequisite: Required course of all 10th grade students
Required course for high school graduation

This class offers further development of vocabulary and writing skills, as well as analysis and comprehension of literature. This class is taught in tandem with World History and will study world literature using a thematic approach. Students will be encouraged to challenge their own preconceptions about underlying issues of fanaticism and intolerance. They enhance their reading skills through non-fiction, and they will receive further practice in written composition and oral presentations.

Course Title: **English 10 Honors**
Course Length: One Year, meets requirement "b" for Universities
Grade Level: 10th Grade
Prerequisite: Teacher recommendation only

This course will cover the elements of English 10 and will explore additional analytical thinking and writing skills through the study of various literature and essay writing formats.

Course Title: **English 11**
Course Length: One Year, meets requirement "b" for Universities
Grade Level: 11th Grade
Prerequisite: Required course for all 11th grade students
Required course for high school graduation

Students will read literature written by American authors from the seventeenth through twentieth centuries. Students will learn about a wide variety of literary genres and study the diverse cultural backgrounds of many American authors. They will be exposed to short stories, poetry, essays, diaries, autobiographies, speeches, and supplementary reading materials. Students will learn how to write narrative, persuasive, expository, and descriptive essays as well as complete research projects that focus on American artists and events.

Course Title: **English 11 Honors***
Course Length: One Year, meets requirement "b" for Universities
Grade Level: 11th Grade
Prerequisite: Teacher recommendation only

This course will cover the elements of English 11 and will explore additional analytical thinking and writing skills through the study of various literature, essay, and research writing formats. *One extra honors point will be assigned to the final grade.

Course Title: **English 12**
Course Length: One Year, meets requirement "b" for Universities
Grade Level: 12th Grade
Prerequisite: Required course for all 12th grade students
Required course for high school graduation

Students in English 12 read representative British literature. They learn about the influence of literature of earlier times on the development of modern British and American literature. They study literature as unique reflections of British experience in order to understand historical and contemporary issues. Students analyze and evaluate literature. They use narrative, descriptive, expository, and argumentative writing for a variety of purposes and to convey meaning, learn, and clarify thinking. A major research project is included.

SOCIAL STUDIES

Course Title: **Social Studies 7**
Course Length: One Year
Grade Level: 7th Grade
Prerequisite: Required course for all 7th grade students
Required course for middle school promotion

The intent of 7th grade Social Studies is to study diverse world cultures prior to the 18th century. Ancient history from 3000 B.C. to England in the late 18th century will be studied. Credits will include the Roman Empire, the Roots of Islam, Sub-Saharan Africa, Asian Civilizations, Medieval Societies, Europe 1300-1600, Civilizations of the Americas and Europe 1600-1789.

Course Title: **Social Studies 8**
Course Length: One Year
Grade Level: 8th Grade
Prerequisite: Required course for all 8th grade students
Required course for middle school promotion

This course focuses on the growth and conflicts in early American history. It begins with a brief review of the significant events from the age of exploration and the colonial era. Students will then focus on the development of the United States by studying the American Revolutionary War, the Constitution, the divergent paths of the American people in various regions of country and the Civil War. This curriculum utilizes the Nevada Academic Contents Standards.

Course Title: **World Geography**
Course Length: One Semester, meets requirement "a" for Universities
Grade Level: 9th Grade
Prerequisite: Required course for all 9th grade students
Required for high school graduation

This course is a combination of physical and cultural geography. Students utilize the five themes of Geography to guide their thinking about the world including location, place, movement, human environment, interaction and region. They also use the five themes to visit regions in the world. This includes both current events and more historical study. Students leave World Geography with a definite understanding of geographic skills, of their world surroundings, the method to study these world cultural surroundings, and a survey of world culture, including concepts such as interdependence, diffusion, and trade.

Course Title: **World History**
Course Length: One Year, meets requirement "a" for Universities
Grade Level: 10th Grade
Prerequisite: Required course for all 10th grade students, Required for high school graduation

This course provides a survey of modern world history with an emphasis on historical method. The course begins with "Problems of Modernity" and continues with a thematic approach to the following issues and areas: Revolutionary Periods, the rise of Democracy, Imperialism and Colonialism, Totalitarianism and Nationalism. The course culminates with a study of the Paradoxes of the Modern Era. The course utilizes the Nevada Academic Contents Standards in History.

Course Title: **U.S. History**
Course Length: One Year, meets requirement "a" for Universities
Grade Level: 11th Grade
Prerequisite: Required course for all 11th grade students
Required course for high school graduation

In this course, students will examine the major turning points in American history in the twentieth century. The course begins with a review unit where students will focus on the nation's beginnings and on the industrial transformation of the United States. The course continues by chronologically exploring the Progressive Era, the Age of Jazz, the Great Depression, both World Wars, the Cold War, and the Civil Rights Movement. The course culminates in an understanding of the major themes in U.S. History and their connection to current events.

Course Title: **Government**
Course Length: One Semester, meets requirement "g" for Universities
Grade Level: 12th Grade
Prerequisite: Required course for all 12th grade students
Required course for high school graduation

This semester-long course examines the roots of constitutional America by using primary source materials and historical method. It then undertakes the various facets within these constitutional roots: government branches, state vs. local government, and the courts. The course culminates with a comparative study of governments and an emphasis on contemporary issues. The course utilizes the Nevada Academic Contents Standards

Course Title: **Economics**
Course Length: One Semester, meets requirement "g" for Universities
Grade Level: 12th Grade
Prerequisite: Required course for all 12th grade students
Required course for high school graduation

This is an advanced, semester-long course for seniors. It will provide a basic overview of all themes of the U.S. economy, how it affects the lives of its citizens, and how the consumer impacts the economy. Economic theories and their practical applications will also be examined.

MATH

Course Title: **Pre-Algebra**
Course Length: One Year
Grade Level: 7th Grade
Prerequisite: Required course for all 7th grade students

This course is designed to prepare students to be successful in Algebra I. This course reviews and develops skills in: real number computation, problem solving, estimation, and mental math. Additionally, it covers basic graphing, data analysis and geometry as well as simple probability and statistics.

Course Title:	**Algebra I**
Course Length:	One Year, meets requirement "c" for Universities
Grade Level:	8th Grade
Prerequisite:	Grade of "C-" or better in the second semester of Pre-Algebra Required course for high school graduation

This is a one-year college preparatory course generally offered to eighth grade students with a sufficient background in pre-algebra. Students will use a variety of problem solving strategies in order to analyze problems and formulate appropriate solution strategies.

Course Title:	**Geometry**
Course Length:	One Year, meets requirement "c" for Universities
Grade Level:	9th Grade
Prerequisite:	Grade of "C-" or better in the second semester of Algebra I Required for high school graduation

This two semester college preparatory course covers a variety of topics, including: axioms, theorems, and proofs; congruence, and similarity; area and perimeters of circles and polygons; tessellations. Students will also study the theory and applications of basic trigonometric functions, the Pythagorean Theorem, and the Golden Ratio.

Course Title:	**Algebra II**
Course Length:	One Year, meets requirement "c" for Universities
Grade Level:	Primarily 10th Grade
Prerequisite:	Grade of "C-" or better in the second semester of Geometry Required for high school graduation

Based on the Nevada Academic Content Standards in Math, this two-semester course explores and extends topics introduced in Algebra I. Topics include: solving equations, rational expressions, radicals, conic sections, exponential and logarithmic functions, trigonometry, and elementary probability. This class is essential for chemistry and physics, is recommended by most four-year colleges.

Course Title:	**Mathematical Applications**
Course Length:	One Year
Grade Level:	11th and 12th Grade
Prerequisite:	Completion of Algebra II and teacher approval

This course explores math concepts as they relate to economic practicalities and financial literacy. Topics include: order of operations, linear equations & inequalities, systems of equations in two & three variables, quadratic & cubic functions, recursion & iteration, exponential functions, limits, radicals, piecewise functions, sequences, area, rational expressions, slope, matrices, and more. These mathematical topics will be applied to concepts such as investments, including the stock market and income investments; credit, including consumer credit, credit cards, loan calculations, and regression; home ownership, including the

mortgage application process, mortgage calculations, and homeowner's insurance; automobile ownership, including automobile loans, insurance, and automobile depreciation; income tax, including tax schedules, income statements, and tax returns; business ownership, including supply and demand, fixed and variable expenses, expense and revenue functions; and more.

Course Title: **Precalculus H***
Course Length: One Year, meets requirement "c" for Universities
Grade Level: 11th and 12th Grade
Prerequisite: Grade of "C-" or better in the second semester of Algebra II and teacher approval
Recommended for college entry

Two semesters long, this honors class explores the nature and behavior of mathematical functions. Topics include polynomial functions, exponential functions, logarithmic functions, systems of equations, complex numbers, matrices, advanced trigonometry, and polar coordinates. Special emphasis will be placed on the graphical treatment of functions and the use of a graphing calculator. This class is an important prerequisite for calculus and should be taken by students interested in math and science. *Earns one extra honors point on the final course grade.

Course Title: **AP Calculus AB***
Course Length: One Year, meets requirement "c" for Universities
Grade Level: 12th Grade
Prerequisite: Grade of "C-" or better in Precalculus and teacher approval
Recommended for college entry

Advanced Placement Calculus AB is a two-semester AP course. A variety of topics will be covered including the three fundamental concepts of calculus: limits, derivatives, and integrals. Students will learn both theory and applications. Algebraic, numerical, and graphical representations are all emphasized throughout the course. Graphing calculators are used extensively for coursework, and are required for portions of the AP Examination.

SCIENCE

Course Title: **Science 7**
Course Length: One Year
Grade Level: 7th Grade
Prerequisite: Required course for all 7th grade students
Required course for middle school promotion

Based on the Nevada Academic Content Standards for Science, this class will focus on Life Science Credits covering Cell Biology, Evolution, Human Biology, and Heredity.

Course Title: **Science 8**
Course Length: One Year
Grade Level: 8th Grade
Prerequisite: Required course for all 8th grade students
Required course for middle school promotion

Based on the Nevada Academic Content Standards for Science, this course provides a study of Physical

Science with Credits including Motion, Forces and Energy, Exploring the Universe, and Matter and Chemistry.

Course Title: **Health**
Course Length: One Semester
Grade Level: 9th Grade
Prerequisite: Required course for all 9th grade students
Required course for high school graduation

This one semester class will focus on Health and Human Development, divided into eight major areas of study. The major areas are: Introduction to Health, Mental Health, Social Health, Human Development, Nutrition and Fitness, Substance Abuse, Preventing Disease and Contraception, and First Aid. Students will learn to foster a sense of personal responsibility for lifelong health, develop respect for the health of others, and learn to make informed decisions about health-related information, and products and services. In addition, students will also study the dangers of alcohol, tobacco, and drug use.

Course Title: **Biology**
Course Length: One Year, meets requirement "d" for Universities
Grade Level: Primarily 9th Grade
Prerequisite: Required course for high school graduation
Recommended for college entry

This is a one-year college prep course designed to explore living things and their relationships to the environment. Topics covered include cell biology, biochemistry, ecology, genetics, evolution, anatomy, physiology, and microbiology.

Course Title: **Chemistry**
Course Length: One Year, meets requirement "d" for Universities
Grade Level: 10th-12th Grade
Prerequisite: Completion of Algebra I with a "C" or better
Required course for high school graduation in lieu of Physical Science
Recommended for college entry

This is a one-year college prep course exploring the structure and properties of matter and its interactions. Areas of emphasis include conservation of matter, atomic and molecular structure, solutions, chemical bonds, stoichiometry, and nuclear processes.

Course Title: **Physics**
Course Length: One Year, meets requirement "d" for Universities
Grade Level: Primarily 11th-12th Grade
Prerequisite: Completion of Algebra II with a "C" or better
Completion of Chemistry with a "C" or better
Recommended for college entry

This is a one-year college prep course exploring the interaction of matter and energy. Topics covered include: motion, heat, magnetism and electricity, sound, light, and modern atomic physics. Emphasis will be

placed on developing laboratory skills.

FOREIGN LANGUAGE

~~**Course Title:** **French 1**~~
~~Course Length: One Year, meets requirement "e" for Universities~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: None~~
~~Two years of a foreign language are required for high school graduation and entry into a University.~~

~~This course is designed to assist in developing cultural awareness and communication skills involved in reading, writing, and especially listening and speaking in the French language. Music and art will be used to help accomplish these goals.~~

~~**Course Title:** **French II**~~
~~Course Length: One Year, meets requirement "e" for Universities~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: Completion of French I with a "C" or better~~
~~Two years of a foreign language are required for high school graduation and entry into a University.~~

~~A continuation of French I, this course further develops the students cultural awareness and communication skills with reading, writing, and especially speaking in the French language. Students practice extensively in oral communication with classroom activities that are related to real-life situations and French culture.~~

~~**Course Title:** **French III**~~
~~Course Length: One Year, meets requirement "e" for Universities~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: Completion of French II with a "C" or better~~
~~Two years of a foreign language are required for high school graduation~~
~~Three years recommended for college admission~~

~~In this course, students of French will continue exploring the vocabulary and grammar of French. This will be done through rigorous grammatical exercises, focusing on complex sentence structure, the subjunctive mood, and conscious choice of the precise tense needed. Students will also read texts in the original French, and hold French language only in class discussions at least thrice weekly. Students are expected to have taken French I and II or the equivalent before enrolling in this course.~~

Course Title: **Spanish I**
Course Length: One Year, meets requirement "e" for Universities
Grade Level: 9th – 12th Grade
Prerequisite: None
Two years of a foreign language are required for high school graduation and entry into a University.

In this course, students will acquire an extensive and practical Spanish vocabulary. They will participate in a variety of classrooms activities including skits and role-playing dialogues which will enable them to acquire functional language skills (i.e. requesting information, expressions in emotions, talking about future plans, stating opinions). Basic grammatical structures are taught in English and then reinforced with oral exercises as well as languages games. Aspects of Spanish and Latin American culture are integrated into the course.

Course Title: **Spanish II**
Course Length: One Year, meets requirement "e" for Universities
Grade Level: 9th – 12th Grade
Prerequisite: Completion of Spanish I with a "C" or better
Two years of a foreign language are required for high school graduation and entry into a University.

In this second level language course, emphasis is placed on continuing the development of communication skills (listening, speaking, reading and writing) with the incorporation of more complex sentence structures and a more extensive vocabulary. Students will further their understanding and appreciation of the Spanish language and Spanish speaking cultures.

~~**Course Title:** **Spanish III**~~
~~Course Length: One Year, meets requirement "e" for Universities~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: Completion of Spanish II with a "C" or better~~
~~Two years of a foreign language are required for high school graduation~~
~~Three years recommended for college admission~~

~~This course will provide students the opportunity to further develop their ability to read/write, think and speak Spanish with more fluency and accuracy. By the end of this course, students will have covered all the major tenses and grammatical structures. They will be exposed to a variety of authentic materials including music, which will be used to improve listening skills and focus on grammar and vocabulary. Students will be expected to interact with the Spanish speaking community.~~

ARTS/ELECTIVE COURSES

DANCE

Course Title: **Dance Preview**
Course Length: One Quarter
Grade Level: All
Prerequisite: None

This class will give the students a hands-on overview of the world of dance. Through movement, lecture and videos, students will explore the world of dance in its various forms.

Course Title: **Dance 7**
Course Length: One Semester
Grade Level: 7th Grade

Prerequisite: 7th grade standing
All 7th grade students must take at least two Art 7 classes

The one-semester course is designed to give the student movement experiences and a fundamental knowledge of the basics of dance. Aspiring artists from all disciplines will gain valuable insights into mental focus, line, and rhythm.

Course Title: **Ballet I – Level I**
Course Length: One Year, meets requirement "f" for Universities
Grade Level: All
Prerequisite: None
May be used to qualify for high school P.E. credit in lieu of arts credits

This two-semester course is designed to give students a basic technical background in dance. The students will acquire flexibility, muscular strength and physical endurance, as well as a working knowledge of French dance terminology. This course is highly recommended to provide a solid technical base for all Level II dance classes. Students enrolled in this course will be performing at the end of the school year.

Course Title: **Ballet II – Level II**
Course Length: One Year, meets requirement "f" for Universities
Grade Level: All
Prerequisite: Completion of Ballet I with a "B" or better and teacher approval
May be used to qualify for high school P.E. credit in lieu of arts credits

Ballet II is a two-semester intermediate level repeatable course designed for the students who wish to advance their basic ballet knowledge. This class will build upon concepts and skills learned in Ballet I. Combinations at the barre and in the center will challenge the student to increase their technical level. Students enrolled in this course will be performing at the end of the school year.

~~**Course Title:** **Ballet III/Pointe and Variation – Level III**~~
~~Course Length: One Year, meets requirement "f" for Universities~~
~~Grade Level: All~~

~~Prerequisite: Completion of Ballet II with a "B" or better and teacher approval~~
~~May be used to qualify for high school P.E. credit in lieu of arts credits~~

~~This is a two-semester advanced course designed for the serious dance student. The class will build technical skills with the addition of pointe work, variations, and pas de deux. The discipline required in the study of ballet results in an increase of self-motivation and self-esteem for the students. Students will become aware of influential people and key elements of ballet history. Yearly on-site stage productions will provide students with valuable performing experience. Advanced combinations will be stressed to prepare the student for performance at the end of the school year.~~

Course Title: **Jazz Dance I – Level I**
Course Length: One Year, meets requirement "f" for Universities
Grade Level: All

Prerequisite: None. May be used to qualify for high school P.E. credit in lieu of arts credits

This is a beginning level two-semester course designed for the student with an interest in learning basic jazz dance techniques. The student will gain increased flexibility, strength, and physical fitness. An emphasis will be placed on learning and retaining choreographed dance sequences. Students enrolled in this course will be performing at the end of the school year.

Course Title: **Jazz Dance II – Level II**
Course Length: One Year, meets requirement "f" for Universities
Grade Level: All
Prerequisite: Grade of "B" or better in Jazz Dance II and teacher approval
May be used to qualify for high school P.E. credit in lieu of arts credits

This is a two-semester intermediate level class for the dance student with an emphasis on jazz techniques and styles. The class will build upon the knowledge and skills learned in Jazz Dance I. An emphasis will be placed on more complex combinations and intense aerobic workout. The class will provide the student with a strong sense of discipline of mind and body, as well as a heightened level of physical health. Students enrolled in this course will be performing at the end of the school year.

~~**Course Title:** **Jazz Dance III – Level III**~~
~~Course Length: One Year, meets requirement "f" for Universities~~
~~Grade Level: All~~
~~Prerequisite: Grade of "B" or better in Jazz II and teacher approval~~
~~May be used to qualify for high school P.E. credit in lieu of arts credits~~

~~This a two-semester advanced level class for the dance student with an emphasis on jazz techniques, styles, and production. The class will build upon the skills acquired in Jazz Dance II. Students in this class will begin to experience the excitement of performing along with the joy of creating in their own unique styles. Students enrolled in this course will be performing at the end of the school year.~~

Course Title: **Modern Dance I – Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: None
May be used to qualify for high school P.E. credit in lieu of arts credits

This is a two-semester beginning level course designed for the student interested in learning basic Modern Dance techniques. The student will gain increased flexibility, strength, physical fitness and musicality. An emphasis will be placed on floor work, standing work, movement across the floor, as well as combinations to build on. Students will also be exploring improvisation and composition. Students enrolled in this course will be performing at the end of the school year.

Course Title: **Modern Dance II – Level II**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: Grade of "B" or better in Modern Dance I and Teacher approval
May be used to qualify for high school P.E. credit in lieu of arts credits

This is a two-semester, intermediate level class for the student with an emphasis on modern techniques and styles. The class will expand on the techniques learned in Modern Dance I. More advanced floor work, standing work, locomotor movements and combinations will be studied. Emphasis will be placed on performing and creating in various modern styles. Students enrolled in this course will be performing at the end of the school year.

~~**Course Title:** **Modern Dance III – Level III**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: All~~
~~Prerequisite: Grade of "B" or better in Modern Dance II and teacher approval~~
~~May be used to qualify for high school P.E. credit in lieu of arts credits~~

~~This is a two-semester, advance level course designed to challenge and refine techniques learned in Modern Dance II, along with an increased development of artistry. There will be a strong emphasis placed on composition and performance allowing the student to explore their own creativity. Students enrolled in this course will be performing at the end of the school year.~~

Course Title: **Tap Dance I – Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: None
May be used to qualify for high school P.E. credit in lieu of arts credits

This is a two-semester, introductory level class in which students will study various styles of Tap and the rhythms needed to perform these styles. Students will need to acquire a pair of tap shoes to participate. Students enrolled in this course will be performing at the end of the school year.

Course Title: **Tap Dance II – Level II**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: Grade of "B" or better in Tap Dance I and teacher approval
May be used to qualify for high school P.E. credit in lieu of arts credits

This is a two-semester, intermediate level class in which students will study various styles of Tap. This class is for the serious tap student who is willing to explore new techniques and styles. Students will build on and expand techniques learned in Tap I, including work in Rhythm Tap. Emphasis will be placed on progressing the students from classroom to stage performance. Students enrolled in this course will be performing at the end of the school year.

Course Title: **Dance Company**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: Audition Only, may be used for PE credit in lieu of arts credits

This is an advanced level course for the serious dance student who is possibly interested in a performing career. Students will learn different dances from various choreographers, giving them a much needed versatility. The student must demonstrate a proficiency in dance technique and the ability to work as a

performer in various styles both classical and modern. Class will be held in rehearsal format and students must be taking another intermediate or advanced level dance technique class during the day. Some weekend rehearsals may be required. Performances will take place both on campus and in the community.

Course Title: **Stretch and Strengthening – Level I**
Course Length: One Year
Grade Level: All
Prerequisite: None

Stretching and Strengthening is a class which focuses on healthful living and keeping the body strong and limber. The student will learn strengthening and flexibility techniques for the entire body, with goals to improve upon these areas and to develop greater body awareness. We will be covering injury prevention, along with major bones and muscle groups throughout the school year. Please note: This is not a weight training class.

MUSIC

Course Title: **Music Preview**
Course Length: One Quarter
Grade Level: All
Prerequisite: Required course for all 6th grade students

This project based class will foster a student's appreciation, understanding and enjoyment of music. Students will write and record an original song and discover their intuitive musical abilities. Students will learn to use a set of objective criteria that will allow them to analyze the aesthetic, historical and cultural significance of music in their lives. Students will learn basic rhythm reading and playing skills as a part of this foundational musical experience.

Course Title: **Music 7**
Course Length: One Semester
Grade Level: 7th Grade
Prerequisite: 7th grade standing or teacher recommendation
All 7th grade students must take at least two Art 7 classes

This one-semester course will give students an introduction to a woodwind, brass or percussion instrument through a practical, hands-on approach. The focus of the class will be learning how to play an instrument. Students can choose from the following instruments: flute, oboe, clarinet, alto sax, trumpet, French horn, trombone or percussion. Students will learn instrumental technique, how to read music, basic musicianship, and to play in a large ensemble.

Course Title: **Vocal Workshop I – Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: None

This class focuses on solo and choral singing in all genres including Broadway, Pop, Jazz, Rock, and R&B. Students learn basic music history, theory, sight singing, basic piano and vocal and microphone techniques, as well as stage presence as they workshop songs, evaluate themselves and one another and observe professional music performances.

Course Title: **Jazz & Pop Vocal Styles – Level II**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 9th-12th
Prerequisites: Ability to read music; 2 years previous singing experience or C or above in NCS level I vocal course

This class focuses on solo, choral and background singing in Jazz, Blues and Popular genres including R&B, Rock and Pop. Students in this class will learn basic American music history, intermediate vocal techniques, scat singing, musicianship, techniques of vocal jazz ensemble singing, techniques for the background vocalist, stage presence, microphone technique and lead sheet writing for a band.

~~**Course Title:** **NCS Vocal Ensemble – Level III**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: All~~
~~Prerequisites: Completion of two years of NCS vocal classes with a "C" or better, understanding of basic music theory, teacher approval~~

~~This advanced vocal music class will develop vocal skills and performance techniques in all musical genres. They will perform as representatives for Y.E.S Academy of Performing & Fine Arts Charter School at events and functions around Nevada and compete at festivals and competitions. Rehearsals are conducted in a professional manner, where students are expected to learn parts at home and spend class time on blending, balancing chords and performance quality.~~

Course Title: **Beginning Piano – Level I**
Course Length: One Year
Grade Level: 9th-12th Grade with Instructor Approval
Prerequisite: Students must be able to read and write musical notation, intermediate music skills in voice or on an instrument.

This course is designed for serious high school musicians. It will cover topics such as: tonality, harmony, melody, texture, form, modulation, analysis, ear training, sight singing, dictation, composition, arranging.

Course Title: **Beginning Strings – Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: None

Students will learn individual string instrument technique and basic musicianship, while developing ensemble skills as an orchestra musician.

~~**Course Title:** **Intermediate Strings – Level II**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: All~~
~~Prerequisite: "C" or better in Beginning Strings or by audition~~

~~String Orchestra offers continued instruction in violin, viola, cell and string bass for second, third, and fourth year students. Students will study a variety of string orchestra literature as well as build on their individual~~

~~instrument technique and musicianship. Intermediate strings students will have performance opportunities during the school year.~~

~~**Course Title:** **Symphony Orchestra Combination – Level III**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 9-12~~
~~Prerequisite: Audition. It is recommended to have successfully completed Intermediate Strings, Concert Band, Stage Band, or Percussion Ensemble (audition requirements will be posted in the spring).~~

~~Symphony Orchestra is designed for advanced instrumental music students studying strings, brass, woodwinds, or percussion. Students will have the opportunity to study and perform a variety of challenging literature for full-orchestra. They will perform at various times throughout the course of the year on and off campus. Rehearsals will be conducted in a professional manner, where students are expected to learn parts at home and spend class time on blend, balance, phrasing, and overall performance quality.~~

~~**Course Title:** **Show Band – Level III**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: All~~
~~Prerequisites: Completion of two years of NCS music classes with a "C" or better, understanding of basic music theory, ability to read music, ability to play required scales and rudiments, permission of instructor~~

~~In this class, students will perform in a large contemporary music ensemble. Students will learn to apply professional music skills such as practice and rehearsal techniques, ensemble playing, music theory, arranging, improvising and scoring. Students will become familiar with contemporary styles from many cultures. The group will document their work through recording twice a year. The ensemble will perform a minimum of two shows per year, as well as participating in judged music festivals.~~

Course Title: **Stage Band – Level II**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: All
Prerequisite: Ability to read music on chosen instrument, 1 year previous playing experience, "C" or better in NCS level I music course

This intermediate class offers students the chance to learn to play a variety of styles of music arranged for "Jazz Ensembles". Acceptable instruments for this ensemble are: trumpet, trombone, alto sax, tenor sax, baritone sax, flute, piano, bass, guitar, drums and percussion. Students are encouraged to take this class concurrently with Concert Band.

Course Title: **Audio Technology and Music Production – Level II**
Course Length: One Year
Grade Level: All
Prerequisite: Ability to read music, 1 year previous playing experience

The objective of this class is to introduce students to the many facets of audio technology in live-sound and the recording arts. Students will learn the characteristics, similarities, and differences between acoustic,

analog, and digital environments. They will learn concepts, techniques, and vocabulary through lectures, labs, projects, and audio demonstrations. Students will also have the opportunity to record original individual work and collaborative projects. This class is designed to be a hands-on applied skills class and students will be involved in projects that reinforce the class concepts. Students will also learn computer programs such as *GarageBand* and *Reason*.

Course Title: **Beginning Percussion – Level I**
Course Length: One Semester, meets "f" requirement for Universities
Grade Level: 7th -12th grade
Prerequisite: None

This class is open to all students desiring the opportunity to learn how to play percussion (drums). Students will develop skills for reading and playing music for percussion instruments. They will also learn to play by ear and improvise within a small ensemble. This class is also suggested for students that play an instrument other than percussion and want to improve their rhythmic skills.

~~**Course Title:** **Percussion Ensemble – Level III**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 7th –12th grade~~
~~Prerequisite: Completion of two years of experience with percussion instrument, understanding of basic music theory, ability to read music, ability to play required scales and rudiments, permission of instructor~~

~~Students who already know the fundamentals of percussion and rhythm will have the opportunity to play in small and large ensembles. They will perform at least three times throughout the course of the year. At least one time will be off campus. Students will also learn and perform solos for in-class performances. They will finish with a firm grasp of reading music for percussion and a sense of teamwork. Students are expected to supply their own drumsticks and mallets.~~

Course Title: **Beginning Woodwinds and Brass – Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 7th -12th grade
Prerequisite: None

This beginning level class offers the students the chance to learn to play a woodwind or brass instrument. This course is designed for students without any previous music instruction, although students who would like to review introductory level instructional curriculum are welcome. Students can choose to learn: flute, clarinet, oboe, alto sax, French horn, trombone or trumpet. Students are encouraged to provide their own instruments for this class. The school does have a limited number of instruments available.

~~**Course Title:** **Concert Band – Level II**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 7th –12th grade~~
~~Prerequisite: Ability to read music; 2 years previous playing experience or "C" or above in NCS level I music course – Woodwinds and Brass, Beginning Percussion, or equivalent~~

~~This course is open to all students who play a band instrument (woodwinds, brass, or percussion) and have~~

~~an interest in symphonic band literature. Emphasis will be on instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. This course will also include performances throughout the year. This course is preceded by the Beginning Woodwind/Brass or equivalent.~~

~~**Course Title:** **Symphonic Band – Level III**~~
~~Course Length: One Year, pending UC Approval~~
~~Grade Level: 7th – 12th grade~~
~~Prerequisite: Completion of two years of experience with instrument, completion of Concert Band, understanding of basic music theory, ability to read music, ability to play required scales and rudiments, permission of instructor.~~

~~Symphonic Band is open to experienced wind and percussion students of superior ability, and is by Audition Only. This course includes advanced wind ensemble repertoire and is the highest level of wind band offered at Y.E.S. Academy of Performing& Fine Arts Charter School. The best in modern wind band literature, as well as standard classics, will serve as the repertoire, including performances on and off campus. This course is preceded by the Concert Band course.~~

DRAMA

Course Title: **Drama Preview**
Course Length: One Quarter
Grade Level: All
Prerequisite: None

This is a nine-week course designed to give students exciting, hands-on experiences. To help students develop an appreciation for the live theatre, concepts will be taught through the use of theatre games, exercises, and scripted material. Students will be introduced to theater terminology, as well as various acting and vocal techniques. They will also gain an understanding of the self discipline expected by the Drama Department, should they choose to focus on acting in middle and high school.

Course Title: **Drama 7**
Course Length: One Semester
Grade Level: 7th grade
Prerequisite: 7th Grade standing
All 7th grade students must take at least two Art 7 classes.

This class is designed to provide a foundation for students in drama theory and practice. Basic skills studied will be: stage movement, focus, character analysis, breathing/projection, and diction. Students will build scenes, rehearse one-act plays, and finally perform a script for a select audience.

Course Title: **Acting I - Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 7th - 12th grade
Prerequisite: None

This course is designed to provide a foundation for students in basic acting techniques. Basic skills studied will be: stage movement, focus, character analysis, breathing/projection, and diction. Students will

memorize, rehearse and perform monologues and scenes from published plays as well as write their own material. This course culminates with a public performance showcase.

Course Title: **Acting II – Level II**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 9th – 12th Grade
Prerequisite: Grade of "B" or better in Acting I and/or teacher approval

This is an essential class for the serious acting student. In depth instruction, examples and advice will be provided for improving acting techniques, developing stage presence, memorization, and advanced character analysis. Student actors will participate in group and individual processes commonly used throughout a rehearsal period. The course begins with preparing Shakespearean monologues for auditions and then moves to scene study of contemporary American playwrights from the 1950s to the present. The course culminates with a public performance showcase at the end of the year.

Course Title: **Filmmaking I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 8th – 12th Grade
Prerequisite: None

This class is designed for the beginning filmmaker, or anyone who has ever had an interest in making movies. The course will lead the student through basic film terminology, use of basic equipment including cameras, lights, microphones, and editing software. The course will also introduce the student to basic elements of script writing and formatting as well as basic storytelling. Students will also be introduced to an overview of film history, the origins of the medium, and the industry of filmmaking. Through this course, students will acquire the skills they need to make movies for their classes at Y.E.S. Academy of Performing & Fine Arts Charter School or at home for their own purposes.

Course Title: **Directing - Level II**
Course Length: One Year
Grade Level: 9th – 12th Grade
Prerequisite: Teacher Recommendation

In this intense Theatre Arts Workshop the experienced actor will develop the skills necessary to create pieces of theatre with their own directorial concepts. Students will learn to communicate ideas, create stage pictures and become leaders as they become more well- rounded theatre artists. Topics will include elements of Composition, Picturization, Movement, Rhythm and Dramatic Pantomime.

Course Title: **Theatre Production - Level II**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 9th – 12th Grade
Prerequisite: Audition/teacher approval

This audition only class will consist of the cast, musicians, and crew members of this year's fall play (insert play name here). Students will be required to attend after school rehearsals, photo calls, and performances. Production students are expected to conduct themselves as professional theatre practitioners with all the responsibilities of serious performers and crewmembers. Students will also assist in the preparation for

theatre festivals and competitions. The year will culminate in a one-act festival.

~~**Course Title: Creative Writing For Performance – Level I**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: None~~

~~This is the only creative writing course elective at Y.E.S. Academy. It is open to ALL high school students and you do NOT need to be an actor or drama student in order to participate and be successful in this class. If you have ever wanted write scripts and find out what theatre arts is all about but have been too nervous to do it - this is the class for you!~~

~~Creative Writing for Performance is a playwrighting based class but we also explore much more. There is only ½ Credit over the course of the year.~~

~~1. Story Driven Monologues: In this unit students take a story from their own lives, one that they feel somehow changed them just a bit, and turn it into a monologue to be performed by another student. The stories themselves evolve into performance pieces and the authors become the directors of their own life stories.~~

~~2. Spoken Word/Slam Poetry: In this unit students will create and perform their own original poetry. Spoken Word and Slam Poetry, is often based on very current events such as worldviews, gender issues, politics, economic injustices, social and emotional issues. It can be very empowering for young people to speak their minds using poetry as a medium to express themselves.~~

~~3. Love Scenes: In this unit students write a duet scene in which two strangers meet and fall in love through the use of dialogue in 10 to 15 minutes real time.~~

~~4. Stand-Up Comedy. K5 Comedy Club is one of the most popular and highly anticipated events on campus. Students in the class study, research and create a 5 to 8 minute stand-up comedy routine to perform during lunch time shows. Everyone can do this unit. The instructor carefully guides each student through the process and to success.~~

~~5. Suspense Scenes: In this final unit students will create and write an original 15 minute, one-act suspenseful and scary play.~~

Course Title: Stagecraft I – Level I
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 9th-12th Grade
Prerequisite: None

The focus of this class will be on learning the basics of technical theatre with a focus on set design and construction. Students will be introduced to the ideas behind the four major areas of design: sets, lighting, costume and sound as well as stage crews and management. This class will be directly related to the performance needs of Y.E.S. Academy and will help to support all major productions.

Y.E.S. ACADEMY
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VISUAL ART

Course Title: **Art Preview**
Course Length: One Quarter
Grade Level: All
Prerequisite: None

This class is an introduction to a wide variety of visual art mediums and techniques through the elements of art and principles of design. This class is designed to give the student an overview and hands on experience in the visual arts. This exploration will be supplemented with art history through lectures, demonstrations, collaborative activities, and homework assignments. The class will cover different materials and techniques in the categories of drawing, printmaking, painting and sculpture. Lessons will highlight the visual arts in a historical and culturally relevant context with a special emphasis on career paths in the arts.

Course Title: **Visual Art 7**
Course Length: One Semester
Grade Level: 7th Grade
Prerequisite: All 7th grade students must take at least two Art 7 classes

This is an extension and expansion of the Arts Preview class. It explores a wide variety of visual art mediums and techniques through the elements of art and principles of design with a more specific emphasis on personal expression and concept. The class will explore a more in depth look at specific art mediums, allowing the student to find their personal style and mediums of interest. The class is project based with an emphasis on art history, lectures, demonstrations, collaborative activities and homework assignments. More specific materials and techniques will be used in the categories of drawing, printmaking, painting and sculpture. All lessons highlight the visual arts in a historical and culturally relevant context.

Course Title: **Painting I – Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 7th-12th Grade
Prerequisite: None

This is a beginning level painting and design class. Students will explore the elements and principles of design and apply these to individual compositions. Fundamental painting techniques in tempera, watercolor, acrylic, and gouache will be explored.

~~**Course Title:** **Painting II – Level II**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 8th – 12th grade~~
~~Prerequisite: Painting I or Drawing I~~

~~This is an intermediate level painting and design class. Students will explore the elements and principles of design and complete both individual compositions and collaborative projects. Painting techniques in tempera, acrylic, and water- based media will be explored. Historic and contemporary art styles will be studied and applied to original artworks. Students will be encouraged to find their own personal vision through painted media.~~

Course Title: **Drawing I - Level I**
Course Length: One Year, meets "f" requirement for Universities
Grade Level: 8th – 12th Grade
Prerequisite: None
Lab Fee

This class is an introduction to a wide variety of traditional drawing mediums and techniques through the elements of art and principles of design. This exploration is project based with an emphasis on art history, lectures, demonstrations, collaborative projects with other classes and homework assignments. The class covers a variety of drawing styles, figure drawing, composition, perspective, negative/positive space, self portraiture, and storytelling. All lessons highlight drawing in a historical and culturally relevant context.

~~**Course Title:** **Printmaking – Level II**~~
~~Course Length: One Year, pending UC approval~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: Grade of "B" or better in Drawing I and teacher approval~~

~~This is an intermediate level course that combines knowledge in the methods and materials of drawing and applies these to both drawing and printmaking projects. Design elements and principles learned in Drawing 1, Preview, Art 7, and other visual art classes will be refined and applied to produce various print forms. The student will become familiar with the various historic and social influences of typography and the printed image in diverse cultures. They will learn to produce images using both relief and intaglio printmaking methods. Some of these include: linocut, calligraphy, monotype, silkscreen, and dry point etching. Students will participate in exhibits in school and the community.~~

~~**Course Title:** **Sculpture – Level I**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 8th – 12th Grade~~
~~Prerequisite: None~~
~~Lab Fee~~

~~This class is an introduction to a wide variety of three-dimensional design, sculpture mediums and techniques through the elements of art and the principles of design. Students will explore clay, metal, wood, paper, installation and a variety of mixed media materials through three-dimensional fabrications. Projects will be supplemented with a review of sculpture in art history through lectures, demonstrations, collaborative activities and homework assignments. The class will cover additive and subtractive techniques. All lessons are designed to highlight sculpture in a historical and culturally relevant context. A special emphasis will be placed on highlighting career paths in the visual arts and professional development for artists.~~

~~TECHNOLOGY AND DIGITAL ARTS~~

~~**Course Title:** **Video Game Production**~~
~~Course Length: One Year~~
~~Grade Level: 8th – 12th Grade~~
~~Prerequisite: None~~

~~This course will introduce you to the diverse world of Video Game Design. Students will learn the steps and~~

~~techniques necessary to turn a concept into a fully running 2D or 3D game. Various genres of games will be discussed and created. There will be an emphasis on game theory, 3D modeling, animation, the game engine, game art, story writing, and distribution. Final content created by the students will be able to be played via CD/DVD-ROM, and/or website.~~

~~**Course Title: 2D Digital Art**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: None (basic computer experience recommended)~~

~~This course will introduce you to how technology and art can work together to produce some of the most amazing work around. Students will use Coreliss Painter and Wacom drawing tablet. Using digital media allows us to display any natural media possible. Students will create original pieces, photo touchups, and animated shorts. Finished images will all be burned to CD-ROM at the end of the year to be viewed at home.~~

~~**Course Title: 3D Digital Art**~~
~~Course Length: One Year, meets "f" requirement for Universities~~
~~Grade Level: 9th – 12th Grade~~
~~Prerequisite: Grade of "B" or better in Digital I and teacher approval~~

~~This course will introduce you to 3D computer graphics and animation. Students will use Lightwave 3D to model, texture, and animate their ideas. Students of this class should have a strong grasp of general computer usage. In this class students will create characters, environments, special effects, and design elements that can be used for film/video, web, and print.~~

ADDITIONAL COURSES

Course Title: **Senior Project/Senior Portfolio**
Course Length: One Year (One Semester Each)
Grade Level: 12th Grade
Prerequisite: Required for all seniors
Required for high school graduation

This two-semester class is designed to assist seniors in completing both their senior demonstration project and their cumulative electronic portfolio. Seniors will alternate semesters between the two areas of the senior portfolio and senior project. One semester seniors will be scheduled in the computer lab to prepare their senior portfolio. In the alternating semester, seniors will work with one of the senior project advisors to prepare their senior project and presentation. Each semester will culminate with an assessment of a portion of the senior project and electronic portfolio.

Course Title: **Yearbook**
Course Length: One Year, meets high school arts requirement
Grade Level: 9th-12th Grade
Prerequisite: Teacher Approval

Yearbook is a yearlong course dedicated to the design and publication of the school yearbook. Students enrolled in this course will get experience with technology, graphic layout and design, and marketing the yearbook.

Course Title:	**Teacher Assistant**
Course Length:	One Semester, qualifies for high school elective credit
Grade Level:	9th – 12th Grade
Prerequisite:	Teacher request

High school students may only become (and receive elective credits for) student assistants upon the specific request of a teacher.

Course Title:	**Office Assistant**
Course Length:	One Semester, qualifies for high school elective credit
Grade Level:	9th – 12th Grade
Prerequisite:	Office Staff request

High school students enrolled in this class will receive elective credit for assisting the school office staff with answering phones, running errands, and organizing paperwork. Students will learn the routines and skills needed for daily office administration.

PHYSICAL EDUCATION

As part of Y.E.S. Academy of Performing & Fine Arts Charter School graduation requirements, students must complete at least 2 credits of Physical Education (P.E.) in high school. Because the Performing & Fine Arts Academy is a unique and specialized school, students may complete these credits through a variety of means:

A. Any approved on-site dance class

B. Any other on-site arts course qualified by school for P.E. (Stretch and Strengthening)

C. Supervised, independent physical activity done outside of school (1 credit = 400 hours of approved physical activity)

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.3 Course Descriptions & Alignment

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.3 Course Descriptions & Alignment** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

COURSE DESCRIPTIONS AND ALIGNMENT ASSURANCE
In accordance with (NAC 386.150(5); NRS 386. 550(1)(i) and NRS 389.018

English Language Arts
Provide a Course Name and brief description of the course for each grade level being offered at the proposed school:

7th grade: Course Title: **Language Arts 7** The intent of 7th grade Language Arts is to develop fluency in both reading and writing skills and a continuing appreciation for literature. Focus will be placed on the elements of the novel, short story, poetry, drama, grammar, and the writing process.
8th grade: Course Title: **Language Arts 8** This course places a strong emphasis on grammar, writing, reading and interpretation of literature. Oral communication skills will be developed throughout the year, as will the student's ability to proofread, edit, and revise their own writing.
9th grade: Course Title: **English 9** The basis of this course is the development of writing skills and literary analysis. Emphasis is given to spelling, usage, mechanics, grammar, vocabulary and basic literary techniques. Students will analyze the basis of the objection to various works banned from the 1890s to the present. Students will learn to develop and present their observations in both written and oral form, while studying both historical and contemporary cultures. The course is designed to develop student understanding of the values that motivate human behavior, to encourage the discovery of common themes within diverse cultures, and to make connections between social conventions and individual choices. Course Title: **English 9 Honors** This course will cover the elements of English 9. However, emphasis will be placed on learning more advanced writing and analytical skills.
10th grade: Course Title: **English 10** This class offers further development of vocabulary and writing skills, as well as analysis and comprehension of literature. This class is taught in tandem with World History and will study world literature using a thematic approach. Students will be encouraged to challenge their own preconceptions about underlying issues of fanaticism and intolerance. They enhance their reading skills through non-fiction, and they will receive further practice in written composition and oral presentations. Course Title: **English 10 Honors** This course will cover the elements of English 10 and will explore additional analytical thinking and writing skills through the study of various literature and essay writing formats.

11th grade:

Course Title: **English 11**
Students will read literature written by American authors from the seventeenth through twentieth centuries. Students will learn about a wide variety of literary genres and study the diverse cultural backgrounds of many American authors. They will be exposed to short stories, poetry, essays, diaries, autobiographies, speeches, and supplementary reading materials. Students will learn how to write narrative, persuasive, expository, and descriptive essays as well as complete research projects that focus on American artists and events.

Course Title: **English 11 Honors***
This course will cover the elements of English 11 and will explore additional analytical thinking and writing skills through the study of various literature, essay, and research writing formats. *One extra honors point will be assigned to the final grade.

12th grade:

Course Title: **English 12**
Students in English 12 read representative British literature. They learn about the influence of literature of earlier times on the development of modern British and American literature. They study literature as unique reflections of British experience in order to understand historical and contemporary issues. Students analyze and evaluate literature. They use narrative, descriptive, expository, and argumentative writing for a variety of purposes and to convey meaning, learn, and clarify thinking. A major research project is included.

Math
Provide a Course Name and brief description of the course for each grade level being offered at the proposed school:

7th grade:

Course Title: **Pre-Algebra**
This course is designed to prepare students to be successful in Algebra I. This course reviews and develops skills in: real number computation, problem solving, estimation, and mental math. Additionally, it covers basic graphing, data analysis and geometry as well as simple probability and statistics.

8th grade:

Course Title: **Algebra I**
This is a one-year college preparatory course generally offered to eighth grade students with a sufficient background in pre-algebra. Students will use a variety of problem solving strategies in order to analyze problems and formulate appropriate solution strategies.

9th grade:

Course Title: **Geometry**
This two semester college preparatory course covers a variety of topics, including: axioms, theorems, and proofs; congruence, and similarity; area and perimeters of circles and polygons; tessellations. Students

will also study the theory and applications of basic trigonometric functions, the Pythagorean Theorem, and the Golden Ratio.

10th grade:

Course Title: **Algebra II**
Based on the Nevada Academic Content Standards in Math, this two-semester course explores and extends topics introduced in Algebra I. Topics include: solving equations, rational expressions, radicals, conic sections, exponential and logarithmic functions, trigonometry, and elementary probability. This class is essential for chemistry and physics, is recommended by most four-year colleges.

11th grade:

Course Title: **Mathematical Applications (for 11th & 12th)**
This course explores math concepts as they relate to economic practicalities and financial literacy. Topics include: order of operations, linear equations & inequalities, systems of equations in two & three variables, quadratic & cubic functions, recursion & iteration, exponential functions, limits, radicals, piecewise functions, sequences, area, rational expressions, slope, matrices, and more. These mathematical topics will be applied to concepts such as investments, including the stock market and income investments; credit, including consumer credit, credit cards, loan calculations, and regression; home ownership, including the mortgage application process, mortgage calculations, and homeowner's insurance; automobile ownership, including automobile loans, insurance, and automobile depreciation; income tax, including tax schedules, income statements, and tax returns; business ownership, including supply and demand, fixed and variable expenses, expense and revenue functions; and more.

Course Title: **Precalculus H* (for 11th & 12th)**
Two semesters long, this honors class explores the nature and behavior of mathematical functions. Topics include polynomial functions, exponential functions, logarithmic functions, systems of equations, complex numbers, matrices, advanced trigonometry, and polar coordinates. Special emphasis will be placed on the graphical treatment of functions and the use of a graphing calculator. This class is an important prerequisite for calculus and should be taken by students interested in math and science. *Earns one extra honors point on the final course grade.

12th grade:

Course Title: **Mathematical Applications (for 11th & 12th)**
This course explores math concepts as they relate to economic practicalities and financial literacy. Topics include: order of operations, linear equations & inequalities, systems of equations in two & three variables, quadratic & cubic functions, recursion & iteration, exponential functions, limits, radicals, piecewise functions, sequences, area, rational expressions, slope, matrices, and more. These mathematical topics will be applied to concepts such as investments, including the stock market and income investments; credit, including consumer credit, credit cards, loan calculations, and regression; home ownership, including the mortgage application process, mortgage calculations, and homeowner's insurance; automobile ownership, including automobile loans, insurance, and automobile depreciation; income tax, including tax schedules, income statements, and tax returns; business ownership, including supply and demand, fixed and variable expenses, expense and revenue functions; and more.

Course Title: **Precalculus H* (for 11th & 12th)**
Two semesters long, this honors class explores the nature and behavior of mathematical functions.

Topics include polynomial functions, exponential functions, logarithmic functions, systems of equations, complex numbers, matrices, advanced trigonometry, and polar coordinates. Special emphasis will be placed on the graphical treatment of functions and the use of a graphing calculator. This class is an important prerequisite for calculus and should be taken by students interested in math and science. *Earns one extra honors point on the final course grade.

Course Title: **AP Calculus AB* (for 12th only)**
Advanced Placement Calculus AB is a two-semester AP course. A variety of topics will be covered including the three fundamental concepts of calculus: limits, derivatives, and integrals. Students will learn both theory and applications. Algebraic, numerical, and graphical representations are all emphasized throughout the course. Graphing calculators are used extensively for coursework, and are required for portions of the AP Examination.

Science
Provide a course name and brief description of the course for each grade level being offered at the proposed school:

7th grade:

Course Title: **Science 7**
Based on the Nevada Academic Content Standards in Science, this class will focus on Life Science units covering Cell Biology, Evolution, Human Biology, and Heredity.

8th grade:

Course Title: **Science 8**
Based on the Nevada Academic Content Standards in Science, this course provides a study of Physical Science with units including Motion, Forces and Energy, Exploring the Universe, and Matter and Chemistry.

9th grade:

Course Title: **Health**
This one semester class will focus on Health and Human Development, divided into eight major areas of study. The major areas are: Introduction to Health, Mental Health, Social Health, Human Development, Nutrition and Fitness, Substance Abuse, Preventing Disease and Contraception, and First Aid. Students will learn to foster a sense of personal responsibility for lifelong health, develop respect for the health of others, and learn to make informed decisions about health-related information, and products and services. In addition, students will also study the dangers of alcohol, tobacco, and drug use.

Course Title: **Biology**
This is a one-year college prep course designed to explore living things and their relationships to the environment. Topics covered include cell biology, biochemistry, ecology, genetics, evolution, anatomy, physiology, and microbiology

10th grade:

Course Title: **Chemistry (for 10th-12th Grade)**
This is a one-year college prep course exploring the structure and properties of matter and its

interactions. Areas of emphasis include conservation of matter, atomic and molecular structure, solutions, chemical bonds, stoichiometry, and nuclear processes.

11th grade:

Course Title: **Chemistry (for 10th-12th Grade)**
This is a one-year college prep course exploring the structure and properties of matter and its interactions. Areas of emphasis include conservation of matter, atomic and molecular structure, solutions, chemical bonds, stoichiometry, and nuclear processes.

Course Title: **Physics (for 11th-12th Grade)**
This is a one-year college prep course exploring the interaction of matter and energy. Topics covered include: motion, heat, magnetism and electricity, sound, light, and modern atomic physics. Emphasis will be placed on developing laboratory skills.

12th grade:

Course Title: **Chemistry (for 10th-12th Grade)**
This is a one-year college prep course exploring the structure and properties of matter and its interactions. Areas of emphasis include conservation of matter, atomic and molecular structure, solutions, chemical bonds, stoichiometry, and nuclear processes.

Course Title: **Physics (for 11th-12th Grade)**
This is a one-year college prep course exploring the interaction of matter and energy. Topics covered include: motion, heat, magnetism and electricity, sound, light, and modern atomic physics. Emphasis will be placed on developing laboratory skills.

Social Studies
Provide a course name and brief description of the course for each grade level being offered at the proposed school:

7th grade:

Course Title: **Social Studies 7**
The intent of 7th grade Social Studies is to study diverse world cultures prior to the 18th century. Ancient history from 3000 B.C. to England in the late 18th century will be studied. Units will include the Roman Empire, the Roots of Islam, Sub-Saharan Africa, Asian Civilizations, Medieval Societies, Europe 1300-1600, Civilizations of the Americas and Europe 1600-1789.

8th grade:

Course Title: **Social Studies 8**
This course focuses on the growth and conflicts in early American history. It begins with a brief review of the significant events from the age of exploration and the colonial era. Students will then focus on the development of the United States by studying the American Revolutionary War, the Constitution, the divergent paths of the American people in various regions of country and the Civil War. This curriculum utilizes the Nevada Academic Content Standards.

9th grade:

Course Title: **World Geography**
This course is a combination of physical and cultural geography. Students utilize the five themes of Geography to guide their thinking about the world including location, place, movement, human environment, interaction and region. They also use the five themes to visit regions in the world. This includes both current events and more historical study. Students leave World Geography with a definite understanding of geographic skills, of their world surroundings, the method to study these world cultural surroundings, and a survey of world culture, including concepts such as interdependence, diffusion, and trade.

10th grade:

Course Title: **World History**
This course provides a survey of modern world history with an emphasis on historical method. The course begins with "Problems of Modernity" and continues with a thematic approach to the following issues and areas: Revolutionary Periods, the rise of Democracy, Imperialism and Colonialism, Totalitarianism and Nationalism. The course culminates with a study of the Paradoxes of the Modern Era. The course utilizes the Nevada Academic Content Standards in History.

11th grade:

Course Title: **U.S. History**
In this course, students will examine the major turning points in American history in the twentieth century. The course begins with a review unit where students will focus on the nation's beginnings and on the industrial transformation of the United States. The course continues by chronologically exploring the Progressive Era, the Age of Jazz, the Great Depression, both World Wars, the Cold War, and the Civil Rights Movement. The course culminates in an understanding of the major themes in U.S. History and their connection to current events.

12th grade:

Course Title: **Government**
This semester-long course examines the roots of constitutional America by using primary source materials and historical method. It then undertakes the various facets within these constitutional roots: government branches, state vs. local government, and the courts. The course culminates with a comparative study of governments and an emphasis on contemporary issues. The course utilizes the Nevada Academic Content Standards.

Course Title: **Economics**
This is an advanced, semester-long course for seniors. It will provide a basic overview of all themes of the U.S. economy, how it affects the lives of its citizens, and how the consumer impacts the economy. Economic theories and their practical applications will also be examined

All Grades:

Reason for Denial Questions & Response #4

Course Title: **Physical Education**
Y.E.S. Academy is a unique & specialized school. Therefore, students may complete P.E. through a variety of means: 1. Any approved on-site dance class 2. Any other on-site arts course qualified by school for P.E. (Stretch and Strengthening) 3. Any supervised, independent physical activity outside of school for Specialized Credit.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

CURRICULUM ALIGNMENT TO NEVADA ACADEMIC CONTENT STANDARDS

The Charter School governing board attests the **Y.E.S. Academy of Performing & Fine Arts** 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 9-12 by 2015.
- 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 attests 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: Y.E.S. Academy of Performing & Fine Arts Charter School

W. J. M. Date 11/25/14
Board President Signature

Tom Bailey Date: 11/25/14
School Administrator

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.4, Typical Daily Schedule

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.4, Typical Daily Schedule** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

BELL SCHEDULE TEST - 2014-2015 PEAA

Typical Daily Schedule for Y.E.S. Academy

Fill in the yellow boxes. Enter a zero in the yellow boxes when you don't have the grade (AM, PM, Full Day Kindergarten,5th, or 6th grade). Modify as necessary (i.e. add/remove rows/columns or for alternative schedules). Per NAC 387.131, the total daily minutes should be checked, as well as the Compliant column which will turn either red or blue depending upon if the grade meets minimum requirements for annual minutes.

ELEMENTARY SCHOOL

GRADE	START	LUNCH BEGIN		LUNCH END	END OF DAY		LESS NUTR BREAK	TOTAL DAILY MINUTES	TOTAL SCHOOL DAYS	TOTAL ANNUAL MIN	Minimum per NAC	Compliant?
K - FULL DAY	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	21,600	NO
1	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	43,200	NO
2	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	43,200	NO
3	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	54,000	NO
4	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	54,000	NO
5	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	54,000	NO
6	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	54,000	NO

MIDDLE SCHOOL

GRADE	START	LUNCH BEGIN		LUNCH END	END OF DAY		LESS NUTR BREAK	TOTAL MINUTES	DAYS	TOTAL MIN	Minimum per NAC	Compliant?
6	0:00	0:00	0	0:00	0:00	0	0	0	0	**0**	54,000	NO
7	7:30	11:06	216	11:39	15:00	201	15	402	180	**72,360**	59,400	YES
8	7:30	11:06	216	11:39	15:00	201	15	402	180	**72,360**	59,400	YES

HIGH SCHOOL

GRADE	START	LUNCH BEGIN		LUNCH END	END OF DAY		LESS NUTR BREAK	TOTAL MINUTES	DAYS	TOTAL MIN	Minimum per NAC	Compliant?
9	7:30	11:06	216	11:39	15:00	201	15	402	180	**72,360**	59,400	YES
10	7:30	11:06	216	11:39	15:00	201	15	402	180	**72,360**	59,400	YES
11	7:30	11:06	216	11:39	15:00	201	15	402	180	**72,360**	59,400	YES
12	7:30	11:06	216	11:39	15:00	201	15	402	180	**72,360**	59,400	YES

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.5, Courses to Complete for Promotion

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.5, Courses to Complete for Promotion** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

COURSES TO COMPLETE PROMOTION
In accordance with (NAC 386.150(5); and NAC 389.445)

Y.E.S. Academy Middle School Promotion Requirements

In order to accept Sixth grade students transferring to the Seventh grade from another school, students must satisfactorily complete the following courses in order to be promoted/enter into the Seventh Grade: Language Arts, Social Studies, Math, Science, Technology, Arts Preview and Physical Education.

Seventh grade students must satisfactorily complete the following courses in order to be promoted to the Eighth Grade: Language Arts, Social Studies, Math, Science, Art 7, Arts Elective and Physical Education.

Eighth grade students must satisfactorily complete the following courses in order to be promoted to the Ninth Grade: Language Arts, Social Studies, Math, Science, Arts Elective, Arts Elective and Physical Education.

Transfers from 6th Grade	7th Grade	8th Grade
Language Arts	Language Arts	Language Arts
Social Studies	Social Studies	Social Studies
Math	Math	Math
Science	Science	Science
Technology	Art 7	Arts Elective
Arts Preview	Arts Elective	Arts Elective
Physical Education	Physical Education	Physical Education

Physical Education **Reason for Denial Questions & Response #4**

As part of Y.E.S. Academy of Performing & Fine Arts Charter School graduation requirements, students must complete at least 2 credits of Physical Education (P.E.) in high school. Because the Performing & Fine Arts Academy is a unique and specialized school, students may complete these credits through a variety of means:

A. Any approved on-site dance class
B. Any other on-site arts course qualified by school for P.E. (Stretch and Strengthening)
C. Supervised, independent physical activity done outside of school (1 credit = 400 hours of approved physical activity)

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

High School Graduation Requirements

English	4 Credits
Mathematics	3 Credits
Science	2 Credits
Social Studies	2 Credits
Arts & Humanities/ or Career & Tech. Ed.	1 Credit
Health	1/2 Credit
Physical Education	2 Credits
Computers	1/2 Credit
Electives (4 Arts)	7 ½ Credits
TOTAL	22 ½ Credits

College Admission Requirements

Four years of English
Three years of math (algebra, geometry and algebra II)
Two years of laboratory science
Two years of foreign language
One year of visual or performing arts
Two years of social studies

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.6, Courses/Credits for Graduation

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.6, Courses/Credits for Graduation** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Standard Diploma Requirements (NAC 389.664, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	Language Arts 7, Language Arts 8, English 9, English 10, English 11, English 12
Math	3	Pre-Algebra, Algebra I, Geometry, Algebra II, Mathematical Applications,
Science	2	Science 7, Science 8, Health, Biology, Chemistry, Physics
Social Studies	2	Social Studies 7, Social Studies 8, World Geography, World History, U.S. History, Government
Arts & Humanities OR Career & Tech. Ed.	1	Art Preview, Visual Art 7, Painting I – Level I, ~~Painting II – Level II~~, Drawing I - Level I, ~~Printmaking - Level II, Sculpture – Level I~~, Senior Project/Senior Portfolio, Yearbook, Teacher Assistant, Office Assistant,
Health	½	Health
Physical Ed.	2	Ballet I – Level I, Ballet II – Level II, ~~Ballet III/Pointe and Variation – Level III,~~ Jazz Dance I – Level I, Jazz Dance II – Level II, ~~Jazz Dance III – Level III~~, Modern Dance I – Level I, Modern Dance II – Level II, ~~Modern Dance III – Level III~~, Tap Dance I – Level I, Tap Dance II – Level II, Dance Company, Stretch and Strengthening – Level I
Computers	½	Audio Technology and Music Production – Level II, ~~Video Game Production, 2D Digital Art~~, ~~3D Digital Art~~
Electives	7 ½	~~French 1, French II, French III,~~ Spanish I, Spanish II, ~~Spanish III,~~ Dance Preview, Dance 7, Music Preview, Music 7, Vocal Workshop I – Level I, Jazz & Pop Vocal Styles – Level II, ~~NCS Vocal Ensemble – Level III~~, Beginning Piano – Level I, Beginning Strings – Level I, ~~Intermediate Strings – Level II, Symphony Orchestra Combination – Level III~~, ~~Show Band – Level III~~, Stage Band – Level II, Audio Technology and Music Production – Level II, Beginning Percussion – Level I, ~~Percussion Ensemble – Level III~~, Beginning Woodwinds and Brass – Level I, ~~Concert Band – Level II, Symphonic Band – Level III~~, Drama Preview, Drama 7, Acting I - Level I, Acting II – Level II, Filmmaking I, Directing - Level II, Theatre Production - Level II, ~~Creative Writing For Performance – Level I~~, Stagecraft I – Level I
TOTAL	22 ½	

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Advanced Diploma Requirements (NAC 389.663, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	Language Arts 7, Language Arts 8, English 9, English 9 Honors, English 10, English 10 Honors, English 11, English 11 Honors, English 12
Math	4	Pre-Algebra, Algebra I, Geometry, Algebra II, Mathematical Applications, Precalculus H, AP Calculus AB
Science	3	Science 7, Science 8, Health, Biology, Chemistry, Physics
Social Studies	3	Social Studies 7, Social Studies 8, World Geography, World History, U.S. History, Government, Economics
Arts & Humanities OR Career & Tech. Ed.	1	Art Preview, Visual Art 7, Painting I – Level I, ~~Painting II – Level II~~, Drawing I - Level I, ~~Printmaking – Level II, Sculpture – Level I~~, Senior Project/Senior Portfolio, Yearbook, Teacher Assistant, Office Assistant,
Health	½	Health
Physical Ed.	2	Ballet I – Level I, Ballet II – Level II, ~~Ballet III/Pointe and Variation – Level III,~~ Jazz Dance I – Level I, Jazz Dance II – Level II, ~~Jazz Dance III – Level III~~, Modern Dance I – Level I, Modern Dance II – Level II, ~~Modern Dance III – Level III~~, Tap Dance I – Level I, Tap Dance II – Level II, Dance Company, Stretch and Strengthening – Level I
Computers	½	Audio Technology and Music Production – Level II, ~~Video Game Production, 2D Digital Art~~, ~~3D Digital Art~~
Electives	6	~~French 1, French II, French III,~~ Spanish I, Spanish II, ~~Spanish III,~~ Dance Preview, Dance 7, Music Preview, Music 7, Vocal Workshop I – Level I, Jazz & Pop Vocal Styles – Level II, ~~NCS Vocal Ensemble – Level III~~, Beginning Piano – Level I, Beginning Strings – Level I, ~~Intermediate Strings – Level II, Symphony Orchestra Combination – Level III~~, ~~Show Band – Level III~~, Stage Band – Level II, Audio Technology and Music Production – Level II, Beginning Percussion – Level I, ~~Percussion Ensemble – Level III~~, Beginning Woodwinds and Brass – Level I, ~~Concert Band – Level II, Symphonic Band – Level III~~, Drama Preview, Drama 7, Acting I - Level I, Acting II – Level II, Filmmaking I, Directing - Level II, Theatre Production - Level II, ~~Creative Writing For Performance - Level I~~, Stagecraft I – Level I
TOTAL	24	

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.8, Diploma

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.8, Diploma** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. Academy Charter School

Sparks Nevada

Youth Empowered to Succeed

This Certifies that

Has satisfactorily completed a Course of Study as prescribed for graduation by the Y.E.S. Academy of Performing & Fine Arts Charter School Governing Body and the Nevada State Board of Education and is therefore awarded this

Diploma

Given this seventeenth day,
Two thousand fifteen.

Tom Bailey
PRINCIPAL

W. J. [illegible]
PRESIDENT OF GOVERNING BODY

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.9, Transcript

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.9, Transcript** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

OFFICIAL HIGH SCHOOL TRANSCRIPT

STUDENT INFORMATION	SCHOOL INFORMATION
FULL NAME:	NAME: Y.E.S. ACADEMY OF PERFORMING & FINE ARTS CHARTER SCHOOL
ADDRESS:	ADDRESS: TBA
PHONE NUMBER:	PHONE NUMBER: TBA
E-MAIL ADDRESS:	E-MAIL ADDRESS: Y.E.S.CHARTERSCHOOL@GMAIL.COM
DATE OF BIRTH:	
PARENT/GUARDIAN:	

ACADEMIC RECORD

SCHOOL YEAR:	GRADE LEVEL:		SCHOOL YEAR:	GRADE LEVEL:	
Course Title	*Credit Earned*	*Final Grade*	*Course Title*	*Credit Earned*	*Final Grade*
Total Credits: GPA: Cumulative GPA:			Total Credits: GPA: Cumulative GPA:		

SCHOOL YEAR:	GRADE LEVEL:		SCHOOL YEAR:	GRADE LEVEL:	
Course Title	*Credit Earned*	*Final Grade*	*Course Title*	*Credit Earned*	*Final Grade*
Total Credits: GPA: Cumulative GPA:			Total Credits: GPA: Cumulative GPA:		

ACADEMIC SUMMARY	ATTACHMENTS	
CUMULATIVE GPA:	☐ Grading scale ☐ List of other schools attended ☐ Other:	*I do hereby self-certify and affirm that this is the official transcript and record of (Name of Student) in the academic studies of (Academic Years).*
CREDITS EARNED:		Signature: _____
DIPLOMA EARNED:	☐ Other:	Title:
GRADUATION DATE:		Date:

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.3.11, Textbook

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.3.11, Textbook** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

INSTRUCTIONAL MATERIALS / TEXTBOOKS
NEVADA STATE BOARD APPROVED LIST
From: August 2012 - May 2014

Last Updated: June 11, 2014

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
World Geography and Cultures	Richard Boehm	School Education Group/McGraw-Hill Education	978-8-00-7879995-2	World Geography 8	8th Grade	August 2012 (expires June 2019)
Adventures in Japanese 4	Hiromi Peterson and Naomi Hirano-Omizo	Cheng & Tsui Company	978-0-88727-546-3	Foreign Language; Japanese IV Honors	High School	June 2013 (expires June 2020)
Perocorsi Volume One	Francesca Italiano and Irene Marchegiani	Prentice Hall	978-0-13-260132-0 0-13-260132-X	Foreign Language; Italian II Honors	5th Grade - High School	June 2013 (expires June 2020)
Perocorsi Volume Two	Francesca Italiano and Irene Marchegiani	Prentice Hall	978-0-13-260132-0 0-13-260132-X	Foreign Language; Italian II Honors	6th Grade - High School	June 2013 (expires June 2020)
Percorsi Volume Three	Francesca Italiano and Irene Marchegiani	Prentice Hall	978-0-13-260139-9 0-13-260139-7	Foreign Language; Italian III Honors	High School	June 2013 (expires June 2020)
Prentice Hall Health	Pruitt, Allengrante, Prothrowo-Smith	Pearson Education Inc., publishing as Prentice Hall	13-978-0-13-367250-3 0-13-367250-6	Health	High School	June 2013 (expires June 2020)
Glencoe Teen Health Nevada Edition	Bronson, Cleary, and Hubbard	McGraw-Hill	978-0-02-138542-3 0-02-138542-4	Health	8th Grade	June 2013 (expires June 2020)
Introduction to Medical Terminology	Ann Ehrlich, Carol L. Schroeder	Cengage Learning, Inc	978-1-4180-3017-9	Health Science 1	High School	September 2013 (expires June 2020)
Health Care Science Technology	Kathryn A. Booth	McGraw-Hill Educaiton	978-0-07-878092-9	Health Science 1	High School	September 2013 (expires June 2020)
Body Structures and Functions	Ann Senisiscott, Elizabeth Fong	Cengage Learning, Inc	978-1-4283-0420-8	Health Science 2	High School	September 2013 (expires June 2020)

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
Human Diseases	Marianne Neighbors, Ruth Tannehill-Jones	Cengage Learning, Inc	978-1-4354-2751-8	Human Diseases	High School	September 2013 (expires June 2020)
Sports Medicine Essentials Core Concepts in Athletic Training & Fitness Instruction	Jim Clover	Cengage Learning, Inc	978-1-4018-6185-8	Sports Medicine 1	High School	September 2013 (expires June 2020)
Zhen Bang! Level 3	Margarett Wong	EMC Publishing, LLC	978-0-82-196803-1	AP Chinese/IB Chinese	High School	April 2014 (expires June 2021)
T'es Branche?	Toni Theisen	EMC Publishing, LLC	978-0-82-196809-3	AP French/ IB French	High School	April 2014 (expires June 2021)
Reflexiones Introduccion a la literatura hispanica	Rodriquez	Pearson Education Inc., publishing as Prentice Hall	978-09-3279312-4	AP Spanish Literature	High School	April 2014 (expires June 2021)
A Toda Vela!	Herrera	EMC Publishing, LLC	978-0-82-196277-0	AP Spanish Language	High School	April 2014 (expires June 2021)
Glencoe Math Course 2	John A Carter; Gilbert J Cuevas; Rodger Day; Carol Malloy	McGraw-Hill Education	978-0-02-144789-3	Mathematics	7th Grade	April 2014 (expires June 2021)
Glencoe Math Course 3	John A Carter; Gilbert J Cuevas; Rodger Day; Carol Malloy	McGraw-Hill Education	978-0-07-667852-5	Mathematics	7th Grade	April 2014 (expires June 2021)
Algebra 1 eStudent Edition with ALEKS Enhancement	McGraw-Hill Education	McGraw-Hill Education	978-0-07-6337-5	Mathematics - Algebra	Kindergarten - High School	January 2014 (expires June 2021)
Geometry eStudent Edition	Glencoe	McGraw-Hill Education	978-0-02-130143-0	Mathematics - Geometry	Kindergarten - High School	January 2014 (expires June 2021)
Algebra 2 Student Edition	McGraw-Hill Education	McGraw-Hill Education	978-0-07-679732-5	Mathematics - Algebra 2	Kindergarten - High School	January 2014 (expires June 2021)
Precalculus Student Edition w/eStudent Edition 7 Year Bundle w/ ALEKS	Glencoe	McGraw-Hill Education	978-0-07-370026-4	Mathematics -Pre Calculus	Kindergarten - High School	January 2014 (expires June 2021)
Everyday Mathematics 4 Comprehensive Student Material Set, Grade K 1-Yr	Bell, et al.	McGraw-Hill Educaiton	978-0-02-145837-0	Mathematics K-6	Kindergarten	May 2014 (expires May 2015)

Title of Instructional Material	Author	Publisher	ISBN #	Subject	Grade Level	Date Approved
Calculus: Early Transcendental Functions	Robert Smith, Roland Minton	McGraw-Hill Education	978-0-07*353232-5	Mathematics 9-12	High School	May 2014 (expires May 2015)
The Visual Experience	Jack Hobbs, Richard Salome, Ken Vieth	Davis Publishing	978-0-87192-627-2	Visual Arts - Art 1-3000	High School	July 2014 (expires June 2021)
Discovering Drawing	Ted Bose, Sallye Mahan-Cox	Davis Publishing	978-0-87192-720-0	Visual Arts - Drawing 1-3010, Drawing II-3060	High School	July 2014 (expires June 2021)
Experience Clay	Maureen Mackey	Davis Publishing	978-1-61528-030-8	Visual Arts - Ceramics 1-3100, Ceramics II-3110	High School	July 2014 (expires June 2021)
Design Basics 2D and 3D	Stephen Pentak, Richard, Roth, David Lauer	Wadsworth-Cengage Learning	978-0-495-90997-2	Visual Arts - AP Studio Art 2D & 3D -3030	High School	July 2014 (expires June 2021)
Gardner's Art through the Ages - A Global History, Fourteenth Edition	Fred S. Kleiner	Wadsworth-Cengage Learning	978-0-495-91542-3	Visual Arts - AP At History -3150	High School	July 2014 (expires June 2021)
Exploring Art	Gene Mittler, Rosalind Ragans	McGraw-Hill Glencoe	978-0-07-873557-8	Visual Arts - Beginning Art-0050, Intermediate Art-1630, Advanced Art-2690	6th, 7th, & 8th	July 2014 (expires June 2021)

Jill Bailey

P.O. Box 4535
Hailey, ID 83333
Cell (208)481-0216

CAREER OBJECTIVE

I seek a position as an educator that will allow me to utilize my passion, talent, and creativity in the classroom.

EDUCATION

M.S. University of Nevada, Reno
1990 Major: Reading Specialist/Language Arts

CERTIFICATE

2000 Idaho State Teachers License: English 7-12, Reading K-12, Speech 7-12
Present

PROFESSIONAL EXPERIENCE

2014 – Present
Alturas Dual Language Elementary School, Reading Specialist
Blaine County School District #61, Hailey, Idaho

- Provide reading interventions for grades K-5 in small groups
- Collaborate with classroom teachers to provide scaffolding and interventions in large classroom settings.
- Supervise Eagle Eye after School Club targeting 2nd grade LEP students. I provide opportunities for Spanish speaking students to increase their English language skills through whole group activities.

2001 – 2014
Silver Creek Alternative High School
Blaine County School District #61, Hailey, Idaho

- English 9-12, Speech 9-12, Reading 9-12, Senior Project classroom teacher
- Dual Credit Instructor through the College of Western Idaho – English 101, English 175, Communication 101, College Reading 095
- Supervised Student Government activities, planned Homecoming Events, and Community Service Projects.
- Supervised student led Thanksgiving Food Drive for entire community of Blaine County for three years.

1998 – 2001
Coeur d'Alene High School
Coeur d'Alene School District #271, Coeur d'Alene, Idaho

- English 9, Reading 9-12 classroom teacher
- Ran small social intervention groups with the high school counselor

1989 – 1998
Wooster High School
Washoe County School District, Reno, Nevada

- English/Reading 9-12 classroom teacher
- Team Teaching with Special Education Instructor
- Advisor to Wooster High School's Students Against Drunk Driving (SADD)
- Worked on district committees to develop curriculum in reading and English

Professional Memberships

- Idaho Education Association
- International Reading Association
- National English Teachers Association

Professional References

Mr. Brad Henson, Principal
Alturas Dural Immersion Elementary School
Hailey, Idaho 83333
(208)578-5000

Mr. Barge Levy, Principal/Director
Silver Creek Alternative School (retired)
(208)651-6551

Mr. Eric Beye, Director of Student Services
Washoe County School District
Reno, Nevada 89520
(208)690-0693

Mr. Steve Guthrie
Blaine County School
District Board Member
(208)720-4192

Catherine D. Eardley

1510 Peavine Road,
Reno, Nevada 89503

December 6, 2014

Y.E.S. Academy of Performing & Fine Arts Charter School
Members of the Committee to Form
3910 Herons Landing Drive
Reno, Nevada 89502

Dear Committee Members,

It is with great enthusiasm I write this letter to you. My personal and professional experiences have allowed me to witness the power of the arts in building excellent students and community members. I have also had the privilege of seeing those results change the way a person thinks, making them individual thinkers able to form their own opinions based in knowledge. I believe a school that emphasizes the arts along side a traditional curriculum will build stronger, more vibrant individuals, which in turn will provide a strong foundation for the future of our communities.

My early years of training began in my mother's dance studio in Upstate New York supplemented with master classes from the very best dancers, teachers and choreographers in New York City. I received my Bachelors of Science in Education degree from The Ohio State University in 1984. This degree was unique in that it was designed to educate teachers through three University departments: Education, Dance, and Health/Recreation/Physical Education. In those years, arts in education were very much supported and the degree I secured crossed various curriculums to ensure that teachers were well versed in infusing arts into traditional education.

In 2011, I received my Masters in Education degree from Lesley University. The focus of this degree is Integrating Arts into the Curriculum. Going back to school after a professional dance career, teaching at the university and community college and being married for 23 years with three sons, gave me a wealth of experiences toward understanding the power of art in education. It also introduced me to the importance of technology in this generation's pursuit of knowledge. Currently, I am in the process of securing my teaching licensure from the State of Nevada (application submitted December 1, 2014).

Over the last 20 years I have taught at both the University of Nevada, Reno and Truckee Meadows Community College in the arts and humanities. In technique classes as well as lectures, I use kinesthetic methods to support the information being taught. A variety of core curricula are touched in every class. Using the performing arts, I am able to reach those kinesthetic learners and give all students continued support in their various fields of

study. This approach to integrating the arts in curriculum encourages critical thinking, engages many neurobiological systems and speaks to all learning styles. In essence, we are educating the whole student.

My professional dance career has given me depth of knowledge in my craft, first hand knowledge of business and connected me to a unique worldwide community of artists. We see the results of the artistic community coming together here in Northern Nevada because of the legacy left from shows like Hello, Hollywood Hello that brought professional artists from all parts of the world. We need to build a school that welcomes accomplished artists to pass on their disciplines, experiences and knowledge. Through this approach, students would have the opportunity to build relationships in the community, experience working side by side with professionals and glean a personal expectation of excellence, which would contribute to making these students college and career ready.

The philosophies of Y.E.S. Academy of Performing & Fine Arts Charter School would take educating the next generation to a new level. The approach of educating students using resources of the arts will contribute to connecting the mind and body for a full experience in education. I look forward to working with Dr. Wynn, the Board, the staff and the community in educating the whole student and giving them the tools to create the life they aspire to.

Sincerely,

Catherine D. Eardley, M.Ed.

cath@TanglewoodProductions.com
775-690-2012

Catherine Eardley

1510 Peavine Road, Reno, NV 89503
Phone: 775-747-1041 Cell: 775-690-2012 E-Mail: ecath@TanglewoodProductions.com

Objective

To continue to teach, utilizing the integration of arts into the curriculum, to reach various learning styles, achieve student academic excellence and retain student involvement with sensitivity to the diverse student population.

Career Highlights

"Excellence in Teaching" Award (2007 & 2011)
Truckee Meadows Community College

Experience

Truckee Meadows Community College **2006 – Present**

Letter of Appointment
Department of Visual and Performing Arts
Teach and develop curriculum in dance technique classes
Teach and develop curriculum in Movement for Musical Theatre
Teach and develop curriculum for Dance Appreciation diversity course

University of Nevada, Reno **2005 – 2012**

Letter of Appointment **1986 - 1993**
Department of Theatre and Dance
Teach and develop curriculum in dance technique classes

Roadshows, Inc. **1993 – Present**

Director, Special Events
Develop and implement all aspects of special events
Producer and Choreographer of convention shows, special events shows

Professional Dancer **1985 – 1993**

Broadway Touring Company, Corporate Shows, Casino Shows

Professional Choreographer **1985 – Present**

Roadshows, Inc., Harley-Davidson, B.F. Goodrich, TMCC, UNR

Community Involvement **1990 - Present**

Choreographer-Variety of community events such as:
Hot August Nights, Sheep Dip, Martin Luther King Celebration

Education

M.Ed, Lesley University **2011**

Having a concentration on integrating the Arts into curriculum, the program incorporated face-to-face and online study giving me unique insight into the needs of today's students, both in the classroom and online.

B.S.Ed. The Ohio State University **1984**

This degree program was a partnership between the Education, Dance & Physical Education Departments of The Ohio State University, known as a leader throughout the world of dance. This unique blend offered the strengths of each department toward my goals of incorporating a wider perspective of The Arts in Education.

11660 Verazae Drive
Reno, NV 89521
775-848-5314
dcoomler@gmail.com

December 10, 2014

Yes Academy of Performing & Fine Arts Charter School
Members of the Committee to Form
3910 Herons Landing Drive
Reno, Nevada 89502

Dear Committee Members:

I am extremely excited to be writing this letter to you. My experiences in professional musical performance, as well as teaching in many different situations has opened my eyes to the possibilities of influence on young students of music. It has truly been a privilege to be a part of young student's lives and see them continue on to college and later pursue music as a profession. I have always felt that Reno is the ideal place for an Art's focused school. For me to be considered as a part of the Yes Academy is an honor and something that I will pour my heart and soul into.

My early years of education began at the University of Nevada Reno. I received my Bachelor's degree in Music Education in 2003. Besides taking the required classical music instruction, I also took many jazz classes which I believe made me more versatile of an educator and performer.

After my Bachelor's degree, I was performing many jobs at the same time. I played in many Broadway style shows such as: Greece, Smokey Joe's Café, Jersy Nights, to name a few. I also played with musicians: The Temptations, The Supremes, Johnny Mathis, Frank Sinatra Jr., Gordie Brown and Bob Newhart to name a few. During these shows and performances I have always taught roughly 15 private lesson students as well as taught at the University of Nevada Reno. At the University of Nevada I taught private lessons, Jazz Combos and Jazz Lab. A recent success story is that I recently had a private lesson student receive the highest musical scholarship from the University of Oregon which is extremely difficult and competitive to receive.

In being a strong believer in continuing my own education, I recently went back to school and completed my Master's Degree in Jazz Performance from the University of Nevada Reno. During my master's studies I was also a graduate assistant. I taught many ensembles as well as private students. Going back to school was extremely rewarding in that I learned the latest in teaching techniques and also a more contemporary style of music in general. I have recently submitted my application for State of Nevada License for Educational Personnel K-12.

During the past five years I have been and continue to be the director of The Reno Youth Jazz Orchestra (RYJO). I am happy to say that RYJO has had a 100 percent graduation rate to this point. Also, many of the alumni of RYJO have received scholarships in music at many of the nation's most respected universities.

As you can see, I have many different areas of experience and knowledge from teaching and professional performance. I am so excited to have the opportunity to use this knowledge to help these young students at the Yes Academy succeed at the highest level. I look forward to working with Dr. Wynn, the Board, the staff and the community in order to reach the highest standards of excellence.

Warm Regards,

Douglas Coomler

11660 Verazae Drive
Reno, NV 89521
775-848-5314
dcoomler@gmail.com

DOUGLAS COOMLER

OBJECTIVE

To instruct music to the highest standards of excellence.

EXPERIENCE

RENO YOUTH JAZZ ORCHESTRA DIRECTOR

2010-Present

Responsibilities include: choosing music for a season that runs from November to July, organizing and rehearsing 2 hours each week for a 17 piece big band, preparing for approximately 20 concerts per season.

GRADUATE ASSISTANT/INSTRUCTOR, UNIVERSITY OF NEVADA RENO

09/2012 – 05/2014

Responsibilities include: picking music and rehearsing a jazz combo, rehearsing jazz lab 2 fall 2012, preparing exams and grading papers for Music Appreciation class, organizing the jazz library.

PROFESSIONAL MUSICIAN

1992 – present

Played Broadway style shows such as: Greece, Smokey Joes Café, Hairspray, The Rat Pack and many more.

Played with famous groups and musicians such as: The Temptations, Four Tops, Frank Sinatra Junior, Johnny Mathis and many more.

Arranged music for multiple Broadway style shows.

PRIVATE LESSON INSTRUCTOR

1999 – Present, teaching an average of 15 private lesson students weekly.

EDUCATION

UNIVERISITY OF NEVADA, RENO – MASTERS IN JAZZ PERFORMANCE

Graduation date: 05-2014

UNIVERISITY OF NEVADA, RENO – BACHOLORS DEGREE IN MUSIC EDUCATION

Graduation date: 05 -- 2003

REFERENCES

Tony Savage: Savage Music Connection, 775-741-9363 tsdrums@me.com

Peter Epstein: University of Nevada, 775-338-0213 pepstein@unr.edu

Chuck Rider: Leader of the Reno Jazz Orchestra, 775-233-9231 cccm@charter.net

Dr. Larry Engstrom: University of Nevada. 775-750-9586, engstrom@unr.edu

Dr. Andrew Heglund University of Nevada. 775-338-7393, aheglund@unr.edu

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.4.1, Assessment Plan and Instruments

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.4.1, Assessment Plan and Instruments** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

ASSESSMENT PLAN AND INSTRUMENTS

Response to Reasons for Denial Question #5

The Y.E.S. Academy plans to use both formative and summative assessments to drive instruction towards mastery. Our philosophy is that assessments must have a purpose and drive instruction or they are not beneficial. We also understand that certain assessments are required by the State and Federal government. Our selected assessments will include:

1. **College and Career Readiness Assessment**
2. **Smarter Balance Assessments**
3. **End of Course Examinations in Math and Language Arts**
4. **When applicable we will use the Nevada Alternate Assessment**
5. **We will also administer the English Language Proficiency Assessment as needed.**

End of Unit exams will be given to monitor student progress and to adjust instruction. These tests will provide data to teachers and guide adjustments to insure mastery of standards. The Performing Arts instructors will monitor student progression through daily practice that manifests growth during the live formal performances.

Monitoring student progress and achievement is a fundamental component of Y.E.S. Academy of Performing & Fine Arts Charter School. The School will assess students based on their levels upon enrollment and when they graduate or transfer from the school. Data will be collected through pre and post - assessments and during the school year that identify students' strengths and areas of improvement. ~~During the first few weeks of school, certain data is collected on the students.~~ Y.E.S. Academy's Assessment Plan and Instruments will consist of on-going assessments throughout the school year that include but not limited to:

1. Pre-Test Surveys
2. Attendance and Tardiness
3. Performing Arts Participation at School
4. Community Performances
5. Submission of Documents
6. Social Activities and Participation
7. Progress in Middle & High School Course Assignments
8. Tutoring Assistance
9. Post Test Surveys

After Y.E.S. Academy receives the application approval for a charter school, The Committee to Form the Charter School will become a member of The Smarter Balanced Assessment Consortium. The Smarter Balanced Assessment Consortium is currently developing a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.

Smarter Balanced assessments will go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.

Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete.

Smarter Balanced capitalizes on the precision and efficiency of computer adaptive testing (CAT). This approach represents a significant improvement over traditional paper-and-pencil assessments used in many states today, providing more accurate scores for all students across the full range of the achievement continuum.

Assessment System Components

- **A summative Assessment** administered during the last 12 weeks of the school year. The summative assessment will consist of two parts: a computer adaptive test and performance tasks that will be taken on a computer, but will not be computer adaptive. The summative assessment will:
    1. Accurately describe both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems;
    2. Provide valid, reliable, and fair measures of students' progress toward, and attainment of the knowledge and skills required to be college- and career-ready; and
    3. Capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and quick turnaround of results.
    4. More information about the development of summative assessment is available in the Summative Assessment Work Plan.

- **Optional Interim Assessments** administered at locally determined intervals. These assessments will provide educators with actionable information about student progress throughout the year. Like the summative assessment, the interim assessments will be computer adaptive and includes performance tasks. The interim assessments will:
    1. Help teachers, students, and parents understand whether students are on track, and identify strengths and limitations in relation to the Common Core State Standards;
    2. Be fully accessible for instruction and professional development (non-secure); and
    3. Support the development of state end-of-course tests.

- **Formative Assessment Practices** and strategies are the basis for a digital library of professional development materials, resources, and tools aligned to the Common Core State Standards and Smarter Balanced claims and assessment targets. Research-based instructional tools will be available on-demand to help teachers address learning challenges and differentiate instruction. The digital library will include professional development materials related to all components of the assessment system, such as scoring rubrics for performance tasks.
    1. More information about the development of formative assessment tools and resources is available in the Formative Assessment Work Plan.

- A **secure**, **online reporting system** that provides assessment results to students, parents, teachers, and administrators. The reports will show student achievement and progress toward mastery of the Common Core State Standards. Learn more about the development of the Smarter Balanced reporting system.

Preliminary Test Blueprints
The Smarter Balanced preliminary test blueprints describe the content of the English language arts/literacy and mathematics summative assessments for grades 3–8 and high school—and how that content will be assessed. Developed with broad input from member states, partners, and stakeholders, the preliminary test blueprints reflect the depth and breadth of the performance expectations of the Common Core State Standards. Smarter Balanced Governing States adopted the preliminary summative test blueprints in November 2012.

The test blueprints include critical information about the number of items, score points, and depth of knowledge for items associated with each assessment target. They will guide the development of items and performance tasks, the Pilot and Field Tests, score reporting, standard setting, and ongoing research. These blueprints are "preliminary" because they establish assessment design features that may be subject to refinement and revision after the analysis of the Pilot and Field Tests.

- ELA/Literacy Smarter Balanced Preliminary Summative Assessment Blueprint – 5/9/14 (PDF)
- Mathematics Smarter Balanced Preliminary Summative Assessment Blueprint – 5/9/14 (PDF)
- Supporting Document: Scoring Reporting and Estimated Testing Times (PDF)

Content Specifications
Smarter Balanced is developing content specifications in English language arts/literacy and mathematics to ensure that the assessments cover the range of knowledge and skills in the Common Core State Standards. Once finalized, the content specifications will serve as the basis for the Smarter Balanced system of summative and interim assessments and formative assessment support for teachers. Dr. Linda Darling-Hammond, Smarter Balanced Senior Research Advisor and professor of education at the Stanford University School of Education, led the development of the content specifications in collaboration with experts in the field. The Smarter Balanced Technical Advisory Committee, Consortium work groups, and the lead authors of the Common Core State Standards also contributed to the documents. Hundreds of organizations and individual stakeholders provided feedback during two rounds of public comment.

- ELA/Literacy Content Specifications Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types (2/4/14 draft)
- Mathematics Content Specifications (6/2013 draft)

Item/Task Specifications
Item and performance task specifications provide guidance on how to translate the Smarter Balanced Content Specifications into actual assessment items. In addition, guidelines for bias and sensitivity, accessibility and accommodations, and style help item developers and reviewers ensure consistency and fairness across the item bank. The specifications and guidelines were reviewed by member states, school districts, higher education, and other stakeholders.

Introduction and Overview

- General Item Specifications (4/16/12) (PDF)
- Smarter Balanced Bibliography (PDF)
- Overview of Research Supporting the Use of Performance Tasks in Assessment (PDF)

English Language Arts/Literacy Item Specification

- ELA CAT Item Specs Grades 6-8 (ZIP) (Update 2/4/14)
- ELA CAT Item Specs Grades 9-11 (ZIP) (Updated 2/4/14)
- ELA PT Item Specs Explanatory Grades 6-8,11 (ZIP) (5/20/14)
- ELA PT Item Specs Argumentative Grades 6-8,11 (ZIP) (5/20/14)
- ELA Stimulus Specifications (PDF)
- Issues Related to Stimulus and Item Development (PDF)

Mathematics

- Mathematics CAT Item Specs Grades 6-8 (PDF)
- Mathematics Grades 6-8 (ZIP) (Update 2/4/14)
- Mathematics CAT Item Specs High School (PDF)
- Mathematics High School (ZIP) (Update 2/4/14)
- Mathematics PT Item Specs All Grades (PDF) (5/27/14)

References:

http://www.smarterbalanced.org/smarter-balanced-assessments/

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.5.1, Calendar

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.5.1, Calendar** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. Academy Charter School Calendar for 2015-2016 School Year

Start Date: August 10, 2015

Type of calender	Monday	Tuesday	Wednesday	Thursday	Friday							Total Days	Days NT	Total Days		
	10	11	12	13	14	1	1	1	1	1	5					**First Day 8/10/2015**
August 2015	17	18	19	20	21	1	1	1	1	1	5					
September 2015	24	25	26	27	28	1	1	1	1	1	5					
	LD 31	1	2	3	4	0	1	1	1	1	4					**Labor Day 8/31/15**
	7	8	9	10	11	1	1	1	1	1	5				**School**	Count Day 9/4/2015
												24	1	24	**Month 1**	
	14	15	16	17	18	1	1	1	1	1	5					
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					**Fall Break**
	FB 5	**FB 6**	**FB 7**	**FB 8**	**FB 9**	0	0	0	0	0	0				**School**	**10/5/15 thru 10/9/15**
												15	5	39	**Month 2**	
	12	13	14	15	16	1	1	1	1	1	5					**Nevada Day 10/30/15**
October 2015	19	20	21	22	23	1	1	1	1	1	5					
November 2015	26	27	28	29	**ND 30**	1	1	1	1	0	4					
	2	**PD 3**	4	5	6	1	0	1	1	1	4				**School**	**Pro. Dev. Day 11/3/15**
												18	2	57	**Month 3**	
	9	**VD 10**	11	12	13	1	0	1	1	1	4					**Veterans Day 11/10/15**
November 2015	16	17	18	19	20	1	1	1	1	1	5					
December 2015	23	24	25	**THG 26**	**THG 27**	1	1	1	0	0	3					**Thanksgiving 11/25/15**
	30	1	2	3	4	1	1	1	1	1	5				**School**	**Family Day 11/26/15**
												17	3	74	**Month 4**	
	7	8	9	10	11	1	1	1	1	1	5					
	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					**12/18-End Grading Pd**
January 2016	**WB 28**	**WB 29**	**WB 30**	**WB 31**	**WB 1**	0	0	0	0	0	0					
	WB 4	**WB 5**	**WB 6**	**WB 7**	**WB 8**	0	0	0	0	0	0				**School**	**Winter/Christmas break**
												10	15	84	**Month 5**	**12/21/15 thru 1/08/16**
	11	12	13	14	15	1	1	1	1	1	5					
January 2016	**MLK 18**	19	20	21	22	0	1	1	1	1	4					**Martin Luther King**
February 2016	25	26	27	28	29	1	1	1	1	1	5					**1/18/2016**
	1	2	3	4	5	1	1	1	1	1	5				**School**	
												19	1	103	**Month 6**	
	8	9	10	11	12	1	1	1	1	1	5					
February 2016	**PRES Day 15**	16	17	18	19	0	1	1	1	1	4					**President's Day 2/15/16**
March 2016	22	23	24	25	26	1	1	1	1	1	5					
	29	1	2	3	4	1	1	1	1	1	5				**School**	
												19	1	122	**Month 7**	
	7	8	9	10	11	1	1	1	1	1	5					
March 2016	14	**TD 15**	16	17	18	1	0	1	1	1	4					**3/15/16 Teacher Dev.**
April 2016	21	22	23	24	25	1	1	1	1	1	5					**Spring Break**
	SB 28	**SB 29**	**SB 30**	**SB 31**	**SB 1**	0	0	0	0	0	0				**School**	**3/28/16 thru 4/8/16**
												14	6	136	**Month 8**	
	SB 4	**SB 5**	**SB 6**	**SB 7**	**SB 8**	0	0	0	0	0	0					
	11	12	13	14	15	1	1	1	1	1	5					
April 2016	18	19	20	21	22	1	1	1	1	1	5					
May 2016	25	26	27	28	29	1	1	1	1	1	5				**School**	
	2	3	4	5	6	1	1	1	1	1	5					
												20	5	156	**Month 9**	
	9	10	11	12	13	1	1	1	1	1	5					
May 2016	16	17	18	19	20	1	1	1	1	1	5					**Memorial Day 5/23/16**
June 2016	**Mem Day 23**	24	25	26	27	0	1	1	1	1	4				**School**	Last Day 6/10/16
	30	31	1	2	3	1	1	1	1	1	5					**Contingency days**
	6	7	8	9	**10**	1	1	1	1	1	5					
	CD13	**CD14**	**CD15**			0	0	0	0	0	0					**6/13, 6/14, 6/15**
												24	1	180	**Month 10**	
								Totals				**180**	**40**	**180**		

PD	Professional Development for all teachers
WB	Winter Break
SB	Spring Break
FB	Fall Break
CD	Contingency Day
TD	Teacher Dev. Day

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.6.3, Discipline Policy/Code of Conduct

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.6.3, Discipline Policy/Code of Conduct** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

PREFACE

School district manuals that are variously referred to as board manuals, board policy manuals, and board policy and regulation manuals provide direction to schools that are governed by each of the Nevada school districts. This manual was written to serve the same purpose for charter schools in Nevada that are sponsored by the Nevada State Board of Education rather than by a school district. In this manual the terms "school" and "charter school" refer to a Nevada State Board of Education sponsored charter school rather than a district sponsored charter school or other district school, unless it is apparent that the reference is to a district school.

Many of the policies and procedures in various Nevada school districts are very similar, because they are based in part on the same state and federal laws and regulations or on case law, but there are also many variations in policy from district to district because of differences among the districts. Similarly, a charter school's governing body may find good reasons that some policies in this manual do not suit their school and that somewhat different policies would be more appropriate for their school. Alternative policies may be adopted by a charter school's governing body with permission of its sponsor so long as those policies comply with state and federal law and regulation, and so long as the alternative policies reflect sound school practice.

It is important to note that the policies in this manual, like school district policies, provide direction to schools, but they do not address all possible situations that are covered by state and federal laws and regulations. A charter school may encounter a special situation in which a policy in this manual will conflict with the more detailed direction provided by state and federal laws and regulations. If a state or federal law or regulation conflicts with the policies in this manual, state and federal laws and regulations take precedence over the policies in this manual. Further, if there is a conflict between state law or regulation and federal law or regulation, federal law and regulation take precedence over state law and regulation.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

CONTENTS

Behavior & Discipline

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

STUDENT DISCIPLINE 541

State law charges every teacher and administrator with maintaining order and discipline among students; therefore, rules, regulations, and procedures are developed to establish and to maintain an orderly learning environment in each school. These rules, regulations, sanctions, and due process procedures are designed to protect all members of the educational community in the exercise in their rights and duties in all aspects of their experience, including participation in extracurricular activities, interschool athletic competition, and the school transportation program.

The administrator has the overall responsibility for the discipline and welfare of students. Imposition of serious disciplinary action on any student, including, but not limited to, suspension from school, and suspension from inter-scholastic activities are governed by the sections of this manual titled SUSPENSION OF TEN DAYS OR LESS 549 and EXPULSION AND LONG TERM SUSPENSION 550. These procedures are available in each school, distributed to teachers and students, and made available to parent(s) or guardian(s) upon request.

The primary responsibility for discipline in the classroom rests with the teacher, who shall use reasonable and professional judgment in maintaining order and in administering disciplinary measures.

The governing body of each charter shall adopt written rules of behavior required of and prohibited for pupils attending the charter school, and that body shall adopt appropriate punishments for violations of the rules. Please refer to the section of this manual titled SCHOOL RULES 542.

School organizations, clubs, and athletic teams may adopt and distribute to their members rules to govern student conduct which are in accord with state and federal law, the policies in this manual and school rules adopted by the charter school's governing body.

Every effort should be made to resolve potential disciplinary problems through discussion, counseling, and psychological services.

Legal References:

NRS 386.585
NRS 391.270

SCHOOL RULES 542

It is expected that all students of charter schools will conduct themselves in a proper and exemplary manner. Administrators, teachers, other educational personnel, support staff, parents, and the charter school's governing body are expected to work together to develop general rules of conduct for the welfare and safety of all students.

Under NRS 392.4644 the administrator of each public school shall establish a plan to provide for the progressive discipline of pupils and on-site review of disciplinary decisions. That plan must

1. Be developed with the input and participation of teachers and other educational personnel and support personnel who are employed at the school, and the parents and guardians of pupils who are enrolled in the school;
2. Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463;
3. Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school; and
4. Provide for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645 through NRS 392.4648.

On or before October 1 of each year, the administrator of each charter school shall

1. Review the plan in consultation with the teachers and other educational personnel and support personnel who are employed at the school;
2. Based upon the review, make revisions to the plan, as recommended by the teachers and other educational personnel and support personnel, if necessary;
3. Post a copy of the plan or the revised plan, as applicable, in a prominent place at the school for public inspection and otherwise make the plan available for public inspection at the administrative office of the school;
4. Submit a copy of the plan, or of the revised plan, if it has been revised, to the sponsor of the charter school.

It is recommended that a committee including representation from the charter school's governing body be formed each year to develop or review the school's progressive discipline plan.

Under NRS 386.585 the charter school's governing body shall adopt rules of behavior, prescribed punishments, and procedures to be followed in imposing punishments. When those rules, punishments, and procedures have been adopted they must be distributed to each pupil at the beginning of the school year and to each new pupil who enters school during the year. Those rules, punishments, and procedures must also be available for public inspection at the charter school.

Legal References:

NRS 386.585
NRS 392.4644
NRS 392.4645
NRS 392.463

DRESS 543

Dress and grooming are individual and personal matters and the primary responsibility for dress and grooming rests with the student and the student's parent(s) or guardian(s). However, charter schools shall insist that the dress and grooming of students are within the limits of generally accepted good taste. Charter schools shall also insist that the dress and grooming of all students must not present potential health or safety problems or cause disruptions. The school authorities have the professional responsibility and legal sanction to require students to change their dress and/or grooming to conform to these requirements.

School organizations that sponsor off-campus activities may adopt special rules regarding dress and grooming to be followed when the group represents the school. These rules must be reviewed and approved by the administrator before they are implemented.

Please refer to the section GANGS AND GANG ACTIVITY 557 for additional information.

Legal Reference:

Attorney General of the State of Nevada Opinion #288, 05-25-62

PROHIBITED CONDUCT 544

Committing, participating in or unlawfully attempting any of the following activities or acts in school buildings or on school property is prohibited and may constitute cause for disciplinary action. In addition, students at school-sponsored, off campus events and those using charter school sponsored transportation shall be governed by the policies, rules, regulations, and procedures established in this manual. Any criminal act shall be reported at once to the local police or sheriff's office. The student's parent(s) or guardian(s) shall also be notified, if possible. The school will take disciplinary action, whether or not criminal charges result.

CRIMINAL OFFENSES (As defined in applicable statutes or ordinances)

Violations of local, state or federal laws shall be enforced on school properties or at activities sponsored by charter schools. Examples of such laws are indicated below:

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
4. BATTERY: An unconsented-to touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another.
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.
15. MARIJUANA: The possession of, sales or furnishing marijuana.

16. NARCOTICS: The possession of, sales or furnishing a controlled substance.

17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing or use of.

18. PROFANITY: Use of vile or indecent language.

19. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.

20. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.

21. ROUT/RIOT: Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.

22. STOLEN PROPERTY: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.

23. TAMPERING WITH MOTOR VEHICLES: Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.

24. THROWING SUBSTANCE AT VEHICLE: To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.

25. TRESPASS: To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.

26. WEAPONS:

    a. Brandishing any knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other deadly weapon in a rude, angry or threatening manner or to use same in any fight or quarrel.

    b. Concealed - it is unlawful for any person to carry any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon. For the purpose of this section, nunchaku are included herein.

    c. Possession - it is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon.

27. Violation of other federal or state criminal laws or local ordinances at school, at school-sponsored activities or on school-sponsored transportation is prohibited.

CHARTER SCHOOL OFFENSES

The following non-criminal activities may also lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community.

1. ALCOHOLIC BEVERAGES: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having consumed an alcoholic beverage.

2. DISOBEDIENCE, INSOLENCE AND INSUBORDINATION: Students must obey the instructions of school personnel.

3. DISRUPTIVE CONDUCT: Conduct that interferes with the educational process. Serious situations may be handled under criminal sanctions.

4. FIGHTING.

5. FORGING OR USING FORGED PASSES, EXCUSES OR OTHER SCHOOL DOCUMENTS.

6. GUM CHEWING AND EATING FOOD AT INAPPROPRIATE TIMES OR IN INAPPROPRIATE PLACES AS DETERMINED BY THE ADMINISTRATOR.

7. HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.

8. ILLEGAL SUBSTANCE: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having used an illegal substance.

9. INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.

10. MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or distracts the attention of the driver.

11. PLAGIARISM AND CHEATING.

12. POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.

13. RADIO PAGERS (BEEPERS) AND PORTABLE PHONES: Students may possess or use electronic signaling devices, including but not limited to pagers, beepers, and cellular/digital telephones, provided that the use of such devices is confined to areas outside school buildings—before and/or after school hours or during lunch break. Electronic signaling devices shall not be carried into classrooms during assessments, semester exams or other testing situations.

    CONSEQUENCES

    First Offense:

    - The electronic signaling device shall be confiscated.
    - The parent/legal guardian shall be notified.
    - The electronic signaling device shall be turned over to the parent/legal guardian.
    - The policy shall be reviewed with this student and his/her parent/legal guardian.
    - A warning shall be given regarding the consequence(s) for any future violation of the policy.

    Second Offense:

    - The electronic signaling device shall be confiscated.

- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for "administrative insubordination" or "disregard for school rules."
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

Third Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for second offense for "administrative insubordination" or "disregard for school rules."
- Electronic signaling device privileges shall be revoked for a period of 90 school days.
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

Fourth Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for third offense for "administrative insubordination" or "disregard for school rules."
- Electronic signaling device privileges shall be revoked for remainder of student's school career.

Appeals:

A parent or legal guardian shall have the right of appeal to the administrator or his/her designee regarding fourth offenses. Said request for appeal shall be submitted in writing directly to the administrator within ten (10) working days after the determination of a fourth offense.

14. Inside school buildings and during the school day, electronic signaling devices shall be in the "off" position at all times. Electronic signaling devices should be stored in the student's locker, if possible. When not possible, the electronic signaling devices may be carried in the "off" position in the student's backpack or other carry item.

15. Outside of the school instructional hours or during school activities, electronic signaling devices may be carried in the "vibrate" or "silent ringer" notification mode.

16. SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of l972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

17. SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.

18. TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.

19. TRUANCY: Being absent from school without a valid excuse acceptable to the administrator.

20. GANG ACTIVITY: As set forth in the section of this manual titled GANGS AND GANG ACTIVITY 557.

Legal Reference:

NRS 392.464

DRIVING 545

Driving and parking on school grounds are privileges that may be given to students by a charter school. Students disregarding the following driving regulations may lose these privileges.

Students driving over posted speed limits or driving/parking in any unauthorized areas, driving in any reckless manner or in violation of school policies shall be subject to disciplinary action, determined by the administrator. Furthermore, students in violation of state traffic laws may be referred to the proper authorities.

DISCIPLINARY SANCTIONS 546

When it has been determined that a school rule, a policy or procedure in this manual, or a law has been violated appropriate disciplinary action will be taken. Disciplinary action may include, but is not limited to, the alternatives described within this manual and the school's discipline policy.

NOTIFICATION OF LAW ENFORCEMENT OFFICIALS 547

Schools shall work closely with law enforcement agencies in the control of student behavior. In general, these agencies shall be called upon to assist in handling situations involving theft, physical danger, or dangerous search, or seizure. Please refer to the section of this manual titled SEARCHES OF STUDENTS 552 for additional information.

An incident that may constitute the commission of a felonious act shall be reported at once to the appropriate local law enforcement agency, and the student's parent(s) or guardian(s) shall be notified.

When emergency conditions require the school to take action before the arrival of an officer, a follow-up referral should be made to the appropriate agency.

Any call for assistance or for the investigation of an offense occurring on school property or at a school sponsored event will be immediately followed by the administrator, or the administrator's designee, writing a statement to document the details of the situation and placing that statement either in the appropriate student(s) files or in a separate file kept for such reports.

SUSPENSIONS - GENERAL INFORMATION & DEFINITIONS 548

Suspension is the temporary removal of a student from school or from school-sponsored activities. Students may be suspended for the following reasons:

1. Violation of any state law or local ordinance in a school building, on school grounds, or at a school-sponsored activity. Examples of these violations are listed in the section of this manual titled PROHIBITED CONDUCT 544.

2. Violation of rules, policies, and procedures established for charter schools as outlined in this manual. Examples of these violations are listed in the section of this manual titled PROHIBITED CONDUCT 544.

3. Student actions or inactions at school or a school-sponsored activity that disrupt, interfere with, or pose a threat to the educational program, other students, staff, visitors, or the student personally.

The primary purpose of suspension is to give the student, his/her parent(s) or guardian(s), and the school the time needed to resolve a problem. The duration of suspension is related to a course of action designed to resolve the problem.

Types of Suspension:

1. Emergency Suspension: The administrator, or his or her designee, may suspend any student whose conduct is determined to be a clear threat to the physical safety of others or to the property interests of others or is so extremely disruptive as to make the student's temporary removal necessary to preserve the right of the other students to pursue an education.

2. Long-Term Suspension: A student may be suspended from school or from an interscholastic activity for more than ten (10) days by the school's governing body. Please refer to the section of this manual titled EXPULSION AND LONG TERM SUSPENSION 550.

3. Short-Term Suspension: A student may be removed from school and/or from interscholastic activities for no more than ten (10) days by the administrator.

4. In-School Suspension: A student may be removed from his/her classes and all school activities for no more than ten (10) days and during the term of suspension the student will remain in a separate supervised area of the school. The primary intention of this action is to gain cooperation with the student's parent(s) or guardian(s) and to isolate the student from all regular academic and social activities. If this action seems warranted after an investigation and after consultation with the parent(s) or guardian(s), the administrator, or his or her designee, shall take action.

5. Guidance Suspension: A student may be removed from school and all related activities for no more than ten (10) school days. Students placed on a guidance suspension will be referred to appropriate mental health professional(s) for assistance. Such guidance suspension will occur when a student's prior actions have indicated the need for intervention or assistance, and that intervention by a counselor and school psychologist has failed to provide a positive change. These suspensions will not be considered disciplinary in approach and consequently will not be treated as emergency suspensions.

SPECIAL CONDITIONS OF SUSPENSION:

1. A student may not participate in extracurricular activities during the term of his/her suspension.

2. Suspensions may be reflected in the student's class citizenship or school citizenship grade.
3. Notations of suspensions from school will be made in the student's cumulative folder.
4. Schoolwork missed as a result of suspensions that last 10 days or less may be made up through the completion of make-up work in the manner and to the extent described in the section of these policies titled ATTENDANCE CHECKING, ABSENCES, MISSED INSTRUCTION, TRUANCY, MINIMUM ATTENDANCE, MAKE-UP WORK AND PARENT/SCHOOL RESPONSIBILITIES 506 under MAKE-UP WORK. Any work that cannot be made up, or is not made up, will result in the lowering of the academic grade for the grading period, and it may result in loss of credit.

Legal References:

NRS 386.585
NRS 392
NRS 392.466
NRS 392.467

SUSPENSION OF TEN DAYS OR LESS 549

A pupil may be removed from school immediately for any of the following:

1. Posing a continuing danger to persons or property,
2. Posing an ongoing threat of disrupting the academic process,
3. Selling or distributing any controlled substance, or
4. Being found in possession of a dangerous weapon as provided in NRS 392.466.

When a student in removed for any of these reasons the student shall be given an explanation of the reasons for his or her removal. The student shall also be given an explanation of pending proceedings, to be conducted as soon as practicable after removal, for his or her suspension or expulsion.

In all other cases involving suspension the administrator shall:

1. Tell the student you are meeting with him/her to investigate allegations that the student has violated laws, rule(s), state charter school policies, or the school's policies.
2. Tell the student the specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there will be consequences up to and including suspension from school. Ask if he/she understands the allegation(s).
3. Explain to the student the evidence you have regarding the alleged violation(s).
4. Ask the student if he/she admits or denies the allegation(s). If the student admits to violation(s), assign appropriate consequences. If the student denies the allegation(s), give him/her the chance to explain and present his/her side of the story. The administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further. (This does not mean that the student can secure counsel, confront, and cross-examine witnesses, or call witnesses on his/her behalf to present his/her case.)
5. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before making a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
6. If the student has a behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
7. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) commencing (starting date).
8. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file

Legal Reference:

NRS 386.585

EXPULSION AND LONG TERM SUSPENSION 550

When it is determined that a student's behavior seriously interferes with the educational program or the safety or welfare of school personnel or other students, the charter school's governing body may remove the student from further attendance in the charter school in accordance with NRS 386.585.

STATE-MANDATED SUSPENSIONS:

A student shall be suspended for at least a period equal to one (1) semester from the school s/he attends if:

1. On the first occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
2. On the first occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
3. On the first occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
4. In one school year, there is written evidence that the student has threatened or extorted or attempted to threaten or extort another student, teacher or other personnel employed by the school.
5. In one school year, there is written evidence that the student has been suspended for initiating, without provocation, at least two (2) fights on school property.
6. In one school year, there is written evidence that the student has a record of five (5) suspensions from the school for any reason.

Any student who commits any the conduct described in 1 through 6 above will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

STATE MANDATED EXPULSION:

1. One Year Expulsion

   The school must expel any student for a period of not less than one (1) year from the school he or she attends if at any time, the student is found in possession of a firearm or an explosive device while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

   There is an exception for possession of a firearm with the prior approval of the administrator.

2. Permanent Expulsion

   The school must permanently expel a student from the school he or she attends if:

   a. On the second occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;

b. On the second occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;

c. On the second occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

Any student who commits the conduct described above in No. 1, No. 2.a., No. 2.b., or No. 2.c. will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

EXPULSION AND LONG TERM SUSPENSION HEARINGS:

If after an investigation it is determined by the administrator that a long term suspension or expulsion is appropriate the student will be provided a hearing before the school's governing body. The governing body will decide in accordance with procedures in NRS 392.467 whether or not the student shall be put on a long term suspension or be expelled as recommended by the school administrator.

The hearing shall be closed to the public. A tape recording of the hearing will be made by the governing body. Upon request the student may obtain a copy of the hearing recording.

The student shall have the right to be represented by an advocate of his/her choosing.

Both the student and the administrator may call witnesses and present evidence.

The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

RE-ADMITTANCE TO SCHOOL:

Students may apply for re-admittance, within 45 school days from the one year anniversary day of their expulsion by the charter school's governing body. Such request should be made to the administrator. During this period of time, the administrator will direct appropriate staff personnel to conduct a review of the request to ensure that any special conditions for re-admittance, such as a psychological evaluation, are completed as well as determining that the student has been a good citizen during the period of expulsion. When this review has been completed the governing body will decide near the end of the expulsion period whether or not the student may be re-admitted. The charter school's governing body will provide written notification of its decision to the student, parent(s) or guardian(s), and the administrator of the charter school.

Legal References:

NRS 386.585
NRS 392

CORPORAL PUNISHMENT 551

NRS 392.465 prohibits corporal punishment of students. Under this state law and under this charter school policy, the governing body of a charter school shall not permit corporal punishment of students in charter schools. This policy does not prohibit any teacher, administrator, other licensed person, or classified person from defending himself if attacked by a pupil. As used in this policy, "corporal punishment" means the intentional infliction of physical pain upon or the physical restraint of a pupil for disciplinary purposes.

Corporal punishment does not include the use of reasonable and necessary force:

1. To quell a disturbance that threatens physical injury to any person or the destruction of property,
2. To obtain possession of a weapon or other dangerous object within a pupil's control,
3. To defend oneself or another person, or
4. To escort a disruptive pupil who refuses to go voluntarily with the proper authorities.

Legal Reference:

NRS 392.4633

SEARCHES OF STUDENTS 552

The primary function of the public schools is education. In order to serve this function, the schools must maintain discipline and order, and the schools must provide students with physical safety and security.

School officials and teachers act in loco parentis to the students during the time students are under their supervision.

To provide an orderly and safe school environment, the school must control the behavior of students and prevent the introduction by students of harmful, damaging, unlawful, or deleterious items onto the school premises. The law, therefore, permits school authorities to search students, their personal possessions, their desks, and lockers under appropriate circumstances.

A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the following guidelines:

STUDENT'S RIGHTS AND RESPONSIBILITIES

The student has a right of privacy in his/her person, his/her personal belongings and effects, and his/her personal automobile parked on school grounds; but that right is limited by the needs of all students for a safe, calm, and orderly school environment.

Students shall not carry, conceal, or bring onto the school premises any material that is prohibited by law, published school rules, regulations, or policies; nor shall they carry, conceal, or bring onto the school premises any material that will detract from the maintenance of a calm, orderly, and safe school environment.

SEARCHES

A teacher, administrator, or other school employee designated by an administrator may search the person of any student, the personal effects in the student's possession, or the student's automobile parked on school grounds, under any of the following circumstances:

1. The search is made in connection with a lawful arrest.
2. The search is made with the voluntary consent of the student.
3. The search is conducted on the reasonable suspicion that the student is:
    a. Engaged in an activity that violates a law or published charter school rule, regulation, or policy; or
    b. Carrying, concealing, or sequestering material the possession of which is prohibited by law or by published charter school rule, regulation, or policy.

If the search is made with the consent of the student, there should be a witness to the obtaining of the consent and to the search.

The teacher, administrator or other designated school employee making the search shall be of the same sex as the student searched, unless the need for an immediate search requires a search by a teacher, administrator, or school employee of the other sex. When the search is made by someone of a different sex than the student searched, there should be a witness to the search.

The search of a desk or locker assigned to a student may be done at any time pursuant to either of the following rules:

1. The search is made to maintain discipline and protect the students from the introduction into the school of offensive or undesirable materials, or
2. The search is made on the reasonable suspicion that the student is
   a. Engaged in an activity that violates a law or a published charter school rule, regulation, or policy; or
   b. Using the school property in the form of a locker or desk for illegal or wrongful purposes or to sequester material the possession of which is prohibited by law or by published charter school rule, regulation, or policy.

In all other cases, a search warrant should be obtained before a search is conducted.

REASONABLE SUSPICION
In those cases requiring a reasonable suspicion as the basis for the search, the school official, or employee authorizing the search, shall have a reasonable suspicion that the fruits or implements of a crime or unlawful act will be found, or that a weapon or other material the possession of which is prohibited by law or by charter school rules, regulations, or policies will be found. A reasonable suspicion is a subjective, good faith belief supported by objective facts which may include, but are not limited to, the student's age, history, and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school. The required "reasonable suspicion" must be based on facts relating to a particular student whose person, belongings, automobile, desk, or locker is to be searched and such suspicion must arise immediately prior to the proposed search.

LIMITATIONS ON RIGHT OF PRIVACY: LOCKERS AND DESKS
The student does not have the exclusive right to possession of the locker or desk to which he or she is assigned, and the school reserves the right to conduct searches of lockers and desks as outlined above. Each student shall accept and use the assigned locker or desk on such basis.

CANINE SEARCHES
The school may conduct canine searches of school hallways, lockers, classrooms, buildings, parking lots, and other school property through the use of a canine unit. A canine unit consists of a qualified handler and a dog specially trained to detect illegal or prohibited substances, weapons, or bombs.

If a teacher, administrator, other school official, employee, school police, or security personnel, have a reasonable suspicion to believe that a student or students have in his/her/their possession a weapon or a controlled substance or material that is prohibited by law or charter school rules, regulations, or policies, a search may be conducted of a student by the canine unit on campus. Such a search of a student may only be conducted on reasonable suspicion, described above under REASONABLE SUSPICION.

ROLE OF LAW ENFORCEMENT AGENCIES
School personnel should call for assistance from local law enforcement authorities when there is reason to believe the situation is dangerous.

If a search by school personnel results in the discovery of materials the possession of which law prohibits, local law enforcement officials shall be notified and the materials shall be turned over to them.

RESTITUTION FOR DAMAGES AND THEFT 553

The administrator should handle acts of theft, forced entry, or destruction of property in the manner most suited to the development of respect for law and civic responsibility. This requires taking into consideration the age and background of the student, the specific nature of the offense, and other circumstances, but does not allow condoning such action in any way.

Any student who steals school property, enters a locked building or enclosure, or destroys or defaces any school property shall be subject to suspension, transfer, expulsion, or other disciplinary action under the procedures set forth in the sections of these policies titled SUSPENSIONS – GENERAL INFORMATION & DEFINITIONS 548, SUSPENSIONOF TEN DAYS OR LESS 549, AND EXPULSION AND LONG TERM SUSPENSION 550. If it appears that a law may have been violated, the student's parent(s) or guardian(s) shall be notified, if possible, and local law enforcement officials shall be notified.

The student and his or her parent(s) or guardian(s) shall be held responsible within the limits of the law for restitution for damages to school property. State law (NRS 393.170) provides specifically that students and parent(s) or guardian(s) are responsible for instructional supplies and material loaned to students. It specifies further (NRS 393.070) that willfully and maliciously injuring, marking, or defacing any public property is illegal.

The administrator may deal with minor damage, which does not exceed fifty dollars ($50), in a manner he or she deems most suitable. He or she will then file a report of the incident in the student's permanent file. Whenever possible, the student should take full responsibility for restoring damages.

If the damage exceeds fifty dollars ($50) and the student or his or her parent(s) or guardian(s) does not voluntarily make restitution, the school may pursue recovery of costs as provided under provisions of NRS 193.155.

Legal Reference:

NRS 193.155

REMOVAL FROM A SPECIFIC CLASS 554

As part of the school's progressive discipline plan, and as required under NRS 392.4645, if in the judgment of the teacher, the pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and with the ability of the other pupils to learn. The teacher may remove the pupil from the classroom, or have the pupil removed.

Upon the removal of a pupil from the classroom the administrator of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil the administrator shall notify the parent or legal guardian of the removal.

If the administrator finds that the pupil should be suspended or expelled the student may be suspended and expelled, as appropriate, following the procedures in the sections of this manual titled SUSPENSION OF TEN DAYS OR LESS 549 and EXPULSION AND LONG TERM SUSPENSION 550.

If the pupil is not suspended, the pupil must be assigned to a temporary alternative placement in which the pupil:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate school personnel; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Legal Reference:

NRS 392.4645

INELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES 555

Students who are suspended or expelled from school are not allowed to participate in extra-curricular activities or allowed to attend school-sponsored, off-campus events during the term of their suspension or expulsion.

In addition to state and federal laws and regulations, these policies, and individual charter school rules, extracurricular organizations may have rules to govern the conduct of their members so long as those rules are in accord with state and federal laws and regulations, these policies, and individual charter school's rules and policies. Infractions of any state or federal law or regulation, charter school policy, or individual charter school rule may lead to suspension or removal from participation in the organization's activities.

In the event any state or federal law or regulation, charter school policy or individual charter school rule prescribes a mandatory penalty for a specified violation, the administrator, or his or her designee, shall be required to follow the prescribed mandate.

See also EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY 530.

STUDENT CONDUCT ON SCHOOL BUS 556

The transporting of students in school owned or operated transportation equipment is regarded as an extension of the school proper and, as such, the charter school staff and administrator have disciplinary jurisdiction.

Proper behavior on a school bus is a matter of student safety. Students will behave in a safe and orderly manner on school buses. Students will follow all bus rules and the driver's instructions, just as they are expected to follow school rules and directions of other school staff members.

Students who become serious disciplinary problems on the school bus may have their riding privileges suspended.

GANGS AND GANG ACTIVITY 557

The presence of gangs and gang activities can cause a substantial disruption of or material interferences with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts.

Any gang-related clothing, apparel, attire, jewelry, insignias, colors, paraphernalia, and materials may vary from school to school and may change from year to year. The school shall consult with local law enforcement agencies and other agencies to ascertain the changes in gang appearances and activities no less than two times per year.

At the beginning of each school year, or upon enrollment, each student and his/her parent/guardian shall be mailed or provided a copy of the policies and procedures concerning gangs and gang activity. These policies shall be printed in the charter school's student manual.

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, tattoo, sign, or other things that are indicators of membership in or affiliation with any gang;
2. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang;
3. Shall place graffiti on or otherwise deface property on school grounds. For purposes of this regulation, the term "graffiti" means any unauthorized inscription, word, figure, or design that is marked, etched, scratched, drawn, painted on or affixed to the public or private property, real or personal, of another that defaces the property; or
4. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
    a. Soliciting others for membership in any gangs;
    b. Requesting any person to pay protection or otherwise intimidating or threatening any person;
    c. Committing any other illegal act or other violation of charter school rules, regulations, or policies; or
    a. Inciting other students to act with physical violence upon any other person.

In implementing and enforcing this regulation, the following procedures shall be followed:

1. If a student is suspected of violating this regulation, the violation should be reported to the administrator's, or his or her designee's, office.
2. The administrator, or his or her designee, shall observe the student and/or talk with the student or others in order to make an initial determination whether the student may be violating this regulation.
3. If a violation is observed, the administrator, or his or her designee, shall call the student to his/her office for a conference or otherwise contact the student.

4. During the conference or other contact with the student, the administrator, or his or her designee, shall attempt to resolve the problem informally. The student shall have the opportunity to rebut the contention that this regulation has been violated.

5. If required by circumstances, the administrator, or his or her designee, may make a reasonable effort to contact the student's parent/guardian and inform him/her of the suspected violation of this regulation and/or initiate more extreme disciplinary action under any part of the Behavior & Discipline section of this manual depending on the nature and severity of the suspected violations.

DISCRIMINATION, HARASSMENT/SEXUAL HARASSMENT 558

Any student, parent, or guardian who has a question or concern or would like a copy of the charter school's policy or procedures regarding discrimination, harassment or sexual harassment or retaliation should contact the administrator or other school administrator. Notice of this policy and procedures shall be posted in prominent locations in all charter school buildings, including information on how to receive copies. Notices shall also be included in student handbooks given annually to families. Notices will be updated annually with the names, locations and numbers of contact persons in the school.

The charter school is committed to a discrimination and harassment free, working, and learning environment. Discrimination and harassment adversely affect morale and productivity and interfere with students' ability to learn. Discrimination and harassment of any person on the basis of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Harassing behavior including sexually harassing behavior between members of the same or opposite sex is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Charter schools will act promptly on reports, (including informal reports), complaints, and grievances of discrimination, harassment/sexual harassment, or retaliation, that come to their attention. Charter school staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Charter school staff will also report such apparent violations to the charter school's sponsor.

Charter schools will prohibit retaliation against any person who has made a report of alleged discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender.

The charter schools will provide regular education about harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Charter schools will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the school in a manner calculated to reach all staff, with periodic updates as needed. The Nevada Equal Rights Commission may be contacted to provide staff training at no cost to the school.

This policy applies to discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

DISCRIMINATION

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religions preference.

HARASSMENT

Harassment is defined as behavior consisting of verbal, non-verbal, or physical conduct that ridicules, degrades, etc., a person because of his/her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Nothing contained in herein shall be construed or interpreted to prohibit or in any way to discourage the genuine discussion of issues or use of materials for academic, educational, or instructional purposes.

Prohibited harassment exists when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive school environment;
2. Has the purpose or effect of substantially or unreasonably interfering with a student's educational development or performance; or
3. Otherwise adversely affects a student's educational opportunities.

Examples of general harassment include, but are not limited to, behaviors that ridicule, degrade, or harass a person because of his/her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference such as:

1. Unwelcome comments; ethnic, racial, or anti-gay slurs, and jokes; threats;
2. Cartoons, graffiti, posters, visuals, etc., with offensive connotations; though nothing in this regulation shall be interpreted to prohibit use of such materials for genuine academic, educational, or instructional purposes;
3. Sabotage, criticism, unreasonable monitoring of a student's work, etc.;
4. Hitting;
5. Intentionally blocking the path of;
6. Body, hand, or facial gestures; or
7. Contact.

SEXUAL HARASSMENT

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of an student's educational progress;
2. Submission to, or rejection of, that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any

aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

The following are some examples of sexual harassment or intimidation:

1. Sexual advances that are unwanted (this may include situations which began as reciprocal, but later ceased to be reciprocal);
2. Sexual gestures, verbal abuse, sexually-oriented jokes, innuendos, or obscenities;
3. Displaying of sexually suggestive objects, pictures, cartoons, or posters;
4. Sexually suggestive letters, notes, threats, or invitations;
5. Benefits effected in exchange for sexual favors;
6. Physical conduct such as assault, attempted rape, impeding, or blocking movement, or unwelcome touching; and
7. Hazing, or daring to engage in unsafe practices, particularly directed toward students in nontraditional settings.

RETALIATION

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national original, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

PROCESS FOR RESOLVING COMPLAINTS BASED ON DISCRIMINATION, HARASSMENT, AND RETALIATION

Because parents, educators, and members of the public share the goal of making school experiences rewarding for students, it is in the best interest of all parties to resolve school-related concerns as quickly and effectively as possible. The best solutions are those that involve input from those closest to the concern, typically, the students, the parent, and/or guardian, teacher, and administrator.

At any time, a student may choose to initiate the following grievance procedure along with having the legal right to file a grievance with the Office of Civil Rights or a court of competent jurisdiction at any time. The student will be informed of the options and timelines available to him/her in this grievance procedure. All students are permitted and encouraged to have a parent, counselor, or advisor present with them for moral support during any level of the grievance procedure and investigation. At no time shall a student's reluctance to initiate the grievance procedure be used to delay or excuse the school's responsibility to investigate in a prompt and equitable manner allegations of harassment and to report allegations that are violent or criminal in nature to law enforcement officers.

LEVEL I:

Level I consist of informal discussion between the person having a concern and personnel at the school or location of the concern. Individuals with concerns should bring them to the attention of the administrator as quickly as possible. Timelines for resolution can be mutually established at that time. It is not necessary to

complete the "Complaint Form for Grievances Based on Discrimination, Harassment, and Retaliation", if the individuals involved are attempting to resolve, or have resolved, a concern at this level. A brief summary and

outcome of the meeting/resolution process will be sent to the complainant by the administrator within five (5) calendar days of the meeting to resolve. The Level I informal resolution process is not a prerequisite to filing a level II complaint. At the request of the complainant or the administrator, support is available from the school's sponsor to help mediate Level I issues.

The sponsor has inherent discretion to conduct a formal investigation of any allegation of harassment even if the student desires an informal resolution under Level I.

LEVEL II:

At Level II, a "Charter School Complaint Form for Grievances Based on Discrimination, Harassment, or Retaliation" must be completed and filed with the president of the school's governing body. A copy of this form is included at the end of this policy. Complainants not satisfied with a Level I resolution file a formal Level II complaint with the president of the school's governing body within forty-five (45) calendar days of the level I meeting. If a Level I meeting has not been held, complainants must file a formal complaint with the president of the school's governing body within forty-five (45) calendar days of the alleged discrimination, harassment, or retaliation.

Within fourteen (45) calendar days of the original Level II filing, a meeting with the school's governing body will be held. The purpose of the meeting will be to gather information about the complaint, clarify the complainant's desired outcome, and identify how the complaint will be resolved. Within five (5) calendar days of the meeting, the governing body will send a report regarding the outcome of the meeting to the complainant, the charter school administrator, and any relevant staff persons. If the report determines the complaint will be resolved without investigation, the written report will identify why the complaint is not being investigated and, if necessary, designate the staff persons responsible for any additional charter school actions. Complaints that can be resolved without investigation include those that do not raise an issue under the policy, are untimely, are being mediated, or have been resolved at the meeting with the complainant.

If an investigation of the complaint is necessary, the governing body will initiate an impartial investigation consistent with due process standards. As part of this investigation the complainant shall be asked to:

1. Provide a list of the names of witnesses who have information about the case,
2. Provide any evidence they believe supports their complaint, and
3. Have the opportunity to be interviewed and present his/her issues of complaint.

Within thirty (30) calendar days of the governing body having a written report recommending an investigation, the investigation shall be completed. If good cause exists the school's governing body may extend the time of the investigation with notice to the complainant. Within fifteen (15) calendar days following the completion of the investigation the governing body will provide a written response, based on the investigation findings, to the complainant, the charter school administrator, and other charter school staff as appropriate.

The investigation report will identify the complaint allegations, the witnesses, the evidence considered, the findings, and the investigation conclusions. If the investigation finds that the complainant's allegation(s) was substantiated by the evidence, the report will also include a specific plan to provide remediation for the victim and

for charter school's action to address the situation that gave rise to the complaint and prevent future recurrence, as appropriate. The report will also include a notice of the complainant's right to appeal.

LEVEL II DUE PROCESS HEARING PROCEDURES FOR DISABILITY DISCRIMINATION COMPLAINTS IN ACCORDANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED BY ADA.

If a parent wishes to file a grievance regarding to identification, evaluation, or placement of a student under Section 504, the parent has the right to an impartial due process hearing with representation by counsel and right of appeal. The grievance needs to be in writing using the "Charter School Complaint Form for Grievances Based On Discrimination, Harassment, and Retaliation ". A copy of this form is included at the end of this policy.

An impartial hearing officer will be appointed by the charter school's governing body and the grievant shall be notified of the hearing. The hearing officer will conduct the hearing and issue the decision. The hearing procedures include the:

1. Right of each party to representation and assistance,
2. Right of each party to present witnesses and evidence,
3. Right of the parent to decide if the hearing is to be open to the public, and
4. Tape recording of the hearing or transcripts thereof will be made available.

The parties involved, along with the hearing officer, will establish the time and place for the hearing.

The grievance decision will be made by the hearing officer in writing and include what corrective action, if any, must be taken. The resolution of the grievance will take place no more than forty-five (45) calendar days after the receipt of the grievance unless both parties agree in writing to an extension of this time frame.

CONFIDENTIALITY

A report of discrimination, harassment, or sexual harassment and the investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved.

The school's obligation to investigate and take corrective action may supercede an individual's right of privacy.

Pending the completion of the investigation, the school may take any action necessary to protect the alleged victim, consistent with the requirements of applicable regulations and statutes.

SANCTIONS

If an investigation determines that a charter school student, staff member, or administrator engaged in harassment, sexual harassment, or retaliation, the governing body may take any necessary and appropriate action that is consistent with the requirements of applicable regulations or statutes. All parties involved in the investigation shall be notified of the governing body's decision.

A substantiated charge against a student shall subject that student to disciplinary action consistent with the student discipline policies and procedures in this manual. Successive violations by a perpetrator shall lead to progressively more severe discipline. If there is a recommendation for expulsion of a student, the final disposition of the case may be by action of the governing body. The due process rights of all individuals will be protected.

REMEDIATION

Victims and witnesses of discrimination, harassment, sexual harassment, and retaliation will be provided support services to help deal with the effects of discrimination or harassment. Available remedial measures may include increased adult supervision of activities in which incidents have occurred, regular observations of the victim's and perpetrator's classes and activities, regular school counselor contact with the victim, exclusion of the perpetrator from participating in extracurricular activities, increased parental involvement, and monitoring by school authorities of the victim's security. Such remedial measures shall not include changing the victim's class or school assignments or extracurricular activities as a means for protection unless specifically requested in writing by the victim.

NOTIFICATION

Notice of this policy, procedures, and grievance procedures shall be posted in prominent locations in all charter school buildings. All such postings shall also include information on how to receive copies of the postings, policies, procedures, and grievance procedures. Notices shall also be included in student handbooks given annually to families. Notices will be updated annually with the names, locations, and numbers of contact persons in the school.

PROCEDURAL DUE PROCESS RIGHTS OF DISABLED STUDENTS

This policy does not affect the other procedural due process rights of disabled students and parents in regard to identification, evaluation, or placement of disabled students under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disability Education Act.

QUESTIONING OF STUDENTS 559

Representatives of recognized agencies find it necessary or convenient to interview or question students during school hours on school grounds and it is charter school policy to assist and cooperate with such agencies. A student may be interviewed or questioned by representatives of the following agencies during school hours on school grounds provided the representative contacts the student's administrator, or his/her appointed representative, prior to the questioning.

1. Local, state, and federal law enforcement agencies and probation departments
2. Local and regional fire departments
3. Recognized welfare agencies
4. Any branch of the armed forces
5. Other appropriate governmental agencies

Permission from the parent(s) or guardian(s) shall be obtained prior to the questioning, except no parental permission shall be required in the following cases:

1. Continuing interviews conducted by a probation department of a student on probation,
2. Cases involving crimes allegedly committed by a student's parent(s) or guardian(s) where the student is the victim,
3. Child abuse cases,
4. Emergency situations where the health or safety of another person is at issue,
5. Emergency situations where the identity or apprehension of a criminal offender other than the student being questioned or a member of his or her family is at issue,
6. Situations where the student is the victim of a crime,
7. Situations in which the student is a witness and not a suspect, and
8. Cases involving referrals made by the school.

When students are questioned by a representative of such an agency, the administrator, or his/her appointed representative, shall be present at all times unless the administrator feels that such presence is unnecessary or inappropriate. The only exception hereto is when the investigator invokes the provision of NRS 432.B.270(1) (child abuse/neglect).

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.6.4, Truancy Policy

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.6.4, Truancy Policy** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.6.4 & A.6.5
POLICY 506 COVERS BOTH THE
ABSENCE POLICY AND THE TRUANCY POLICY

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

Pupils will be required to attend school regularly in accordance with Nevada statutes. School attendance for grade 7 through grade 12 is essential to students' academic success and personal growth. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

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

ABSENCE DEFINED

Secondary Absence

If a student is not in class when the class period begins, the student is marked absent.

CLASSIFICATION OF ABSENCE

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

Unverified:

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

Circumstance:

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

   Examples:
   - Sick relative
   - Fiscal matters
   - Other than legal or medical appointments
6. Personal business (Situations where the student misses school due to the student's personal business that is outside the immediate control of the student or parent/guardian or the

student's personal appointments/ activities that cannot be scheduled outside of the school day.)

Examples:

- Employment interview
- Driver's license

7. Non-school/school sponsored athletic or other competition
8. Emergencies
9. Suspensions

In-school
Out-of-school

Alternative educational settings:

1. Homebound
2. Juvenile Hall
3. Hospital

School activity:

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

Truancy:

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

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

Examples:

- Student overslept and stayed home
- Student missed the bus and stayed home
- Student stayed home to baby-sit siblings
- Car trouble kept the student from attending school
- Ski school
- Take son/daughter to work
- Circumstances that exceed ten (10) days and/or any circumstances where make-up work is not made up.

MISSED INSTRUCTION DEFINED

When a student is in attendance enough not to be counted as absent, but is in fact not present for an entire morning or afternoon session, that student is to be counted for attendance purposes as having missed instruction.

Secondary Missed Instruction:

If a student enters after class begins or leaves class anytime during the class period, the absence is changed to missed instruction.

TARDINESS

Like absences, missed instruction also adversely affects the learning process. Since promptness is a recognized virtue in adult life, the schools will emphasize the importance of being on time, therefore, missed instruction may affect the citizenship/ grades. Chronic missed instruction will be referred for disciplinary action.

CLASSIFICATION OF MISSED INSTRUCTION

Excused Missed Instruction (EM I)

A student enters class late or leaves early with a legitimate excuse. It is the student's responsibility to provide, in a timely manner, evidence the missed instruction was due to a valid reason.

Unexcused Missed Instruction (UMI)

A student enters class late or leaves early without a legitimate excuse. Missed instruction is presumed unexcused unless evidence is provided, in a timely manner that the missed instruction was due to a valid reason.

TRUANCY

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

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

FIRST CONFIRMED TRUANCY

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

1. The school will work with the parents to try to find the reasons for the truancy, and the school will take reasonable actions designed to encourage, enable or convince the student to attend school.

2. The school will document, assemble and retain all evidence that the truancy is in fact a truancy. The school will document communications with the parent(s) or guardian(s) regarding truancy and the actions taken to encourage, enable, or convince the student to attend school.

3. The administrator will deliver, or cause to be delivered, a written notice of truancy to the parent; and document that such written notice has been delivered. That notice will conform to the requirements outlined in NRS 392.130 through 392.160, and it may, if appropriate, outline some or all of the enforcement penalties in NRS 392.130 through NRS 392.220 that children and/or adults may suffer as a result of their actions or inactions regarding truancies. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

SECOND CONFIRMED TRUANCY

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

THIRD CONFIRMED TRUANCY

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

HABITUAL TRUANT

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

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

CHRONIC ABSENTEEISM/MISSED INSTRUCTION

A student who is chronically absent or missing instruction is defined as any student who has been absent or has missed instruction for more than four (4) days or periods in the same class, during a school quarter and who continues to be absent during subsequent quarters.

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

MINIMUM ATTENDANCE REQUIRED

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

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

1. Absences due to the fact that the student is physically or mentally unable to attend school;

Up to ten (10) days of absence within one (1) school year

a. With the approval of the teacher or administrator of the school pursuant to NRS 392.130 (Truancy Statute),

b. If the student has completed course work requirements;

3. Absences due to a school activity that is:

a. Sponsored by the school,
b. Part of the program of the school, and
c. Personally supervised by an employee of the school.

MAKE-UP WORK

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

Not all work, especially work that is participatory and contributive in nature, can be made up. Alternative work may be provided for these activities at the teacher's discretion.

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

MAKE-UP WORK IS DEFINED AS:

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

Teachers may require additional make-up work.

Make-up work need not be identical or equivalent to the work missed in the absence or missed instruction period, but will ensure that the student has the opportunity to meet academic standards.

Previously assigned work, that was due on the day the student was absent, is not considered make-up work, and is due the day the student returns to school.

It is the student's and/or parent/guardian responsibility to request make-up work on the day the student returns to class.

Within two (2) school days of receiving the request, the teacher will provide the requested make-up work.

It is also the student and/or parent/guardian responsibility to return the completed make-up work within the designated deadline. Failure to do so will result in no credit being given.

Students will have a minimum of as many days/periods as they were absent plus one (1) day to make up the work unless other arrangements are made with the teacher. For example, if a student is absent two (2) days/periods he/she will be given two (2) + one (1) or three (3) days/periods to make up the work. The timeline for making up the work begins when the student receives the make-up assignment from the teacher.

MAKE-UP WORK FOR TRUANCIES AND SUSPENSIONS

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

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

ABUSE OF MAKE-UP WORK POLICY

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

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

SCHOOL RESPONSIBILITIES

1. The school shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in
   a. The attendance and truancy sections of Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive),
   b. Rules concerning attendance and truancy adopted for charter schools by the charter school's sponsor, and
   c. Any additional rules concerning attendance and truancy adopted by the charter school's governing body.
2. The school will attempt to contact the parent or legal guardian on the day of the student's unverified absence.

3. Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.

4. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.

5. When a child has missed four (4) days, or four (4) periods of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.

6. After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.

7. Schools will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.

8. Charter schools will not suspend students from school for truancy.

SCHOOL PROGRAMS

1. Each school will recommend qualified students for Homebound (Home and Hospital) Education.

2. Each school will develop attendance incentive programs as well as programs of positive recognition for students who have good attendance habits. All schools will continue to work on the development of partnerships with the business community to assist in encouraging students to attend school.

PARENT OR GUARDIAN RESPONSIBILITIES

1. Parent(s) or guardian(s) should telephone the school either before each absence or the day of each absence to let the school know not to expect the pupil in school. This will help to ensure the child's safety.

2. If the parent(s) or guardian(s) did not call on the day of an absence, the parent(s) or guardian(s) will provide an oral or written excuse within three (3) days after the student returns to school explaining the cause of the absence.

3. If the parent(s) or guardian(s) does not notify the school of the reason for absence within three (3) days after the student returns to school, the absence will remain unverified. If legitimate reasons, as determined by the administrator or his/her designee, caused the delay in notification, the absence may be changed from unverified to the appropriate code.

4. Parent(s) or guardian(s) are requested to notify the school in writing of any student health problems that have been verified by a medical professional and may result in lengthy/chronic absences from school.

5. It is the parent's or guardian's responsibility to attend conferences relating to attendance when requested by the school.

6. Parent(s) or guardian(s) must request approval for prearranged absences from the administrator, or site administrator, at least two (2) school days in advance of the absence. Extended absences require more advance notice. Although the parent(s) or guardian(s) can prearrange for absences longer than ten (10) days, and the pupil cannot be considered truant for those days, charter school policy can count those as days the pupil is not in attendance for non-promotion purposes.

CONSEQUENCES OF ABSENCES

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

APPEAL OF DECISION TO FAIL OR RETAIN DUE TO ATTENDANCE

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

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

The decision of the administrator is final.

UNIQUE CIRCUMSTANCES

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

Examples of unique circumstances may include:

A trip that has unique educational value

Participation in an activity that requires specialized skills such as an Olympic development program or professional acting.

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

1. Apply for the additional absences in advance in sufficient time for teachers to prepare make-up work,

2. Provide a description of the circumstances and rationale for requesting additional absences,

3. Provide a plan of action for course work that will be missed,

4. Provide proof of adequate academic progress, class test scores, school behavior, and study habits,

5. Obtain teacher approval and willingness to work with the student regarding his/her missed schoolwork, and,

6. If applicable, demonstrate that they have followed through on commitments previously made utilizing this particular provision of the Attendance Policy.

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

Legal References:

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

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.6.5, Absence Policy

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.6.5, Absence Policy** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

A.6.4 & A.6.5
POLICY 506 COVERS BOTH THE
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FIRST CONFIRMED TRUANCY

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1. The school will work with the parents to try to find the reasons for the truancy, and the school will take reasonable actions designed to encourage, enable or convince the student to attend school.

2. The school will document, assemble and retain all evidence that the truancy is in fact a truancy. The school will document communications with the parent(s) or guardian(s) regarding truancy and the actions taken to encourage, enable, or convince the student to attend school.

3. The administrator will deliver, or cause to be delivered, a written notice of truancy to the parent; and document that such written notice has been delivered. That notice will conform to the requirements outlined in NRS 392.130 through 392.160, and it may, if appropriate, outline some or all of the enforcement penalties in NRS 392.130 through NRS 392.220 that children and/or adults may suffer as a result of their actions or inactions regarding truancies. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

SECOND CONFIRMED TRUANCY

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

THIRD CONFIRMED TRUANCY

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

HABITUAL TRUANT

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

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

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

Not all work, especially work that is participatory and contributive in nature, can be made up. Alternative work may be provided for these activities at the teacher's discretion.

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MAKE-UP WORK IS DEFINED AS:

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

Teachers may require additional make-up work.

Make-up work need not be identical or equivalent to the work missed in the absence or missed instruction period, but will ensure that the student has the opportunity to meet academic standards.

Previously assigned work, that was due on the day the student was absent, is not considered make-up work, and is due the day the student returns to school.

It is the student's and/or parent/guardian responsibility to request make-up work on the day the student returns to class.

Within two (2) school days of receiving the request, the teacher will provide the requested make-up work.

It is also the student and/or parent/guardian responsibility to return the completed make-up work within the designated deadline. Failure to do so will result in no credit being given.

Students will have a minimum of as many days/periods as they were absent plus one (1) day to make up the work unless other arrangements are made with the teacher. For example, if a student is absent two (2) days/periods he/she will be given two (2) + one (1) or three (3) days/periods to make up the work. The timeline for making up the work begins when the student receives the make-up assignment from the teacher.

MAKE-UP WORK FOR TRUANCIES AND SUSPENSIONS

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

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

ABUSE OF MAKE-UP WORK POLICY

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

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

SCHOOL RESPONSIBILITIES

1. The school shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in
   a. The attendance and truancy sections of Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive),
   b. Rules concerning attendance and truancy adopted for charter schools by the charter school's sponsor, and
   c. Any additional rules concerning attendance and truancy adopted by the charter school's governing body.
2. The school will attempt to contact the parent or legal guardian on the day of the student's unverified absence.

3. Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.

4. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.

5. When a child has missed four (4) days, or four (4) periods of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.

6. After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.

7. Schools will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.

8. Charter schools will not suspend students from school for truancy.

SCHOOL PROGRAMS

1. Each school will recommend qualified students for Homebound (Home and Hospital) Education.

2. Each school will develop attendance incentive programs as well as programs of positive recognition for students who have good attendance habits. All schools will continue to work on the development of partnerships with the business community to assist in encouraging students to attend school.

PARENT OR GUARDIAN RESPONSIBILITIES

1. Parent(s) or guardian(s) should telephone the school either before each absence or the day of each absence to let the school know not to expect the pupil in school. This will help to ensure the child's safety.

2. If the parent(s) or guardian(s) did not call on the day of an absence, the parent(s) or guardian(s) will provide an oral or written excuse within three (3) days after the student returns to school explaining the cause of the absence.

3. If the parent(s) or guardian(s) does not notify the school of the reason for absence within three (3) days after the student returns to school, the absence will remain unverified. If legitimate reasons, as determined by the administrator or his/her designee, caused the delay in notification, the absence may be changed from unverified to the appropriate code.

4. Parent(s) or guardian(s) are requested to notify the school in writing of any student health problems that have been verified by a medical professional and may result in lengthy/chronic absences from school.

5. It is the parent's or guardian's responsibility to attend conferences relating to attendance when requested by the school.

6. Parent(s) or guardian(s) must request approval for prearranged absences from the administrator, or site administrator, at least two (2) school days in advance of the absence. Extended absences require more advance notice. Although the parent(s) or guardian(s) can prearrange for absences longer than ten (10) days, and the pupil cannot be considered truant for those days, charter school policy can count those as days the pupil is not in attendance for non-promotion purposes.

CONSEQUENCES OF ABSENCES

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

APPEAL OF DECISION TO FAIL OR RETAIN DUE TO ATTENDANCE

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

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

The decision of the administrator is final.

UNIQUE CIRCUMSTANCES

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

Examples of unique circumstances may include:

A trip that has unique educational value

Participation in an activity that requires specialized skills such as an Olympic development program or professional acting.

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

1. Apply for the additional absences in advance in sufficient time for teachers to prepare make-up work,

2. Provide a description of the circumstances and rationale for requesting additional absences,

3. Provide a plan of action for course work that will be missed,

4. Provide proof of adequate academic progress, class test scores, school behavior, and study habits,

5. Obtain teacher approval and willingness to work with the student regarding his/her missed schoolwork, and,

6. If applicable, demonstrate that they have followed through on commitments previously made utilizing this particular provision of the Attendance Policy.

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

Legal References:

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

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.7.3, Enrollment Projections

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.7.3, Enrollment Projections** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Y.E.S. ACADEMY ENROLLMENT PROJECTIONS

Y.E.S. Academy anticipates the following enrollment projections over a five year period:

a) **300** ~~150~~ students enrolled in its first year of operation (2015 – 2016);
   - **150** ~~75~~ students in 7th grade and **150** ~~75~~ students in 8th grade

b) **375** ~~200~~ students enrolled in its second year of operation (2016 – 2017);
   - **75** ~~50~~ students in 7th grade, **150** ~~75~~ students in 8th grade and **150** ~~75~~ students in 9th grade.

c) **450** ~~250~~ students enrolled in its third year of operation (2017 – 2018);
   - **75** ~~50~~ students in 7th grade, **75** ~~50~~ students in 8th grade, **150** ~~75~~ students in 9th grade and **150** ~~75~~ students in 10th grade.

d) **525** ~~275~~ students enrolled in its third year of operation (2018 – 2019);
   - **75** ~~25~~ students in 7th grade, **75** ~~50~~ students in 8th grade, **75** ~~50~~ students in 9th grade, **150** ~~75~~ students in the 10th grade and **150** ~~75~~ students in 11th grade.

e) **600** ~~300~~ students enrolled in its third year of operation (2019 – 2020);
   - **75** ~~25~~ students in 7th grade, **75** ~~25~~ students in 8th grade, **75** ~~50~~ students in 9th grade, **75** ~~50~~ students in the 10th grade, **150** ~~75~~ students in 11th grade and **150** ~~75~~ students in 12th grade.

The Committee to Form the Charter School plans for a maximum enrollment of **600** ~~300~~ students, but is conservatively making these sound first through fifth year projections based on the idea of adding a higher grade each year **and adding 75 new students to the 7th grade each year**. We anticipate shadowing our first year 7th grade students through the 12th grade class, to become the first graduating class of Y.E.S. Academy of Performing & Fine Arts Charter School.

The Committee to form the Charter School is currently looking for a location in high need areas of Reno and Sparks ~~which are located~~ in the following zip codes 89502, 89511, 89512, 89523, 89431, 89434: There are 5 middle school and 3 high schools located in these zip codes. There are a total of 3,534 middle school students attending school in these areas and a total of 4,125 high school students attending school in these areas. Therefore, there are a total of 7,659 potential students with in the community demographic to enroll in the Y.E.S. Academy.

Of the middle schools, the following are the percentages of students who get free/reduced priced lunch:

1. Fred W. Trainer Middle School - 80%
2. Sparks Middle School - 65%
3. Otis E. Vaughn Middle School - 73%
4. George L. Dilworth Middle School - 67%
5. Edward L. Pine Middle School – 41%

Of the high schools, the following are the percentages of students who get free/reduced priced lunch:

1. Sparks High School – 48%
2. Earl Wooster High School – 35%
3. Procter R. Hug High School – 59%

Middle Schools within the Targeted High Need Areas of Reno and Sparks:

Fred W. Trainer Middle School, part of the Washoe County School District, is located in Reno, Nevada. The school reports an enrollment number of 595 students in grades six through eight, and it has 34 teachers on staff. Fred W. Trainer Middle School is above both the state and district averages for the percentage of students eligible to receive free or reduced-price lunch. On average, 40 percent of students in Nevada qualify for free or reduced-price lunch, while 80 percent of students at Fred W. Trainer Middle School do. At the district level, 37 percent of students qualify. Fred W. Trainer Middle School's enrollment rate for gifted and talented is 1 percent.

Sparks Middle School, part of the Washoe County School District, is located in Sparks, Nevada. The school reports enrolling 710 students in grades seven and eight, and it has 37 teachers on staff. Sparks Middle School is above both the state and district averages in terms of the percentage of its students who are eligible for free or reduced-price lunches. On average, 40 percent of students in Nevada are eligible for free or reduced-price lunch, whereas 65 percent of Sparks Middle School students are eligible. At the district level, 37 percent of students are eligible. Sparks Middle School's enrollment rate for gifted and talented is 1 percent.

Otis E. Vaughn Middle School, part of the Washoe County School District, is located in Reno, Nevada. The school reports enrolling 610 students in grades seven and eight, and it has 35 teachers on staff. Otis E. Vaughn Middle School is above both the state and district averages for the percentage of students eligible to receive free or reduced-price lunch. On average, 40 percent of students in Nevada qualify for free or reduced-price lunch, while 73 percent of students at Otis E. Vaughn Middle School do. At the district level, 37 percent of students qualify. Otis E. Vaughn Middle School's enrollment rate for gifted and talented is 1 percent.

George L. Dilworth Middle School, in Sparks, Nevada, is part of the Washoe County School District. The school reports enrolling 665 students in grades seven and eight, and it has 38 teachers on staff. George L. Dilworth Middle School is above both the state and district averages for the percentage of students eligible to receive free or reduced-price lunch. On average, 40 percent of students in Nevada qualify for free or reduced-price lunch, while 67 percent of students at George L. Dilworth Middle School do. At the district level, 37 percent of students qualify. George L. Dilworth Middle School's enrollment rate for gifted and talented is 1 percent.

Edward L. Pine Middle School, in Reno, Nevada, is part of the Washoe County School District. The school reports enrolling 965 students in grades six through eight, and it has 49 teachers on staff. Edward L. Pine Middle School is above both the state and district averages for the percentage of students eligible to receive free or reduced-price lunch. On average, 40 percent of students in Nevada qualify for free or reduced-price lunch, while 41 percent of students at Edward L. Pine Middle School do. At the district level, 37 percent of students qualify. Edward L. Pine Middle School's enrollment rate for gifted and talented is 5 percent.

High Schools within the Targeted High Need Areas of Reno and Sparks:

Sparks High School, part of the Washoe County School District, is located in Sparks, Nevada. The school reports enrolling 1,145 students in grades nine through 12 and it has 61 teachers on staff. Sparks High School is above both the state and district averages in terms of the percentage of its students who are eligible for free or reduced-price lunches. On average, 40 percent of students in Nevada are eligible for free or reduced-price lunch, whereas 48 percent of Sparks High School students are eligible. At the district level, 37 percent of students are eligible. Sparks High School's gifted and talented program has a participation rate of 2 percent.

Earl Wooster High School, part of the Washoe County School District, is located in Reno, Nevada. The school reports enrolling 1,595 students in grades nine through 12, and it has 82 teachers on staff. Earl Wooster High School is below both the state and district averages in terms of the percentage of its students who are eligible for free or reduced-price lunches. On average, 40 percent of students in Nevada are eligible for free or reduced-price lunch programs, while 35 percent of Earl Wooster High School students are eligible. At the district level, 37 percent are eligible. Gifted and talented at the school has an enrollment rate of 6 percent.

Procter R. Hug High School, in Reno, Nevada, is part of the Washoe County School District. The school reports enrolling 1,385 students in grades nine through 12, and it has 72 teachers on staff. Procter R. Hug High School is above both the state and district averages in terms of the percentage of its students who are eligible for free or reduced-price lunches. On average, 40 percent of students in Nevada are eligible for free or reduced-price lunch, whereas 59 percent of Procter R. Hug High School students are eligible. At the district level, 37 percent of students are eligible. Gifted and talented at the school has an enrollment rate of 1 percent.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Enrollment Data from Washoe County School District For Schools Currently Operating in the Community

The Opportunity Gap » Nev. » Washoe County School District

Washoe County School District

Districts with 3,000 or more students

Compare

You can compare this district to other districts in Nev. with 3,000 or more students. Select one of the comparisons below or search for any district to get started.

To Nearby Districts

To High/Low Poverty Examples

To Another Large District in Nev.

Share

Connect to Facebook to share your comparisons and comments with us and your friends.

Sign in with Facebook

Use this hashtag to share your insights on Twitter: **#myschoolyourschool**

What's the story behind this data?

Please share any tips or local knowledge with our reporters.

	Students	Inexp. Teachers	Avg. AP Courses	Schools offering Gifted/Talented Education
This District	61.4K	2%	11	87
State	409K	8%	8	314

District Schools

- Academy Of Arts, Careers And Technology
- Agnes Risley Elementary School
- Alice Maxwell Elementary School
- Alice Smith Elementary

State Average

Percentage of relevant students who...

Get Free/Reduced Price Lunch	37%
Take at Least One AP Course	15%
AP Pass Rate	55%
Take Advanced Math	12%
Are in a Gifted/Talented Program	4%
Take Chemistry	19%

References:

Pro Publica, 2013, http://projects.propublica.org/schools/schools/320048000215

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.7.5, School Recruitment Plan

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.7.5, School Recruitment Plan** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

STUDENT RECRUITMENT PLAN

In the spring of 2015, the School will launch an outreach campaign. The School will request directory information of all 7th and 8th grade students in the Washoe County School District to send home direct mailers. There are 14 middle schools in Washoe County, we plan to send direct mailers inviting parents to call the school, visit the website, or attend an information meeting.

The School plans on hosting three to six informational meetings in the spring of 2015 and plans to work collaboratively with the volunteers in the community on recruitment planning, implementation, and presentations. There are 45 churches in the faith based community of Reno and Sparks who will allow us to make presentations/announcements to their congregation and pass out flyers and registration forms during this outreach campaign.

In addition to direct mailers to traditional public school students and hosting a public website, the School will seek to reach families that are traditionally less informed about educational options by making contact with area counselors of different agencies to maximize referrals such as the WIC Office, the Social Service Department and Job Connect. The School will contact the Executive Director of local community services agencies and deliver flyers for distribution and make presentations to their counselors during their staff meetings. The school has a list of over 300 nonprofit Youth Agencies/Organizations in Washoe County who we will target to distribute information to as well as obtain vendor booths during workshops and events.

We will distribute flyers, registration information to addresses of families in private, charter, or homeschooled using data from www.usadata.com or www.experian.com.

The school will have a fundraising campaign specifically for the marketing material, branding and registering students in the school. The campaign will also pay for all of the marketing material, television commercial advertisings, radio advertising and signs.

We will provide flyers and registration information as well as register student with parents on the spot in two booths at the Meadowood Mall. We will schedule dates for this campaign with the Director of the Marketing for the Simons Group, which is the owner of the mall.

Tier Placement Protocol for ACCESS for ELLs®

WIDA CONSORTIUM

ACCESS for ELLs is divided into three tiers: A, B, and C. While the tiers overlap, each tier assesses a different range of language proficiency. Therefore, to ensure the best possible testing experience for each student and the most meaningful results, it is necessary to place each student into the tier that best matches his or her proficiency level.

The selection of a student's tier is best made by his or her teachers, based on the information they have about the student's language proficiency. Criteria may include the student's progress in the classroom as well as test results from past administrations of ACCESS for ELLs, WIDA MODEL, and/or the W-APT.

It is important to note that students who take the Tier A assessment cannot score higher than a 4.0 proficiency level in the domains of Reading and Listening. Likewise, students who take the Tier B assessment cannot receive higher than 5.0 on Reading or Listening. For this reason, students who are nearing these proficiency levels should be assigned the next higher tier so that their ability to show progress in these domains is not limited.

Level 1 Entering	**Level 2** Emerging	**Level 3** Developing	**Level 4** Expanding	**Level 5** Bridging	
TIER A is most appropriate for English language learners who: • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency					**Level 6 -** Reaching
	TIER B is most appropriate for English language learners who: • have social language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English though have not yet reached grade level literacy				
		TIER C is most appropriate for English language learners who: • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year			

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.8.5, Title III Assurance

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.8.5, Title III Assurance** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Initial	Assurances Title III Program
TB	The school has processes in place to annually measure the English proficiency of English language learners.
TB	The school's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students. [NCLB Sec. 3116]
TB	The school has procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency. [NCLB Sec. 3121]
TB	The school has a clear process for handling complaints related to services to ELLs. [Title VI – OCR Guidelines]
TB	The school has documentation to support eligible immigrant students. Sec 3301(6)(A-C)
TB	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3127 Title VI - OCR Guidelines]
TB	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year. [NCLB Sec. 3115]
TB	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3122]
TB	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
TB	The school will provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand. [NCLB Sec. 3302 (c)]
TB	The school will have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service. [NCLB Sec. 3302 (a)]
TB	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
TB	The school will have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities. [NCLB Sec. 3116]
TB	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. [NCLB Sec. 3115]
TB	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
TB	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
TB	The school established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. [NCLB Sec. 3122]

Administrator/ Principal Tom Bailey Date 3 Dec 14

ELL Coordinator _____ Date _____

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.8.7, Special Ed. Policy Assurance

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.8.7, Special Ed. Policy Assurance** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

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: Tom Bailey, Executive Director/Principal Y.E.S. Academy of Performing & Fine Arts	
Signature: TOM Bailey	Date: 3 DEC 14

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.8.8, RtI Referral Packet and Flowchart

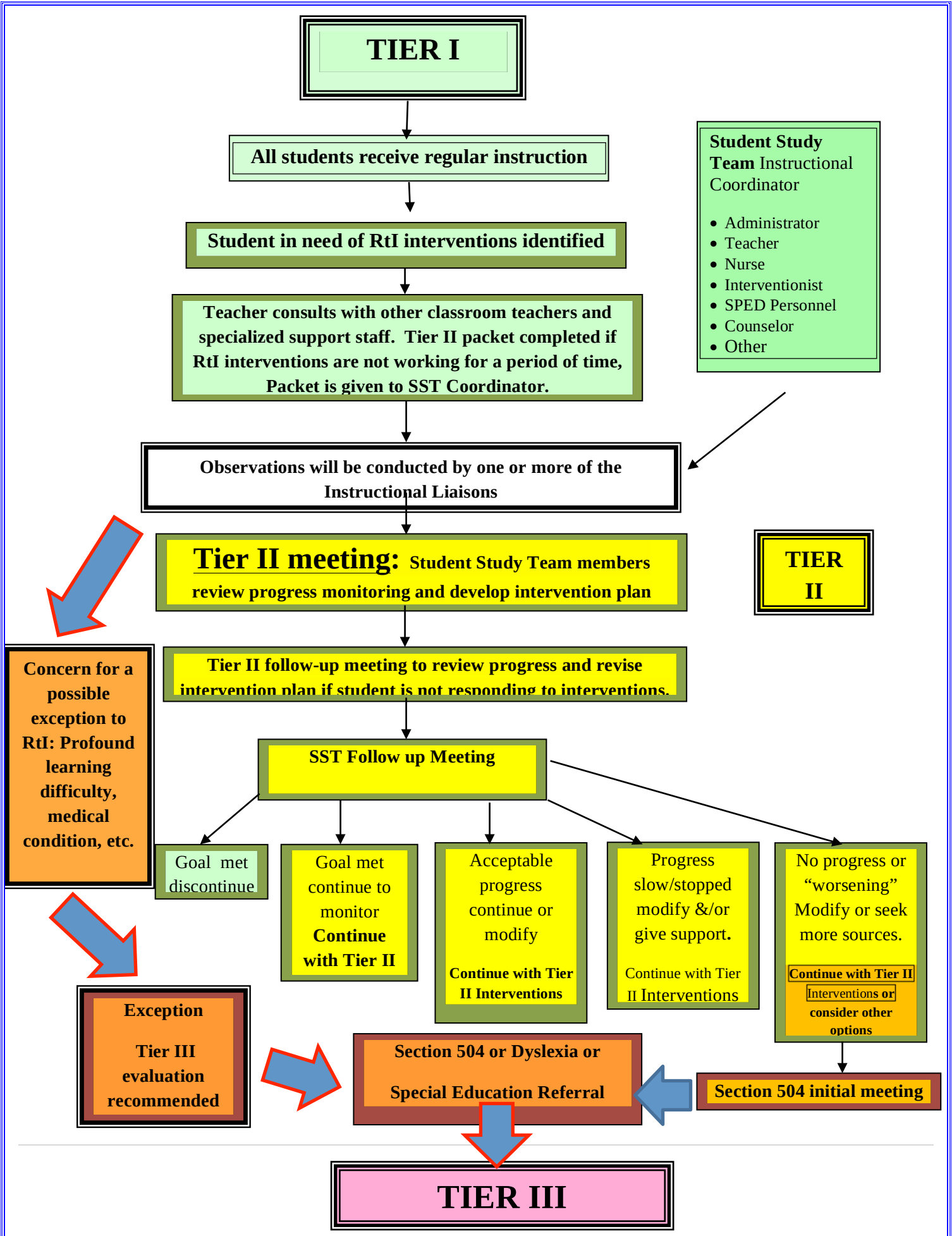
Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.8.8, RtI Referral Packet and Flowchart** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

RtL REFERRAL PACKET AND FLOWCHART

Y.E.S. Academy will be an inclusive school community that maintains high expectations for all students, including those with disabilities and limited English proficiency. Our staff will work together to ensure that students' learning and achievement is not unduly limited by either disability or language status. Our overall educational program, which emphasizes an incremental view of intelligence, includes a variety of instructional styles and groupings and gives students frequent feedback and multiple points of entry into the curriculum, is well suited to accommodate a diverse group of learners. Expeditions, which allow students to pursue individual tasks toward a larger team objective, allow for students of differing ability to engage in appropriately challenging tasks involving the same content.

In addition, we will provide a number of supports for students with special learning needs. We will use Response To Intervention (RtI) as a model with weekly Progress Monitoring for determining whether students are at risk and require additional instructional and/or behavioral supports. Regular staff meetings and the sharing of students in the elementary grades between two regular education teachers will help ensure that student needs are identified early. Students who are identified as at-risk will receive Tier 2 and Tier 3 interventions. In addition, Y.E.S. Academy staff will conduct parent workshops to reach out to parents who may need information about the manifestation of disabilities, taking into account cultural differences in the perception of disability. Y.E.S. Academy teachers will continually reevaluate services to be sure we are adequately addressing student needs and will evaluate on a regular basis whether teacher professional needs are being met in the areas of special needs students.


TIER I
All students receive regular instruction
Student in need of RtI interventions identified
Teacher consults with other classroom teachers and specialized support staff. Tier II packet completed if RtI interventions are not working for a period of time, Packet is given to SST Coordinator.
Student Study Team Instructional Coordinator
Administrator
Teacher
Nurse
Interventionist
SPED Personnel
Counselor
Other
Observations will be conducted by one or more of the Instructional Liaisons
Tier II meeting: Student Study Team members review progress monitoring and develop intervention plan
TIER II
Concern for a possible exception to RtI: Profound learning difficulty, medical condition, etc.
Tier II follow-up meeting to review progress and revise intervention plan if student is not responding to interventions.
SST Follow up Meeting
Goal met discontinue
Goal met continue to monitor Continue with Tier II
Acceptable progress continue or modify
Continue with Tier II Interventions
Progress slow/stopped modify &/or give support.
Continue with Tier II Interventions
No progress or "worsening" Modify or seek more sources.
Continue with Tier II Interventions or consider other options
Exception
Tier III evaluation recommended
Section 504 or Dyslexia or Special Education Referral
Section 504 initial meeting
TIER III

TIER III

The student is identified as a Tier III qualifier through the RtI process.

Parent/Guardian gives permission for evaluation:

1. Receives rights and responsibilities

1. An evaluation is conducted within 45 school days of referral.
2. The LEA has 30 days to complete the evaluation once started.

Determination: Does the handicap/disability limit one or more major life activities?

Determine Severity of the Disability to determine eligibility. SST recommends:

Sped Eligible

504 Eligible

ARD committee:

Parent, Child (if appropriate),

Reg. Ed teacher(s), **Sped** teacher,

IDEA Services Recommended By Committee

Special Education Services Implemented and reviewed annually. Case Manager assigned: ***Modified educational or behavioral program***.

Not Eligible

Documentation of reasons for non- eligibility

Return to RtI Interventions

Note: A Student cannot be 504 *and* Special Education. Must qualify for one or the other according to severity of the disability.

504 is not a "screener" for Special Education.

504 committee:

Parent, Child (if appropriate), School Nurse

Reg. Ed teacher(s), CISD Admin, Intervention Specialist, Counselor , Diagnostician (As appr), other

504 Services Recommended by 504 committee

Accommodation Plan developed by the 504 Committee:

Accommodations put into place and reviewed annually.

Special Education Flow Chart

Student is Evaluated

Meeting is held to determine

eligibility – 2 Prong Test:

1. Student has a disability
2. The student needs special education services as a result of the disability

- Orthopedic Impairment
- Other Health Impairment
- Auditory Impairment
- Visual Impairment (Blindness 0-21)
- Deaf-Blind (0-21)
- Intellectual Disability
- Emotional Disturbance
- Specific Learning Disability
- Speech Impairment
- Autism
- Multiple Disabilities
- Traumatic Brain Injury

INDIVIDUALIZED EDUCATIONAL PLAN IS DEVELOPED

PLACEMENT DECISION IS MADE BY THE ARD COMMITTEE

PLACEMENT SETTINGS

- Regular or general education classroom: Inclusion
- Resource
- Separate classes or self-contained
- Separate School
- Residential facilities, home, or hospital for students whose needs cannot be met in a school setting.

SPECIAL EDUCATION AND RELATED SERVICES FOR STUDENT WITH DISABILITIES

SPECIAL EDUCATION SERVICES: Instruction that is specially designed to meet the unique needs of student with disabilities.

RELATED SERVICES: Those services that "are required to assist a child with disability to benefit from Special Education.

Response to Intervention (Rtl) Tier I

RtI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and scientific research-based tiered interventions aligned with individual student need.
- Frequent monitoring of student progress to make results-based academic and/or behavioral decisions.
- Application of student response data to important educational decisions (such as those regarding placement intervention, curriculum, and instructional goals and methodologies).

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI model leads to data-based school improvement.

Benefits of RtI

RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI in schools can result in;

- more effective instruction;
- increased student achievement;
- more appropriate LD identification;
- increased professional collaboration; and
- overall school improvement.

Multi-tiered model

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student-specific needs.

Tier 1: Teachers use high-quality core class instruction aligned with the Nevada standards. This tier is the crucial foundation of the RtI instructional model.
Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10%-15%, of the students.
Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem- solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5%-10% of the students.

	TIER1: **CORE CLASS CURRICULUM**	**TIER2:** **SMALL GROUP INTERVENTION**	**TIER3:** **INTENSIVE INTERVENTION**
Focus	All students	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
Program	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
Grouping	As needed	Homogeneous small group instruction (1:5-10)	Homogeneous small group instruction (1:3)
Time	*90 minutes per day or more	*20 – 30 minutes per day in small group in addition to 90 minutes of core Instruction	*50 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction
Assessment	Universal Screening at beginning, middle, and end of the academic year {or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
Interventionist	General education teacher	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)
Setting	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the school	Appropriate setting outside the classroom designated by the school

http://www.interventioncentral.org/response-to-intervention

http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx?f=All%20Publication%20and%20Review%20Types,1;#pubsearch

*Time amounts are examples for use in comparing relative times and not intended to be recommendations; instructional time will vary depending on circumstances unique to each school.

*****Note: Y.E.S. Academy recognizes that the provided percentages are just that; Provided percentages. As we develop our programs and services, our commitment is to appropriately service all students in need of assistance regardless of what a quota provided by an outside entity states.***

The Speech Referral Process

1. What to look for in a student that exhibits speech difficulties.
2. What developmental progressions are prevalent at certain age levels?
3. Vision and Hearing Protocols
4. Bi-Lingual concerns.
5. Referral Protocols.
6. Why did my Special Education referral get returned?

Student:	Primary language:
Address:	Phone:
Referring teacher(s):	Referral date:
DOB:	Grade:
Parent/guardian:	
Retained (Yes/No) and year:	
Was the parent notified of this referral?	
Reason for referral (primary concern): € Articulation (speech is not understandable or certain sounds are not clear/ correct; student shows omissions or substitutions of letters/sounds, distorts sounds, or adds letters or sounds to words € Language (lack of understanding and/or expression, excessive grammatical errors, and vocabulary problems) € Fluency (stuttering, noticeable repetitions, and hesitations) € Voice (unclear, hoarse, strained, or abnormal pitch) € Other	
Please describe the specific concerns prompting this referral and the severity and the frequency of the problems you have noticed;	
Does this student communicate effectively with other students and/or teachers? Yes/No Please explain.	
Does this problem interfere with the student's emotional, social, intellectual, or educational performance? Yes/No Please explain	
How does this problem affect this student's learning?	

What support programs are currently provided to this student? (EIP, ELL, RD, Gifted, and so on)
In what setting or situation does the problem occur?
Are there any attendance concerns with the student? (Please include absences, early check-outs,and/or tardies.)
Have you noted a particular learning style for this student? € Auditory € Visual Kinesthetic € None noted
Does this student have learning impediments that affect his or her learning style or ability to access academic information? € Auditory Processing € Visual Processing € Sensory Integration € Other
Has hearing and vision been screened within the past six months? Yes/No
Date hearing and vision was completed: _ Please attach results.
Explain how you have adjusted your instruction to assist this student.
What were the results of those adjustments?
What are the best days/times for someone to observe the student in your class?
Please attach any additional pertinent information that you feel may be helpful in understanding how this student is struggling.

Speech Screening Request

Please fill out all information before submitting the request.

Name: _____ID#: _____ DOB_____Grade_____Teacher:_____

Room #: _____Referral Date:_____Language of Instruction:_____Bilingual: Yes/ No
LEP: Yes/No Date(s)_ Parents were contacted:_____

Area of Concern (check all that apply): Please describe how the child is impacted educationally by these concerns (please use the back of the sheet if needed:

Articulation

- Difficulty producing the following sounds:_____
- Simplifies words by omitting sounds/syllables:_____
- Teacher only understands _____% of what the student is saying. (Intelligibility)
- Student Slurs words or mumbles so student cannot be understood.
- Other:_____

****ADMISSION CRITERIA**:** It is appropriate to initiate therapy for the student who has articulation skills which are at least one year delayed and errors, which are not stimulable and are in accordance with the following developmental sequence.

Age In years	Consonant Sound
3-4	p,b,m,w,h
4	t,d,n,k,g,ng,y
5	z-f
6	v,sh,zh,l
8	s,z,r,th,ch,j,wh, & blends

Language:

Appears to be paying attention: yes no

If no: _____daydreaming

_____behavior

_____medical (concerns about vision, hearing, seizures, ADHD, etc.)

Receptive:

- Difficulty understanding and following oral directions.
- Difficulty answering questions about material presented orally.
- Difficulty understanding orally presented subject area content.
- Difficulty with •critical thinking skills such as:

  - € Inferencing
  - € Compare/Contrast
  - € Making predictions
  - € Identifying cause/effect
  - € Problem-solving

Expressive:

Difficulty using:

- € Sentence structure: simple complex
- € Word order
- € Grammar
- € Limited descriptive language.
- € Difficulty expressing ideas/message due to:
  Too_____ much information
  Too _____little information

Date: _____
To: _____ Subject: _____

Committee Meeting -Teacher Worksheet

A meeting is scheduled for _____at _____on _____in the conference room, for the purpose of_____.

Please attend this meeting. Your professional input is greatly appreciated. You may use the space provided to share your student's progress and any concerns you may have. Return this form to _____ no later than _____.

Thank you,
_____

Progress / Concerns / Comments:

Attitude: _____Excellent; _____Good; _____Fair; _____Poor
Comments:

Class Participation: _____Excellent; _____Good; _____Fair; _____Poor
Comments:

Work Completion: _____Excellent; _____Good; _____Fair; _____Poor
Comments:

Six Weeks Grades: 1st_____; 2nd_____; 3rd_____; 4th_____; 5th_____; 6th_____

SPECIAL EDUCATION –STUDENT SNAP SHOT Student Name: _____ Grade: __

Student #: _____ School Year: _____

Confidential FOR STAFF USE ONLY Confidential

Case Manager:____ Room: Phone: Planning Period:

Parent/Guardian Name: Phone:

Disability: _____

Current Levels:	**Services:**
Math: Reading: Writing:	Speech: YES NO Schedule: _____ OT: YES NO Schedule: _____ PT: YES NO Schedule: _____ Couns: YES NO Schedule: _____ Assistive Technology: _____
Strengths:	**Weaknesses:**
Current Interests/Motivated By:	**Other Challenges and Ideas for Addressing Them:**

Additional Relevant Information (i.e. Psychological/Emotional/Social/Health Care)

_____

_____

_____

_____

GENERAL EDUCATION TEACHERS WILL CONSULT WITH SPECIAL EDUCATION TEACHER/CASE MANAGER IF THERE IS A POSSIBILITY OF THE STUDENT NOT PASSING

Special Education
Teacher Class Schedule

Nameof Teacher:_____
Date Submitted:_____

1. Copy before writing on original.
2. Include lunch / conference time.
3. Resubmit if any significant changes.

MONDAY

	Time From / to	Subject(s)	# of students / # Instructional Asst.(s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
	_____ / _____	_____	_____ / _____

TUESDAY

	Time From / to	Subject(s)	# of students / # Instructional Asst (s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
	/ _____	_____	_____ / _____

Teacher Schedule (page 2 of 2)
Campus:_____
Name of Teacher:_____

WEDNESDAY

	Time From / to	Subject(s)	# of students / # Instructional Asst (s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
	_____ / _____	_____	_____ / _____

THURSDAY

	Time From / to	Subject(s)	# of students / # Instructional Asst (s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____

FRIDAY

	Time From / to	Subject(s)	# of students / # Instructional Asst (s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
	_____ / _____	_____	_____ / _____

Special Education Teacher
High School/Middle School **– Flexible Form**
Class Schedule
Campus:_____
Name of Teacher:_____
Date Submitted:_____

1. Include lunch / conference time.
2. Resubmit if any significant changes.

A DAY

	Time From / to	Subject(s)	# of students / # Instructional Asst (s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____

B DAY

	Time From / to	Subject(s)	# of students / # Instructional Asst (s)
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
Period 8	_____ / _____	_____	_____ / _____

Master Assignment Sheet -

Student Name:_____ Teacher Name:_____ ***CHARTING – SKILL ACQUISITION***

Key: I = Independent; V = Verbal Prompt; M = Model; P = Physical Assistance

Monday	Assignment:	Due Date	√	Grade
Tuesday	Assignment:	Due Date	√	Grade
Wednesday	Assignment:	Due Date	√	Grade
Thursday	Assignment:	Due Date	√	Grade
Friday	Assignment:	Due Date	√	Grade

Chart - Document the Date & Number of Trials Attempted in each block.

(example: 8-30 is the date and under the date write trials, example: 4/10 = 4 trials correct of 10 attempted on task)

School Year:_____

Objective / Skill or Activity	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F

STUDENT POINT SHEET

Student Name:_____ Week of:_____

Teacher Name:_____ Subject:_____

My total points per day personal goal is:_____

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
On Task					
Follows Rules					
Follows directions/ requests					
Completes Assignments					
Personal Goal:					
TOTAL:					

Total Possible Points per Day = _____ points

Total Points Achieved for the Week:_____

SIX WEEK TRACKING SHEET - STUDENT PROGRESS

Student Name:_____ Beginning Date:_____

FALL SEMESTER

Period	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Subject							
Teacher							
3 weeks							
1st 6 weeks							
3 weeks							
2nd 6 weeks							
3 weeks							
3rd 6 weeks							
Final Exam							
Absences							
Semester							

SPRING SEMESTER

Period	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Subject							
Teacher							
3 weeks							
1st 6 weeks							
3 weeks							
2nd 6 weeks							
3 weeks							
3rd 6 weeks							
Final Exam							
Absences							
Semester							
FINAL CREDITS							

MW = missing daily work **Abs** = excessive absences **I** = incomplete

MQ = missing quiz or test **NG** = no grades **NE** = no effort made in class/tutorial

SPECIAL EDUCATION FAILURE - DOCUMENTATION FORM

STUDENT:_____ SUBJECT:_____

TEACHER:_____ CURRENT GRADE:_____

SIX WEEKS (circle): 1 2 3 4 5 6

Date of Parental Contact: _____

Person Contacted:_____

Method of Contact:

_____ in person (conference)
_____ telephone conversation
_____ written (attach copy of letter)

REASON FOR FAILURE:

_____ Excessive Absences
_____ Missing Papers: #___
_____ Lack of Effort
_____ Low Test Grades
_____ Insufficient Accommodations (ARD/IEP meeting will be scheduled)

NOTES:_____

_____

_____

_____

_____

_____

_____

Signatures indicate agreement in regard to reasons for the failure.

Teacher:_____ Student:_____

Parent:_____ _____
(if in attendance)

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

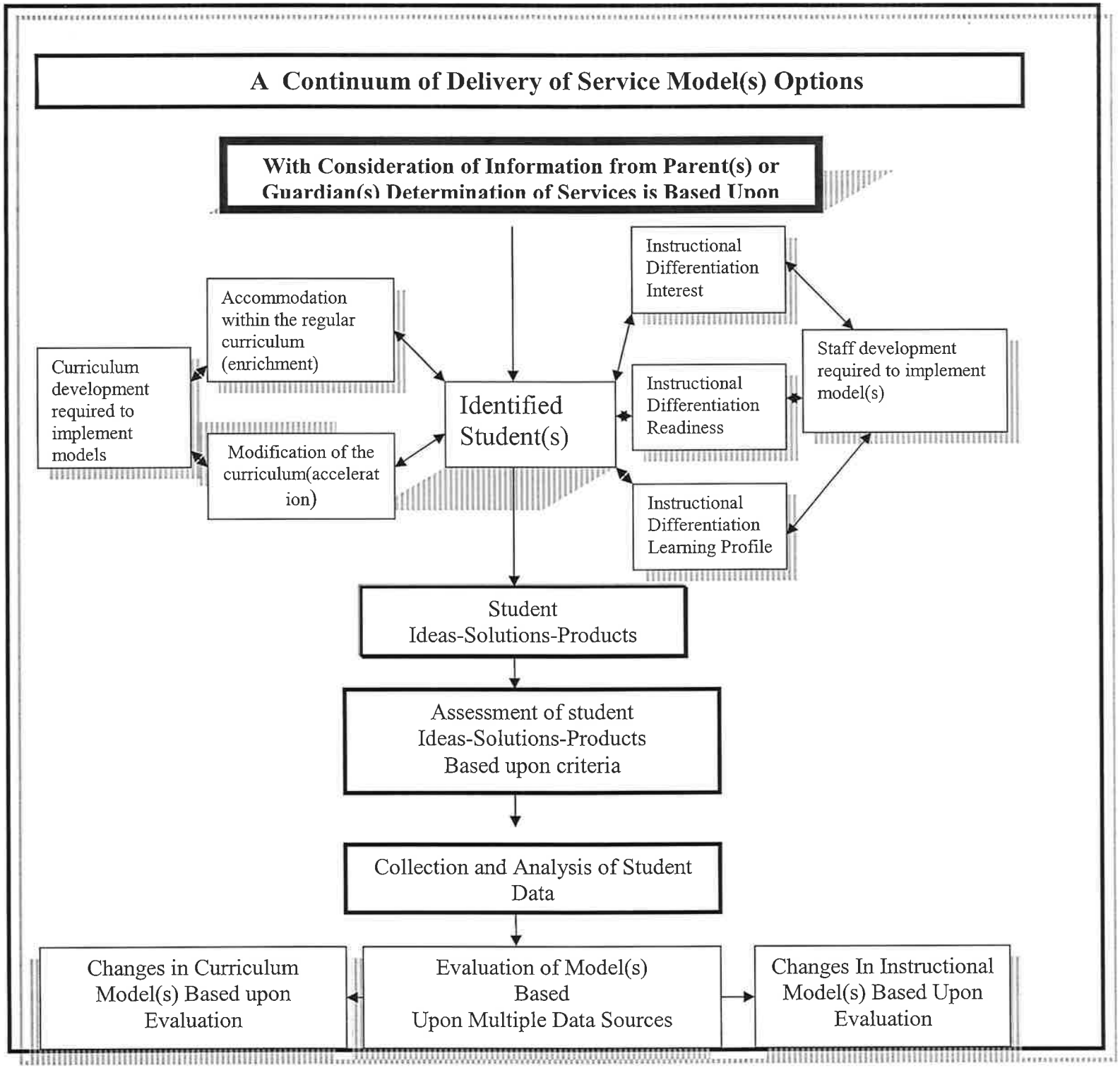
8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.8.12, GT Continuum of Service Flowchart

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.8.12, GT Continuum of Service Flowchart** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.


A Continuum of Delivery of Service Model(s) Options
With Consideration of Information from Parent(s) or Guardian(s) Determination of Services is Based Upon
Accommodation within the regular curriculum (enrichment)
Curriculum development required to implement models
Modification of the curriculum(acceleration)
Identified Student(s)
Instructional Differentiation Interest
Instructional Differentiation Readiness
Instructional Differentiation Learning Profile
Staff development required to implement model(s)
Student Ideas-Solutions-Products
Assessment of student Ideas-Solutions-Products Based upon criteria
Collection and Analysis of Student Data
Changes in Curriculum Model(s) Based upon Evaluation
Evaluation of Model(s) Based Upon Multiple Data Sources
Changes In Instructional Model(s) Based Upon Evaluation

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: A.9.2, Pupil Record Retention Policy

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **A.9.2, Pupil Record Retention Policy** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

RECORDS RETENTION 600

Y.E.S. Academy is required to follow certain procedures for collecting, maintaining, disclosing, and destroying educational records relating to a student according to NAC 386.360 and NAC 392.301 – 392.360. Education records include records covered under Family Educational Rights and Privacy Act (FERPA). A record includes printed or handwritten documents, but also includes information recorded in any other way, including computer media, videotape, audiotape, film, microfilm, and microfiche. This chapter discusses student records and confidentiality requirements:

10.1 EDUCATION RECORDS DEFINED

10.2 MAINTENANCE OF RECORDS

10.3 ACCESS TO RECORDS

10.4 COPYING RECORDS

10.5 REQUESTS FOR RECORDS

10.6 DESTRUCTION OF RECORDS

10.7 AMENDMENT OF RECORDS AT PARENTS' REQUEST

10.8 ANNUAL NOTICE OF PARENTAL RIGHTS

10.1 EDUCATION RECORDS DEFINED

10.1.1. Education records include records that are directly related to a student; and maintained by the School which include:

a. Academic work completed by a pupil.
b. Records indicating a pupil's level of achievement, including, without limitation, his grades.
c. Records of a pupil's attendance at school.
d. A pupil's results on standardized intelligence, aptitude and psychological tests.
e. Results from interest inventories completed by a pupil.
f. A pupil's health records.
g. Information concerning a pupil's family and residence.
h. Records concerning a pupil's participation in activities sponsored by the school, special programs and support services.
i. Ratings and observations of a pupil by teachers, counselors and employees of a school district who transport pupils.
j. Reports of serious or recurrent behavior patterns of a pupil which have been verified.
k. Records, ratings and observations recorded by a counselor that are accessible by or revealed to any other person except for a substitute for the counselor.

l. The records of a child who is homeschooled that are maintained by a school district or a person acting for the school district.

10.1.2. The term does not include:

a. records that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person;
b. records of School Police;
c. personnel records;
d. records that are created or received after a student that is no longer enrolled in the School; or
e. documents under development, but are not yet completed (Multidisciplinary (MDT) reports).

10.1.3. Some of the protections for student records relate to information which is personally identifiable to the student. Information is personally identifiable if it includes:

a. the name of the student, the student's parent, or other family member;
b. the student's address;
c. a personal identifier, such as the student's social security number or student number; or
d. a list of the student's personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

10.1.4. Although this Chapter refers to the rights of the parent, these rights will transfer from the parent to the student when the student reaches age 18. If the general rights of the parent under IDEA are transferred to the student at age 18, as described in the Procedural Safeguards Chapter 2.0, the parent's rights regarding education records will transfer automatically to the student. However, the School is required to provide the parent and the student notice required under the procedural safeguards requirements of IDEA, as described in the Procedural Safeguards Chapter 2.0.

10.2 MAINTENANCE OF RECORDS

The School is required to protect the confidentiality of personally identifiable information regarding a student. The Executive Director and the Principal are the designated School officials responsible for ensuring the confidentiality of any personally identifiable information.

10.2.1. The Executive Director shall:

a. designate a confidentiality official to serve as a records custodian for each school;
b. ensure that all school staff that collect or use a student's personally identifiable information are trained in confidentiality requirements;
c. maintain the records in a secure and locked location; and

c. ensure that a current list of the names and positions of those School employees who have access to the records are maintained; and

- posted in plain view and in close proximity to the confidential records; and
- ensures that the person(s) who access each student education record signs for them.

10.3 ACCESS TO RECORDS

10.3.1. General Right of Access

School personnel must permit the parent to inspect and review any education records relating to their child that the School collects, maintains, or uses.

a. As part of the process of allowing access to education records, the Executive Director is responsible for verifying that the person requesting access has authority to do so. For assistance in determining whether a parent has authority to access a student's education records, contact the Executive Director.
b. For procedures related to copying records refer to section 10.4.
c. School regulations require that the Executive Director must comply with a request to access or review records:
    - no more than 10 days after receipt of the request to review the records; or
    - before any meeting regarding an IEP, hearing, or resolution session.
d. School personnel must be present to interpret records being reviewed and must follow the record of access procedures as described in 10.3.2. below.

10.3.2. Record of Access

The School is required to keep a Status Record of parties obtaining access to confidential education records collected, maintained, or used under IDEA. The record must include the:

a. first and last name and title of the party accessing the record;
b. date access was given; and
c. purpose for which the party is accessing the record.

10.3.3. Parent Right to Access

a. Parents' right to inspect and review education records includes the right to:
    - a response from the School to reasonable requests for explanations and interpretations of the records;
    - request copies of the records containing the information; and • have a representative of the parent inspect and review the records.
b. In order to provide meaningful explanations of records for a parent who may be unable to read due to blindness, inability to read English, distance, or other reasons, the Executive Director must take steps to provide an interpreter, an oral explanation, Braille versions of documents, or an opportunity to review the documents over the telephone, as appropriate. In addition, copies of certain documents may be provided to a parent, as described in section 10.41.

c. If any education record includes information on more than one student, the parent has the right to inspect and review only the information relating to their own child, or to be informed of that specific information. School personnel should ensure that they block out or omit information about other students on copies of education records or take other measures to avoid disclosure to unauthorized persons.

d. The School is required to provide the parent, on request, a list of:
   - the types and locations of education records collected, maintained, or used by the School; and
   - School employees with authority to access student's personally identifiable information.

e. The School shall:
   - inform the parent when personally identifiable information is no longer needed to provide educational services to the student;
   - maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year they were completed; and
   - not disclose personally identifiable information except as authorized by law.

f. Rights of access extend to student teachers and related service interns who have a legitimate educational interest in accessing educational records.

g. Specific requirements apply to maintenance and disclosure of disciplinary information included in a student's records. These requirements are discussed in the Discipline Chapter 9.0.

10.4 COPYING RECORDS

10.4.1. If a parent requests a copy of an education record:

a. School personnel shall comply with the request within a reasonable period, but not more than 45 calendar days after receipt of the request.

b. The School is allowed to charge a fee for copying, but may not charge a fee for searching or retrieving information. The fee may be waived if charging the fee would effectively prevent the parent from exercising their right to inspect and review the documents.

10.5 REQUEST FOR RECORDS

10.5.1. Written parental consent must be obtained before personally identifiable information in the student's records is disclosed to anyone other than officials of the School collecting or using the information.

10.5.2. FERPA prevents School personnel from disclosing personally identifiable information in a student's education record, except if the parent or eligible student provides the signed Authorization for Release of Confidential Information consent form.

10.5.3. The written consent must:

a. specify the records that may be disclosed;

b. state the purpose of the disclosure; and

c. identify the party to whom the disclosure may be made.

10.5.4. Prior written consent is not required when providing education records to:

a. school officials with a legitimate educational interest;

b. officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;

c. specified officials for audit or evaluation purposes;

d. appropriate parties in connection with financial aid to a student;

e. organizations conducting certain studies for or on behalf of the school;

f. accrediting organizations;

g. comply with a judicial order or lawfully issued subpoena; or

h. state and local authorities, within a juvenile justice system, pursuant to specific State law.

However, the School must make a reasonable attempt to notify the parent, unless the disclosure was initiated by the parent or eligible student, or unless the School's annual FERPA notification includes a provision that education records will be forwarded upon request to other institutions where the student seeks admission or intends to enroll or is already enrolled. The parent is entitled to a copy of the record that was disclosed and has the right to a hearing.

10.5.5. If a parent refuses to provide consent to disclose a student's personally identifiable information, School personnel should contact the members of the Governing Board for further assistance.

10.5.6. If a student transfers to another school in the School, the student's records must be forwarded to the new location.

10.6 DESTRUCTION OF RECORDS

10.6.1. If the parent requests that personally identifiable information in the records be destroyed, the parent should contact the Executive Director who may confer with the Governing Board and an area FERPA representative. Destruction means either physical destruction or removal of personal identifiable information. However, the School may maintain (without a time limitation) a permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed.

10.7 AMENDMENT OF RECORDS AT PARENT'S REQUEST

10.7.1. Request for Amendment

a. The parent may request the School to amend information in their child's education records if the parent believes that the information:
    - is inaccurate;
    - is misleading; or
    - violates the student's privacy rights or other rights.

b. The parent must submit the request in writing to the Executive Director to explain which information is being challenged and the reasons for their objection to the information.

c. Within ten school days after receiving such a request, the Executive Director must inform the parent in writing of the determination, the reasons for the decision, and the right to appeal.

10.7.2. Appeal

The parent has the right to appeal the determination to the Governing Board or designee, within ten school days after receipt of the Site Administrator's letter. The Governing Board or designee shall hold a hearing with the parent within fifteen working days of receipt of the appeal.

10.7.3. Hearing

Upon a parent's request, the School is required to provide an opportunity for a hearing to challenge information in the student's education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The parent's request for a hearing should be forwarded to the Governing Board or designee.

a. Requirements:
    - the hearing must be scheduled within fifteen working days after receipt of request;
    - reasonable notice must be provided to the parent of the date, time, and place of the hearing;
    - the hearing must provide the parent a full and fair opportunity to present relevant evidence, and the parent may be assisted by an attorney or other individual at the parent's expense;
    - within five working days after conclusion of the hearing, the Governing Board or designee, must inform the parent of their decision in writing; and
    - the parent shall be notified of the decision by certified mail.

b. If, as a result of the hearing, it is determined that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, School personnel must amend the information accordingly. School personnel are responsible for informing the parent in writing that the information has been amended.

c. If, as a result of the hearing, it is determined that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the Executive Director or designee must inform the parent of their right to place in the student's School records a statement commenting on the disputed information or setting forth any reasons for disagreeing with the information. Any such explanation that is placed in the student's records must be maintained by the School as part of the student's records as long as the record or contested portion is maintained by the School. If the student's records or the contested portion are disclosed by the School to any party, the explanation must also be disclosed to the party.

10.8 ANNUAL NOTICE OF PARENTAL RIGHTS

10.8.1. School is required to notify parents annually of their right to:

a. inspect and review the student's education records;
b. seek amendment of the student's education records that the parent believes are inaccurate, misleading, or that violate the student's privacy rights;
c. consent to disclosure of personally identifiable information unless an exception applies; and
d. file an administrative complaint regarding alleged noncompliance with records requirements.

10.8.2. The School provides annual notice to the parent about these rights in the "Back to School Reporter" distributed to all parents at the beginning of each school year. The School is required to provide annual notice in a manner that effectively notifies parents who are disabled, or who have a primary or home language other certain school records must be maintained for certain minimum amounts of time.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.1.1, Bylaws Letter from Counsel

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.1.1, Bylaws Letter from Counsel** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

GUINASSO Ltd. law

July 23, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706
Attn: Thomas McCormack, Interim Director

RE: Proposed Bylaws of Y.E.S. Academy of Performing & Fine Arts Charter School

Dear Mr. McCormack,

Please be advised that I am a duly licensed and practicing Attorney, and I have been called upon by the proposed Y.E.S. Academy of Performing & Fine Arts Charter School's Committee to Form to review and opine on the content and sufficiency of the enclosed Bylaws, said Bylaws relating to a new Charter School that is currently being established by the Committee. Both this written confirmation letter and the enclosed Bylaws are hereby provided with the intention of full compliance with the applicable Nevada Administrative Codes and Nevada Revised Statutes (namely, Chapter 346 of both the NAC and NRS, and all applicable subsections related thereto).

Therefore, please accept this correspondence as written confirmation that: I have reviewed the proposed Bylaws/Rules of Governance; I respectfully submit that the proposed Bylaws are legally sufficient as to both form and content; and that the submission of said documents and actions taken to date comply with the model bylaws and "Applicant Instructions, and are consistent with the guidelines and compliance requirements set forth in Nevada Law and Statue(s).

Please feel free to contact my office in the event that you have any questions, comments or concerns about the content of this correspondence or for any reason related thereto. Thank you.

Very Truly Yours,

Jason D. Guinasso, Esq.

ENCL: Bylaws of Y.E.S. Academy of Performing & Fine Arts Charter School

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8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.1.2, Bylaws

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.1.2, Bylaws** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

BYLAWS

OF

Y.E.S. ACADEMY OF PERFORMING & FINE ARTS CHARTER SCHOOL

ARTICLE I
INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Y.E.S. Academy of Performing & Fine Arts (hereinafter referred to as the "School"). The School is located in Washoe County. The address is to be announced.

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

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

ARTICLE II
PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose for which the School is organized is to improve the academic achievement of students by offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts, thereby, graduates will have the option to pursue further studies in either the arts or academics at two-year or four-year institutions of higher learning.

The Mission of the Y.E.S. Academy of Performing &Fine Arts Charter School is to prepare 7th through 12th grade students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards.

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

ARTICLE III
GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors, who will comply with NAC 386.345. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

(a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;

(b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.

(c) To develop an annual School schedule of events and activities;

(d) Establish and approve all major educational and operational policies;

(e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;

(f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;

(g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;

(h) To submit a final budget to the state pursuant to statute and regulation;

(i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;

(j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

(k) To ensure ongoing evaluation of the School and provide public accountability;

(l) To uphold and enforce all laws related to charter school operations;

(m) To improve and further develop the School;

(n) To strive for a diverse student population, reflective of the community;

(o) To ensure adequate funding for operation;

(p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;

(q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. 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.

(a) The Board's membership shall represents the diversity of the community the school serves; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school serves; and lacks related (by birth or marriage) parties;

Section 3. Qualifications; Election; Tenure. The Board shall be composed of **at least** nine (7) Directors; (2) Teacher or Retired Teacher/Directors, (1) Parent/Director, one (1) Law/Director, one (1) Finance Service/Director and four **(2)** ~~(4)~~ Community Leader/Directors.

(a) The Board's membership shall adhere to the statutory requirements of NRS 386.549.

(b) One Board member shall be selected by the parent organization for the School**.**

(c) A majority of Board Members shall be residents of the county in which the school is located.

(d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(e) The Board Members shall serve no more than three year terms, which may be renewed up to a maximum of three consecutive terms, pending approval of the Board. 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. Each group of three (3) directors falls within a specified "class"—e.g., Class I, Class II, Class III. Only a fraction (one third) of the members of the Board will be elected each time.

(f) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

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

(h) Board members shall not include:

(a) An employee of the governing body or charter school, including, without limitation, an administrator or teacher.

(b) Except as otherwise provided in this paragraph, any person who:

(1) 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

(2) Is related by blood or marriage to a person described in subparagraph (1). Ê Pursuant to the requirements of NRS 332.800, a person described in this paragraph may serve on the governing body if the person has entered 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 governing body shall maintain documentation of the terms of such a contract.

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

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School. All governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and the recordings will be available to the school's 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 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. No actions will be taken by a governing body that lacks the membership required by statute. 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.

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Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

(a) Only existing Board Members can identify and recruit new Board Members through an ongoing process of recruiting actively, profiling the board, building diversity, prospecting directors, consolidating candidates, orientating candidates, and recommending appointment. If there is a vacancy on the board, then the existing Board Members 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 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.

Section 9. Committees. The Members of the Board shall provide expertise in the areas of Law, Finance, Real Estate, Teaching/Education, Fundraising and Community Service. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Governance Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least

one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

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

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

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

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

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

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

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting 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.. 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 be (4) four to include a one (1) Chair, (1) Vice-Chair, (1) Secretary, (1) Treasurer, and such other officers as the Board shall deem necessary to elect.

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

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

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

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

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

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

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

ARTICLE V
STAFF

The Board may appoint one employee to function as the Executive Director of the school, ~~and~~ appoint one employee as the Principal of the school, **or appoint one person to function as both in the role of Executive Director/Principal**. Such persons 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 persons shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI
PARENT ASSOCIATION

There shall be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

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. Two

signatures by both the Treasurer and Executive Director are both authorized and required to sign all checks over the amount of $10,000.

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

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

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

ARTICLE VIII
PROPERTY

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

ARTICLE IX
INDEMNIFICATION

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

ARTICLE X
AMENDMENTS

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

ARTICLE XI
DISSOLUTION

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

ARTICLE XII
PURPOSE OF THE BYLAWS

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

CERTIFICATION

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

DATED this 27th day of August, 2014.

Signature of Certifying Charter School Official

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.1.3, Bylaws Stipulations Identification

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.1.3, Bylaws Stipulations Identification** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

BYLAWS STIPULATIONS IDENTIFICATION

1. Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227);

The Y.E.S. Academy Bylaws contain no reference to incorporation of the charter school or the school's governing body accordance with (NAC 386.227);

2. Identify a specific number of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting;

ARTICLE III

Section 3. Qualifications; Election; Tenure. The Board shall be composed of nine (9) Directors; (2) Teacher or Retired Teacher/Directors, (1) Parent/Director, one (1) Law/Director, one (1) Finance Service/Director and four (4) Community Leader/Directors.

3. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not;

There will be no "ex officio" governing body members.

4. Address the types of governing body training that will be required of members;

ARTICLE III

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board 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.. 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.

5. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.);

ARTICLE III

Section 9. Committees. The Members of the Board shall provide expertise in the areas of Law, Finance, Real Estate, Teaching/Education, Fundraising and Community Service. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such

authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

6. Assure that Robert's Rules of Order will be followed when conducting meetings;

ARTICLE III

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.

7. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?

ARTICLE III

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.

8. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter);

ARTICLE III

Section 3. Qualifications; Election; Tenure. The Board shall be composed of nine Directors.

(e) The Board Members shall serve no more than three year terms, which may be renewed up to a maximum of three consecutive terms, pending approval of the board. 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**. Each group of three (3) directors falls within a specified "class"—e.g., Class I, Class II, Class III. Only a fraction (one third) of the members of the Board will be elected each time**.

9. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers;

ARTICLE III

Section 3. <u>Qualifications; Election; Tenure</u>. The Board shall be composed of nine Directors.

(e) The Board Members shall serve no more than three year terms, which may be renewed up to a maximum of three consecutive terms, pending approval of the Board. 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. Each group of three (3) directors falls within a specified "class"—e.g., Class I, Class II, Class III. Only a fraction (one third) of the members of the Board will be elected each time.

10. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body;

ARTICLE III

Section 8. <u>Vacancies</u>. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

(a) Only existing Board Members can identify and recruit new Board Members through an ongoing process of recruiting actively, profiling the board, building diversity, prospecting directors, consolidating candidates, orientating candidates, and recommending appointment. If there is a vacancy on the board, then the existing Board Members 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 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

11. Specify that only financial institutions in Nevada will be used by the school;

ARTICLE VII

Section 4. <u>Deposits</u>. 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.

12. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect;

ARTICLE X

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.

13. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws;

ARTICLE III

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. No actions will be taken by a governing body that lacks the membership required by statute. 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.

14. Assure compliance with NAC 386.345 which restricts membership on the governing body;

ARTICLE III

Section 3. Qualifications; Election; Tenure.

(h) Board members shall not include:

(a) An employee of the governing body or charter school, including, without limitation, an administrator or teacher.

(b) Except as otherwise provided in this paragraph, any person who:

(1) 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

(2) Is related by blood or marriage to a person described in subparagraph (1). Ê Pursuant to the requirements of NRS 332.800, a person described in this paragraph may serve on the governing body if the person has entered 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 governing body shall maintain documentation of the terms of such a contract.

15. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties;

ARTICLE III

Section 2. <u>Formation</u>.

(a) The Board's membership shall represents the diversity of the community the school serves; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school serves; and lacks related (by birth or marriage) parties;

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

ARTICLE III

Section 5. <u>Regular and Special Meetings</u>. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School. All governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and the recordings will be available to the school's sponsor.

17. Include a mission statement that matches all other statements of the school's "mission" in the school's charter.

ARTICLE III

Section 1. <u>Purpose and Mission.</u> The purpose for which the School is organized is to improve the academic achievement of students by offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts, thereby, graduates will have the option to pursue further studies in either the arts or academics at two-year or four-year institutions of higher learning.

The Mission of the Y.E.S. Academy of Performing &Fine Arts Charter School is to prepare 7th through 12th grade students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards.

18. Clarify that at least three board committees will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee's membership, purpose and operation;

ARTICLE III

Section 9. Committees. The Members of the Board shall provide expertise in the areas of Law, Finance, Real Estate, Teaching/Education, Fundraising and Community Service. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Governance Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

19. Identify the type and number of officers, and provide a brief job description of each.

ARTICLE IV

Section 1. Number. The officers of the School shall be (4) four to include a one (1) Chair, (1) Vice-Chair, (1) Secretary, (1) Treasurer, and such other officers as the Board shall deem necessary to elect.

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.

NEV MUS OF
ADA EUM ART

December 8, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

Re: Letter of Support for Y.E.S. Academy of Performing & Fine Arts Charter School

Dear Nevada State Public Charter School Authority Board Members:

Please accept this letter of support for the charter school application and the mission and educational programming of the Y.E.S. Academy of Performing & Fine Arts Charter School for 7th through 12th grade students. I strongly support the Y.E.S. Academy's vision to improve opportunities for academic achievement of northern Nevada students by offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts, given the shortage of creative learning opportunities in school settings in northern Nevada.

For most of its entire 83-year history, the Nevada Museum of Art has provided significant arts education programming for the public, school-aged youth, teachers, and artists in northern Nevada. Providing rich cultural programming for the community and region has been a central focus of the Museum's educational mission, and the Museum seeks to further this important foundation of work where possible.

One of the most important commitments of the Nevada Museum of Art is to provide high quality art education programs for school-aged visitors from across northern Nevada. By creating innovative programming based in art and creative learning opportunities, the Museum makes art and artists more accessible to all audiences, providing a forum for the presentation of creative ideas. The Museum offers a wide variety of programs designed to meet guests' unique interests and needs, and the School Tours programs, specifically, help to provide creative learning opportunities that connect to Nevada Academic Content Standards.

We look forward to working with the staff and administration of Y.E.S. Academy of Performing and Fine Arts Charter School to provide high quality arts learning experiences for Y.E.S. Academy students.

Sincerely,

Colin W. Robertson

Colin Robertson,
Charles N. Mathewson Curator of Education

NEV
ADA
ART
.ORG

Donald W. Reynolds Center for the Visual Arts
E. L. Wiegand Gallery

160 West Liberty Street, Reno, Nevada 89501
T 775.329.3333 F 775.329.1541

TanglewoodProductions.com

December 8, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

RE: Support for Dr. John Wynn and Y.E.S. Academy of Performing
& Fine Arts Charter School

Dear Board Members,

Please accept this letter of support for Dr. John Wynn and Y.E.S. Academy of Performing & Fine Arts Charter School. I have had the pleasure of speaking to Dr. Wynn and he has related his vision for this academy.

Tanglewood Productions is an audio/video postproduction facility serving a variety of clients including advertising and marketing companies, corporate marketing departments, as well as creative individuals and entrepreneurs. Our complex provides state of the art creation in four production studios. Our work involves executing the creative vision of our clients. We often connect with other studios around the world allowing clients to get just the right talent for a voice over or the perfect music track for their project. Our client base is local, regional, national and worldwide. This gives us a somewhat unique perspective on the landscape of our industry. Tanglewood is also home to the A.W. Tonegold Records label.

We are supportive of opportunities to help the next generation succeed. Tanglewood Productions is in a position to supplement the work Y.E.S. Academy proposes. Educational field trips, Senior projects in the field of music or audio engineering, or help with the recording of a student's audition for college application are some of the things we can offer. Hopefully, this might open a student's world to possibilities they may never have been introduced to.

Please do not hesitate to contact me with any questions regarding my support for Dr. Wynn and Y.E.S. Academy of Performing & Fine Arts Charter School. We are happy to see our young community members learning about their world through academic study that uses the arts as one of their means of communication.

Respectfully,

Michael Eardley

125 brinkby avenue, reno, nv 89509 • fax 775.689.8890 **phone 775.688.6282**

Karen Burns Brown
Karen Burns Productions
P.O. Box 19100, Reno, NV 89511 · **phone** 775.853-2299 · **email** karen@karenburnsproductios.com

December 3, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

RE: Support for Dr. John Wynn and Y.E.S. Academy of Performing & Fine Arts Charter School

Dear Board Members,

It is my pleasure to write a letter supporting Dr. John Wynn and Y.E.S. Academy of Performing & Fine Arts Charter School. I believe this type of charter school will be a wonderful asset and successful addition to our community. With the school's dedication to providing public educational programs, along with performing and fine arts, students will receive an exceptional educational opportunity not offered in many schools.

I am a graduate of the University of Nevada - Reno, (Karen L. Burns-Brown) with a current License for Educational Personnel in the State of Nevada: English, Physical Education (emphasis in dance) and German. At the time I received my teaching credentials in 1976, there were a plethora of teachers, so I mostly did substitute teaching. Since performing, especially dance usually has "age limitations", I decided to start pursuing a performing career. This decision created many opportunities and eventually led me back to Reno to dance in the MGM *Hello Hollywood Hello* show which, when it opened in 1978, was billed as the "biggest show in the world" on the "biggest stage in the world" in the "Biggest Little City in the World".

While dancing in the *Hello Hollywood Hello* show, I was invited to be a part of *Young Audiences* in which I created a show entitled *Dancing Shoes*, which became a very popular "Arts in Education" program touring dozens of schools. The success of this program actually was the start of creating my own production company in 1980.

Over the past 34 years, I have created, produced and directed 1,000's of events and shows for corporate, casino and private clients. In 1995, I had the unprecedented opportunity to buy the majority of the 1,392 original costumes that were worn in the MGM show. These costumes have a fascinating and very impressive pedigree of "who" and "how" they were created - much too lengthy for this letter – but: *Costumes and Clothes Tell Stories.*

As the years have passed and with the realization that I "own a part of theatre history", (and according to the *New York Times* one of the largest private collections of authentic-vintage stage costumes), I have started to dedicate myself to preserving this important legacy and sharing it with others. This has mostly been accomplished under the umbrella of the working title: *Backstage Pass – Behind the Scenes & Seams* – again in large part with these one-of-a-kind costumes telling the stories.

I am a current member of the *Costume Society of America* plus I have been a member of the *National Speakers Association* for 24 years. I have presented lectures at UNR, TMCC, Damonte Ranch High School, OLLI (Osher Lifelong Leafing Institute) numerous Veterans' groups, plus many other organizations. These MGM costumes have also been exhibited in venues such as the *Nevada Historical Society* (Reno & Las Vegas), *National Automobile Museum – The Harrah Collection*, *University of Nevada Reno,* and currently at the *Nevada State Museum Las Vegas*.

I am excited about the opportunity to be a part of the Y.E.S. Academy's staff. I look forward to teaching students about the culture and history of the performing arts, as well as dance, choreography, stage production, directing and costume design. I believe that going from an educational-teaching background, into performing on stage and then starting my own production company business, has given me a unique personal and practical prospective of Arts in Education.

In conclusion, I fully support the efforts of Dr. John Wynn and the Y.E.S. Academy of Performing and Fine Arts Charter School. I am of the opinion that the students at Y.E.S. Academy of Performing & Fine Arts Charter School will have the opportunity to receive intensive instruction in both academic plus performing and fine arts. With this type of education and exposure, graduating students will be better prepared to pursue further studies in either the arts or academics at an institution of higher learning, or pursue a highly skilled career. Thank you for your consideration.

Sincerely,

Karen Burns

State of Nevada

License for Educational Personnel

License No. 0000039982

This License Certifies That

Karen L Burns-Brown

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)
						0004
STANDARD	SECONDARY	7-12	4/23/2013	ENGLISH(9/1/1977) PHYSICAL EDUCATION(9/1/1977) GERMAN(9/1/1977)	5/4/2018	
STANDARD	SPECIAL	K-12	4/23/2013	PHYSICAL EDUCATION(9/1/1977)	5/4/2018	

State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

(NSPO Rev. 8-12)

PAC
Performing Arts Center

DamonteRanch HighSchool
Washoe County School District
10500 Rio Wrangler Parkway
Reno, Nevada 89521
775 • 851 • 5656

May 31, 2014

Karen Burns Productions
605 Dixon Ct.
Reno, NV 89511

Dear Karen:

Thank you so much for all the support you gave our recent musical production of *Pal Joey*. I knew when I chose that title that there was a lot of history I'd need to teach so that the students would have a greater understanding and appreciation of the period details, characters, and story arc. Your lesson on the history of chorus dancers, and the connection to our own region was nothing short of incredible.

When you arrived with so many superb samples of costumes from *Hello, Hollywood, Hello*, I knew that would draw the students in, and indeed it did. Our students were motivated to audition for our production, feeling more prepared in their understanding of the show. The musical director and I were astonished at how well students readied themselves for auditions this year—more than in any previous musical theatre auditions over the years—and you played a large role in that.

I'd be remiss in expressing my gratitude if I didn't also thank you for the wonderful work you did with our chorus dancers in our dance studio, helping them add polish to a number that needed a lot of work. The girls were thankful as well, and bubbly that they were able to spend so much time with you in front of mirrors working on the choreography, adding fluidity and sophisticated that had been pretty much absent. I knew you would have some great things to share with them, but never imagined you'd be able and willing to spend so much time working with them.

Finally, we have many artists in the community come help out with productions, but most are not able to make it to the final performance. Thank you for coming and supporting the students as an audience member as well, bringing the entire experience full circle for them, from auditions, through rehearsals, and ending with the public product that we put out.

I appreciate your knowledge, ease of working with young people, and your generous, positive, fun energy. Thank you for making our musical theatre experience this year become something far greater than it would have been otherwise.

Gratefully,

Rod Hearn
Director of PAC Drama

Hasbará Agency

December 3, 2014

Y.E.S. Academy of Performing & Fine Arts Charter School
Mrs. Edith Wynn
3910 Herons Landing Drive
Reno, Nevada 89502

Dear Edith,

It was such a pleasure meeting with you last week hearing about the school, enjoying coffee and such great conversation. Over the last few days I've spent time online looking at other performing arts private and charter schools. Frankly, I think Y.E.S Academy of Performing & Fine Arts Charter School will be filled within weeks. The schools that are out there are very specialized schools and appear to be mostly private and quite costly with stringent restrictions. It was most interesting and gave me a number of ideas for pitch interviews and press releases for Y.E.S Academy.

I have put some thoughts together, truly, you need to get the word out about the school and raise some funds but I don't think you need to hire a full time PR/Marketing firm. Over the next few months social media will get the word out. Setting up a Facebook, Twitter, and Instagram accounts will get you noticed and by "boosting" a post we can drive people to your web site. As time goes by we might want to add a Pinterest page.

PR/Marketing firms want a fiscal commitment monthly or per event and that adds up to quite a bit of money. Getting the school started it seems important to watch your expenses so I would suggest, as we discussed, I will work with you to do the following:

- Develop a three-month PR plan and timeline, including press materials, messaging and targets
- Pitch interviews to promote Y.E.S. Academy
- Provide talking points and messaging for media interviews
- Monitor incoming requests/queries from media

You mentioned the fundraiser in March; we will work on it as you get closer. At this point you simply need to get your name out and that can be accomplished with Social Media and a few strategic press releases. Please note the following:

- I will begin creating the social media campaign as soon as possible – during the holidays more engagement due to photos of family, parties, etc. I will be using call to action content, engagement content and goodwill content.
- Social Media post "boosts"
- Press Releases – I will also, pitch interviews, provide talking points, monitor queries and requests. The list is loaded for me to blast the press release so it will be simple to field the questions the media might have
- Develop a three-month plan, with messaging and targets.

At the end of the three months, I will prepare a final project report including all earned media placements. At this point, we can evaluate the need for LinkedIn advertising, SEO, PPC and other online advertising opportunities. Both you and Dr. Wynn were so great out on the campaign trail, and I know with the kindness, professionalism and humor you both showed, you will do very well in running an excellent school. I truly look forward to working with you.

Candy

321 South Arlington Avenue Reno Nevada 89509 · 775-848-6556 · candygreene@gmail.com
Mailing Address: P.O. Box 20341 Reno Nevada 89515

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.2.1, Committee Member Names, Resumes

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.2.1, Committee Member Names, Resumes** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority. **Committee to Form the Charter School:**

- Alex Kovacs: Proposed Board Member - Financial Services
- April Vandergriff: Proposed Board Member - **Secretary** ~~Community Leader~~
- ~~Brian Cooper: Proposed Board Member - Secretary~~
- Edith Wynn: **Application Writer** Execu~~tive Director~~
- George Hardaway: Proposed **History Teacher** ~~School Principal~~
- Fred McElroy: Proposed Board Member - Retired Teacher
- Jason Guinasso: Proposed Board Member - Law
- John Wynn: Proposed Board Member - President
- Marcelo Vazquez: Proposed Board Member - Teacher
- Sithtra Chhay: Proposed Board Member - Treasurer
- ~~Tasha Tau: Proposed Board Member - Parent~~
- **Luthene Andrews: Proposed Board Member - Parent**
- **Thomas Bailey: Proposed Executive Director/Principal**

JOHN WYNN

3810 Herons Landing Dr. ▪ Reno, Nevada 89502 ▪ (775) 221-1782 ▪ bishopjohnynn@aol.com

COVER LETTER

October 29, 2014

Dear Board Members of the SPCSA,

Thank you for the opportunity to submit my resume' as well as information regarding my previous experience in working with middle and high school students in the Reno/Sparks area. I am the founder of Youth Empowered to Succeed; also known as the "Y.E.S. Program" and the author of its curriculum. The Y.E.S. Program is a youth leadership program for middle and high school students that have been offered to six schools in the Washoe County School District since 2011; which is where the name Y.E.S. Academy came from. I truly believe in empowering youth to succeed in their educational goals.

The information attached following my resume, is in response to the request in the "Reason for Denial" letter which states, ***"21. To the extent that there is relevant expertise and social and political capital present among the membership of the CtF which was not identified in the review, please provide additional narrative and evidence as part of the submission."*** Therefore, following my resume; please find attached 2014 letters of support regarding Y.E.S. Academy from an Assemblyman, the Mayor of the City of Reno, a School District Trustee and a Community Leader. Also attached are letters of support I received in 2013 due to my work in the community and service to education in the Reno/Sparks area since 2011; which includes a Proclamation given to me by the Mayor of the City of Reno, Congratulations Letters from City Council Members, The Reno Chief of Police and other Reno City Officials. Also attached are the following reports from: 2 of the Y.E.S. Program Progress Reports from 2011-2012 and 2012-2013. Included in the progress reports are letters of support from the Mayor of the City of Reno, the Superintendent of Washoe County School District, Administrators and Teachers from the schools that offered the Y.E.S. Program. Each year, hard copies of these progress reports were given to parents, teachers, administrators, school district board members, city officials and community leaders. Also attached is the Y.E.S. Program Report from Washoe County School District

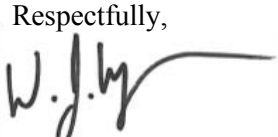
PLEASE NOTE: The attached is merely information about a previous program from which the name Y.E.S. (Youth Empowered to Succeed) came from. The Y.E.S. Program is NOT currently being offered in any of the Washoe County School Districts schools. The Committee to Form the Y.E.S. Academy of Performing & Fine Arts Charter School is NOT proposing turn the previously existing Y.E.S. Program into a charters school. Our APPLICATION HAS NOT CHANGED.

Having been involved in education for over 20 years and having six of my own children currently in college; I have long worked for student achievement. I believe there are workable solutions available that will allow all students to graduate and be college or career ready so they can succeed and achieve their goals.

I am an advocate for all students and work to promote: equality, academic achievement, college and/or career readiness, fiscal transparency, parent involvement and community partnerships. I believe it takes the business, academic, and faith-based communities, as well as parents to work together to inspire "all students" to believe that it is possible to: graduate from high school, obtain higher education and succeed in a highly skilled career.

I have experience in managing businesses and bringing together diverse community groups to solve complex problems. I currently serve on The Education Alliance of Washoe County Board, The P-16 Advocacy Council and The Reno Chief of Police Advisory Board. All of which are concerned about youth and education and focuses on academic achievement, community partnerships, and workforce development. I am also a Chaplain for the Reno Police Department.

Respectfully,



John Wynn

JOHN WYNN

3810 Herons Landing Dr. ▪ Reno, Nevada 89502 ▪ (775) 221-1782 ▪ bishopjohnynn@aol.com

OBJECTIVE

To provide a basis of Developing Lives, Empowering Communities and Expanding Services.

EXPERIENCE

1995–Present **Greater Harvest Church** **Sacramento, Reno & Henderson**

Founder & Senior Pastor

- Founded the churches organizational and strategic planning.
- Spiritual advisement to adults, youth and families; organized massive evangelism outreach.
- Established two churches in Sacramento, California & Henderson, Nevada
- Established a mentorship program wih California Alcohol Rehabilitation Education.
- Established a world-wide Television Ministry; weekly preaching and taching.

2003–2010 **New Levels Community Development** **Las Vegas, NV**

Founder & President

- Organized curriculum to provide youth & adult education and training through the Clark County School District as well as provided a GED Training facility.
- Established New Levels Child Care Center to meet the specific needs of children & parents; providing a safe & healthy learning environment.
- Established New Levels Training Center; an approved training facility through the Southern Nevada Workforce Investment Board.
- Established New Levels Independence Program designed to treat adolescents through psychosocial rehabilitation, substance abuse treatment, life skills training and group therapy

2009–Present **International Church Fellowship** **Reno & Henderson, NV**

Presiding Bishop, President & Chief Apostle

- Established a Charter Organization as an Association of a Cooperative Fellowship.
- Developed concept for launching new ministries in multiple geographical locations.
- Launched several pastors with new ministries, assisted with the organizational structure.
- Performs Installation Services for State Superintendents and New Pastors.

2011–Present **Youth Empowered to Succeed (Y.E.S. Program)** **Reno, NV**

Founder, Program Director, Facilitator, Author

- Published a Youth Leadership/Mentorship Learning Curriculum and Teacher's Manual for Middle and High School Students
- Established an Educational Youth Leadership and Tutoring Program in the Washoe County School District.
- Facilitates educational learning program to high school students on a weekly basis.
- Facilitates Parent Training Courses for Parent University in Washoe County School District
- Responsible for training and supervising ten staff member.

ACHIEVEMENTS

March 17, 1991	**Minister's License** *Abundant Life Church C.O.G.I.C.*
June 23, 1994	**Certificate of Ordination** *Northwest Jurisdiction of California C.O.G.I.C.*
August 12, 1995	**Pastor's Appointment** *Northwest Jurisdiction of California C.O.G.I.C.*
December 17, 2001	**Superintendent Certificate of Appointment** *1st Ecclesiastical Jurisdiction of Nevada C.O.G.I.C.*
August 18, 2005	**Certificate of Appointment** **Jurisdictional Executive Board** *1st Ecclesiastical Jurisdiction of Nevada C.O.G.I.C.*
December 31, 2008	**Letter of Recommendation** **The Office of Jurisdictional Prelate/Bishop** *1st Ecclesiastical Jurisdiction of Nevada C.O.G.I.C.*
September 18, 2009	**Episcopal Bull** **The Office of Presiding Bishop/Chief Apostle** *International Church Fellowship, Inc.*
March 23, 2011	**Doctrine of Divinity** *Joint College of African American Bishops*
November 8, 2011	**Chaplain, Reno Police Department** *Truckee Meadows Chaplaincy Program*

MOTIVATIONAL SPEAKING, CONSULTING AND MEDIA EXPERIENCE

1996 – 2000	**Set Free Television Show** *Executive Director, Producer* R.C.C.T.V. Television Station Sacramento, California
2001 – 2006	**Talk Radio Show** *Executive Director, Producer* KCEP Power 88.1 Las Vegas, Nevada
2003	**New Levels New D.E.V.I.L.S. Book** *Author, Publisher* J&E Video and Publishing Production Las Vegas, Nevada
2008 – 2010	**Live Streaming Telecast** *Writer, Publisher* J&E Video and Publishing Production Las Vegas, Nevada
2008	**Perspective Music CD** *Writer, Executive Producer* Wynn-Win Enterprise, LLC Las Vegas, Nevada
2008 – 2009	**Greater Harvest Television Show** *Executive Director, Producer* DirectTV - The Word Network Detroit MI
2009 – 2010	**Talk Radio Show** *Executive Director, Producer* KLAV 1230AM Las Vegas, Nevada
2010 – Present	**24 hours of Gospel & Inspirational Music** *Executive Director, Producer* KRNG Renegade Radio 101.3FM Reno, Nevada
2011-Present	**Social Emotional Learning Curriculum,Y.E.S.** *Author, Instructor* Washoe County School District Reno, Nevada
2013	**Wrestling with god, Book** *Author* eGenco Publishing Reno, Nevada

EDUCATION

1984-1988	Wooster High School	Reno, NV
1989-1990	Mason Bible College	Reno, NV
1993-1996	Sacramento Community College	Sacramento, CA
2007-2008	University of Nevada Las Vegas	Las Vegas, NV
2011-Present	Joint College of Bishops	Cleveland, OH
2012-Present	Ashford University	Clinton, IA

BOARDS SERVED

1996-2001	Welfare to Work (Health & Human Services)	Sacramento, CA
2002-2010	Interfaith Council of Southern Nevada	Las Vegas, NV
2004-2010	Child Welfare Network (Clark County)	Las Vegas, NV
2009- Present	International Church Fellowship, Inc.	Reno, NV
2012-Present	Education Alliance of Washoe County	Reno, NV
2012-Present	P-16 Commission	Reno, NV
2012-Present	A.A.C.CO.N.N.	Reno, NV
2013-Present	Reno Police Department Chief's Advisory Board	Reno, NV

PROFESSIONAL DEVELOPMENT COURSES

Washoe County School District, Reno, Nevada
16 hours Intersession Behavior Support Collaborative Training October 9th & 10th 2014

Corporation for Enterprise Development, Washington D.C.
2014 Assets and Opportunity Training, September 2014

The Chambers Reno/Sparks, Reno, NV
Leadership Brilliant Class of 2014, January - September 2014

National Bridges Out of Poverty, Reno, Nevada
Bridges Out of Poverty Training, 2013

RANDALL J. KIRNER
ASSEMBLYMAN
District No. 26

MINORITY POLICY COORDINATOR

COMMITTEES:
Member
Education
Taxation
Ways and Means

State of Nevada Assembly

Seventy-Seventh Session

DISTRICT OFFICE:
18124 Wedge Parkway, No. 519
Reno, Nevada 89511-8134
(775) 852-3857

LEGISLATIVE BUILDING:
401 South Carson Street
Carson City, Nevada 89701-4747
Office: (775) 684-8848
Fax No.: (775) 684-8533
Email: Randy.Kirner@asm.state.nv.us
www.leg.state.nv.us

December 6, 2014

Patrick Gavin, Director, and members of the Authority
State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Patrick and members of the Authority:

Greetings! I write today in support of Dr. John Wynn and his application to start the Youth Empowered to Succeed Academy of Performing & Fine Arts Charter School.

As the only Northern Nevada member of the legislative Assembly Education Committee and as a board member of the WCSD Educational Alliance, I have had numerous opportunities to interface and observe John and his dedication to our children, their education, and their character. We have worked closely together and this work has given me firsthand knowledge and the opportunity to see him in action, his values, and his strong personal interests in our youth and student achievement. He understands the role family and parents play in nurturing young adults to responsible members of our community.

The business of a charter school is not to be taken lightly and so one might want to look at other indicators. It begins at home and in and of itself that's pretty impressive. Just ask how many of his own children are in college - six! His business experience spans decades. His community involvement is equally inspirational. I see his passion and have listened to his uplifting mission, vision, and goals for Y.E.S. Academy. I have heard countless testimonies and personal stories on how the middle and high school years are crucial to lifetime interest and the overall good of our community. For these reasons I heartily support John in this endeavor.

Respectfully,

Randy Kirner

Randy Kirner, Ed.D.
Assemblyman, District 26

Hillary L. Schieve
Mayor

(775) 334-2001
(775) 334-2097 Fax
schieveh@reno.gov
Web site: Reno.gov

"The most livable of Nevada cities; the focus of culture, commerce and tourism in Northern Nevada."

December 8, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, NV 89706

Re: Support for Dr. John Wynn's 2014 Charter School Application

Dear Board Members,

I am very pleased to write this letter in support of Dr. John Wynn and Youth Empowered to Succeed Academy of Performing & Fine Arts Charter School. When I learned of the application submitted to the Nevada State Public Charter School Authority for sponsorship, I was delighted. Due to his years of service, dedication and extensive knowledge in education, business, and community development; I would like to take this opportunity to share my full support of Dr. Wynn's vision for a new charter school. I anticipate a successful program with high graduation rates, and young adults leaving prepared for a higher education or a highly skilled career.

I have known Dr. Wynn and his family for several years. He and Edith have eight very talented children who are also passionate about education and serving others in the community. Two of their sons and both of their daughter-in-laws are teachers in the Washoe County School District. I had the opportunity of attending a community event where all of their children performed; their sons played the musical instruments and their daughters sang beautifully. The Wynn's provided years of performing arts opportunities and educational experiences for their own children. They instilled the importance of higher education and allowed each of their children to attend college at sixteen year old. It's because of his values and experience, I have confidence this performing arts charter school will set a new standard for educational success in City of Reno and Sparks. He is a visionary leader; admired and well respected by stakeholders who are invested in the welfare and success of schools and its students, including teachers, staff members, students, parents, families, community members, local business leaders, and elected officials.

I support Dr. John Wynn wholeheartedly. His commitment to youth and education will impact the school's success tremendously. He has passion and enthusiasm for academic achievement and encourages students to achieve their own educational goals. I truly believe Dr. Wynn, the governing body and staff of Y.E.S. Academy will exceed all expectations of the Nevada State Public Charter School Authority if given the approval and opportunity for this great vision.

Sincerely,

Hillary L. Schieve
Mayor

Perry M. Di Loreto
985 Damonte Ranch Pkwy #310
Reno, NV 89521
775-359-3000

December 2, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

RE: Support for Dr. John Wynn and Y.E.S. Academy of Performing & Fine Arts Charter School

Dear Board Members,

It is my pleasure to write a letter in support of Dr. John Wynn and the proposed charter school; Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts Charter School. I am in support of the application submitted to the Nevada State Public Charter School Authority for sponsorship. I believe this will be a very successful charter school for middle and high school students, 7th to 12th grades.

I am a longtime member of the Northern Nevada community and have participated in the establishment and funding of multiple charitable and community-based organizations supporting child care, education, our military and law enforcement; I can truly say that Dr. Wynn shares my passion for education and community leadership. I serve with him on the Reno Chief of Police Advisory Board and I am familiar with his contribution to education in Washoe County. It has been my pleasure to witness such success in our community. His passion and support for youth as well as his commitment to education is unparallel.

Dr. Wynn doesn't limit his passion for education to youth in the community; for him it starts at home. He and his wife have eight children, and six of them are currently attending colleges and working in this community. I've had the opportunity of having dinner with his two sons and their wives; in addition to spending time with Dr. Wynn and his entire family on several occasions. I can tell you that education and serving others is naturally a part of his family.

In conclusion, I fully support the efforts of Dr. John Wynn and the Y.E.S. Academy as they seek approval of this new charter school designed to offer a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts. Any school that can help our students make better decisions and complete their educational goals will greatly benefit the entire community. If given the opportunity, I know Dr. Wynn and the leadership of Y.E.S. Academy will provide a quality school that exceeds the expectations of the sponsor.

Sincerely,

Perry M. Di Loreto

Washoe County School District
425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
Phone (775) 348-0200 * (775) 348-0304 * www.washoeschools.net

Board of Trustees: Barbara Clark, President * Barbara McLaury, Vice President * Lisa Ruggerio, Clerk * Estela Gutierrez * John Mayer * Howard Rosenberg * Angela Taylor * Traci Davis, Interim Superintendent

December 3, 2014

Nevada State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

RE: Support for Dr. John Wynn and his Dedication to Public Education

Dear Board Members,

It is with great pleasure that I write this letter in support of Dr. John Wynn. I am so honored to support my longtime friend and colleague and it is my privilege to do so.

I am very fortunate to have known Dr. Wynn for many years, as we attended school together at Smithridge Elementary School, Pine Middle School and Wooster High School. I know his work in the community and I am confident he is the type of individual we need to continue to move our schools in the right direction. Dr. Wynn has worked in education for many years advocating for all students. His passion for student achievement goes far beyond the classroom, into the community helping children and adults. For the past two years, he has taught parenting classes for the Washoe County School District's Parent University. He is concerned about students and their parents understanding the importance of being college and/or career ready. He believes strongly in parent involvement and community partnerships. John Wynn is always there to lend a smile and a listening ear to other community leaders. He also serves on several boards that focus on students and education, such as the Education Alliance of Washoe County.

Trustees traditionally do not endorse candidates. However, when Dr. Wynn became a candidate for Washoe County School Board District F in January 2014, I felt so strongly that he was the right person for the job I stepped out of tradition and immediately endorsed him. This is such a critical time for our schools and we need the right people involved for our kids. I believe he has a great vision to help lead public education in the right direction. Over the years, Dr. Wynn has been an outstanding professional and colleague who collaborates with his fellow community leaders. He has many years of experience in solving problems, managing businesses and educational programs.

I fully support Dr. John Wynn as he continues to do what comes naturally: helping students achieve their educational goals and to succeed. His vision can transform the lives of students. I know Dr. Wynn will continue to work hard and do everything in his ability to ensure that public education succeeds; because he has proven it in every area of his life, including his own family.

Thank you for your consideration.

Sincerely,

Lisa Ruggerio, WCSD Trustee

Office of The Mayor
City of Reno, Nevada

Proclamation

WHEREAS, The International Church Fellowship (I.C.F.) will be hosting its 4th Annual Holy Convocation in Reno, August 6 – 9, 2013; and

WHEREAS, Chief Apostle and Presiding Bishop John Wynn has been working diligently in the community every since he moved back to Reno three years ago; and

WHEREAS, Bishop Wynn has become a Chaplain for the Reno Police Department and he has also became a member of Education Alliance Board; and

WHEREAS, in addition for the past two years he has implemented the Youth Empowered to Succeed (Y.E.S. Program) curriculum in six schools in the Washoe County School District, helping at risk students' graduate from high school and he has taught parents in the WCSD Parent University; and

WHEREAS, on January 20, 2011, he began airing the very first Gospel Music Programming in the Reno/Sparks area every Sunday morning on Renegade Radio 101.3FM; and

WHEREAS, Bishop Wynn had a vision to bring 22 African American Pastors together from churches of different denominations and in December 2012 the African American Clergy Council of Northern Nevada (AACCONN) was established and for first time in the history of Reno these men are working together to better the community; and

WHEREAS, on October 1, 2013, he will begin working with the Washoe County Department of Social Services to teach the Y.E.S. Program curriculum to 25 students in foster care; and

WHEREAS, this is only a short list of what Bishop Wynn has accomplished since returning to Reno, therefore on behalf of the City of Reno, I would like to thank Bishop Wynn for all of his hard work, and that of his family, for making Reno a better place to live and work.

NOW, THEREFORE, I, Robert A. Cashell, Sr., Mayor of the City of Reno, Nevada, do hereby proclaim

Friday, August 9, 2013, as

BISHOP JOHN WYNN DAY

In and for the City of Reno, Nevada, and encourage all citizens to give recognition and appreciation to Bishop John Wynn for his dedication to our community.

IN WITNESS WHEREOF, I have set my hand and caused the Seal of the City of Reno, Nevada, to be affixed this sixteenth day of July 2013.

Robert A. Cashell, Sr., Mayor
City of Reno

Barbara Gutierrez for
ATTEST: Lynnette Jones, Clerk
City of Reno

Oscar Delgado
Councilman from Ward 3

(775) 334-2011
(775) 334-2097 Fax
delgadoo@reno.gov
Web site: Reno.gov

"The most livable of Nevada cities; the focus of culture, commerce and tourism in Northern Nevada."

July 16, 2013

Bishop John Wynn
International Church Fellowship
1202 Hillboro Avenue
Reno, NV 89512

Dear Bishop Wynn,

It is my sincere pleasure to join the Holy Convocation in recognizing your outstanding contributions to our community these past three years. Your dedication to both your ministry and our city is unparalleled, and I have seen, first hand, the positive effect your work with the Education Alliance and the Y.E.S. Program has had on our young people. In a world where we often reward sizzle over substance, you stand out as someone who puts in the "real work" even when no one is watching.

Your efforts as a minister, an author, and a mentor have enriched numerous lives. We are truly lucky that you call Reno home. Again, thank you for all that you do, and I look forward to working with you for many years to come.

Warmest Regards,

Oscar Delgado
Councilman for Ward 3

Neoma Jardon
Council Member
Ward 5

July 15, 2013

Bishop John Wynn
International Church Fellowship
1202 Hillboro Avenue
Reno, NV 89512

Dear Bishop Wynn:

I'd like to offer my congratulations for the recognition by the International Church Fellowship and Holy Convocation for your dedicated service to our community.

A strong city is built on leaders, like you, who work every day to answer the needs of people around them. Since your arrival in Reno three years ago, you've started the first Gospel music radio programming for the Reno/Sparks area, organized the African American Clergy Council of Northern Nevada (with 22 pastors from different denominations) and worked on the Youth Empowered to Succeed (Y.E.S.) program. Your work as a Chaplain for the Reno Police Department is extremely important and much appreciated.

Bishop Wynn, your tireless efforts and support to those in need help make our community a great place to live. I know your work will continue to touch lives and make a difference to so many residents throughout the Truckee Meadows.

Again, my sincerest *Thank You* and *Congratulations* for your hard work, dedication and well deserved recognition.

Sincerely,

Neoma Jardon
Council Member, Ward 5

P.O. Box 1900, Reno, NV 89505 * (775) 334-2400 * (775) 334-2097 Fax
Reno.gov

Andrew K. Clinger
City Manager

July 16, 2013

Bishop John Wynn
International Church Fellowship
1202 Hillboro Avenue
Reno, Nevada 89512

Dear Bishop Wynn;

It gives me great pleasure in joining the community and the Holy Convocation in honoring your outstanding contribution to the Reno community. Your dedication and hard work as a member of the Education Alliance Board, Youth Empowered to Succeed Program (Y.E.S.) has had a very positive effect on the City's at risk students. Your extensive knowledge as a minister, author and mentor through your work has enriched many lives in Reno, and internationally.

Your contribution as Chaplin for the Reno Police Department is much appreciated by me and my staff. The City of Reno is privileged to have you as one of our outstanding citizens and we wish you continued success in all your efforts.

Sincerely,

Andrew Clinger
City Manager

P.O. Box 1900, Reno, NV 89505 * (775) 334-2400 * (775) 334-2097 Fax
Reno.gov

Reno Police Department
"Your Police, Our Community"

Steven Pitts
Chief of Police

July 17, 2013

To whom it may concern:

It is with pleasure and enthusiasm that I write this letter congratulating Bishop John Wynn on this his 4th Annual Holy Convocation. Bishop Wynn has been an instrumental partner with the Reno Police Department for the last two years. Bishop Wynn joined our Chaplaincy Program and is a very active member of that program, spending time in the organization and in our community on a weekly basis. Bishop Wynn was instrumental in early discussion about a Faith-Based Leadership Initiative at the Reno Police Department, which is currently a critical component of our relationship with the community and how we engage in leadership opportunities. Bishop Wynn has also provided leadership to connect the Reno Police Department with various neighborhoods and citizens from various congregations. Due to his commitment to the Reno Police Department he was recently selected as a member of the Chief's Advisory Board to the community and to the Reno Police Department. Bishop Wynn has been a young champion for the Reno Police Department and our community, and the Reno Police Department is better for his commitment and leadership to us and those we serve.

Congratulations, Bishop Wynn. It is an honor to be congratulating you on this special occasion.

Respectfully submitted,

Steve Pitts
Chief of Police

Alex Woodley, Code Enforcement Manager
Community Development Department
P. O. Box 1900
Reno, NV 89505
(775) 334-2229

July 17, 2013

Greater Harvest Church of God
1202 Hillboro Ave.
Reno, NV 89512

Dear Bishop John Wynn,

It is my pleasure to offer my congratulations on your fourth Annual Holy Convocation in Reno, Nevada.

Let me take this opportunity to recognize all the great work you have done within our community. You have contributed so much in helping us create a great city to live in. Personally, I have had the pleasure of working with you as a board member of the Washoe Education Alliance, where you have dedicated your very little free time available to help promote education excellence for our school kids in the community. I also would like to commend you for your hard work and dedication in creating and enhancing the Youth Empowered to Succeed (YES) Program in the Washoe County School District.

You are truly an asset to this community and I am honored to have worked with you and look forward to continue tackling challenges with you, and to many more annual convocation events. Citizens and leaders such as you are what help make our city great. Congratulations Bishop Wynn and God bless.

Thank you for allowing me to share my appreciation and I only hope for your continued success in the future.

Sincerely,

Alex C. Woodley
Code Enforcement Manager
Community Development Department
City of Reno

Progress Report

2011/2012

Y.E.S. Program Leadership Training at Washoe Inspire Academy & Procter R. Hug High School

Dr. John Wynn, Program Director
1202 Hillboro Avenue, Reno, Nevada 89512
Phone: (775) 232-4297 Fax: (775) 284-0808
E-mail: youthempoweredtosucceed@aol.com

Empowering Youth to Succeed

Mission

The Y.E.S. Program's Mission is to help youth create a road map for their success through training and tutoring. To provide youth leadership training and adult education, life skills, empowerment and resources through programs necessary for the enhancement of the lives of the citizens and residents of Nevada.

We also focus on providing an array of programs that support educational, vocational, college and carrier, personal and family needs by improving individual job and community performance, eliminate current challenges by addressing technical skills, retention, performance, attitude, negotiation, time management and problem solving.

Purpose

The Purpose of the Y.E.S. Program is to significantly and meaningfully improve the lives of the citizens and residents of Nevada including but not limited to:

- Working with the school district and local community to identify, mentor and develop programs and training that will lead students towards success and self-sufficiency;
- Collaborate with the school district and local community to identify social and educational needs and provide students with tools to become self-sustaining, self-supporting and self-reliant;
- Coordinate efforts throughout the community so as to avoid duplication, plan and evaluate both long and short-range strategies for improving lives of students and serve as an advocate for them promoting desirable changes inclusive of education.

Y.E.S. Program Director

Dr. John Wynn is the Program Director and Instructor for the Y.E.S. Program; he is a native of Nevada and graduated from Wooster High School. He is dedicated to working with Washoe County School District to assists students with their educational success. Dr. Wynn has over 20 years experience working with youth and adult education in the State of Nevada. His passion for the students in the Washoe County School District has made such an impact at Procter R. Hug High School and Washoe Inspire Academy; that the students who were not achieving at the level they should; are now more likely to complete high school and gain appropriate postsecondary education or training to become productive, contributing members of society.

Dr. Wynn is a Board Member of the Education Alliance of Washoe County and a Board member of the Child Welfare Network in Clark County. He is also a member of the P-16 Committee in Reno. In addition to his many responsibilities, Dr. Wynn is a Chaplain for the Reno Police Department.

Our Progress

Our aim is to make sure all of our students are on a path to success in college, careers, and life.

The Y.E.S. Program at Procter R. Hug High School and Washoe Inspire Academy was a four month course, twice a week at 2 hours per day. The purpose of the program was to improve the educational results through various leadership training courses as well as tutoring from graduates of UNR. The program includes tutoring for Math, English, Science and History. The impact of this program has encouraged students to improve their opinion of themselves, complete high school, continue their education through vocational training, cosmetology, military and community college. This program offered guidance while instilling the importance of education, self awareness, student engagement and continuous academic success.

The Y.E.S. Program also offered a wide variety of mentoring concepts designed to help students achieve their academic potential. Each of these are based to keep student focused and to facilitate communication with the instructors. The program is designed to give the student stronger skills for navigating in their years of high school, college and preparing them for what they will encounter after graduating from college. Students set goals for their success and were connected with instructors who supported and assisted them in developing a plan for to reach their goals. The student's academic and socio-emotional progress was supported by the instructors.

Lesson Plan	Activities
Who am I?	**Pre-Test and Self Assessment -Snack Provided**
The 4 What's - Decide what you want.	**Curriculum - Snack Provided**
How do I visualize myself?	**Curriculum - Snack Provided**
Internal Conflict.	**Curriculum - Snack Provided**
Connections - Seek key people.	**Curriculum - Snack Provided**
Focus on your talents.	**Curriculum - Snack Provided**
Moving past bad relationships.	**Curriculum - Snack Provided**
Career Area of Training Research.	**Curriculum - Snack Provided**
Career Day and Pizza Party.	**Guests Speakers from UNR, TMCC, Military and Local Businesses - Pizza Provided**
Developing your plan.	**Build Dream Wall-collage - Snack Provided**
Developing a personal affirmation for your life.	**Writing an affirmation - Snack Provided**
D.R.I.V.E.N. (Discipline, Readiness, Information, Visualization, enthusiasm, Never give up.	**Writing an Essay and Post-Test – Graduation Ceremony with Parents - Snack Provided**

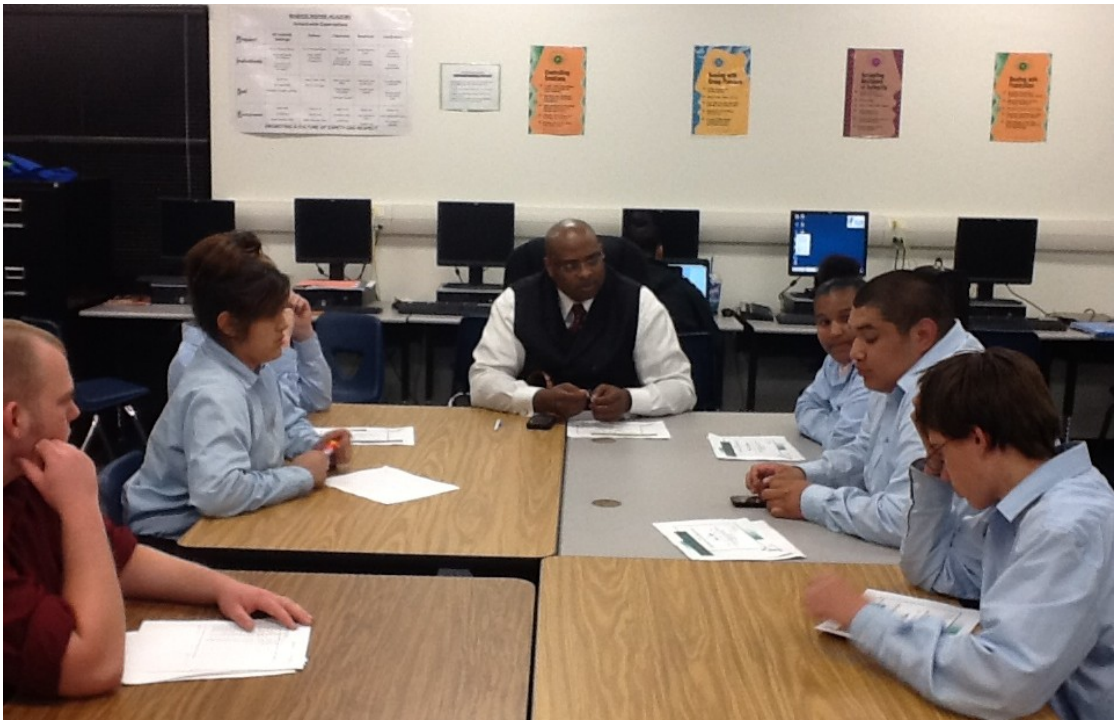
Successful Strategies Used for Training:

- After each training component; students received a certificate of completion.
- Each student developed and wrote their own affirmation for their life.
- Each students built a *Dream Wall*, which is a collage of how they see their future.
- Recruiters from UNR, TMCC, Vocational Schools and branches of the military attended a Carrier Day and provide information for enrollment.
- Members of local business attended the class to speak to students regarding various careers.
- Tutoring was provided by graduated of UNR.
- Students were encouraged to develop a Support Team.
- Students received direction on what road to take that will allow future success.

Upon Completion Each Student Received:

- A final graduation certificate from the Y.E.S. Program.
- 1 Community Credit towards their high school diploma
- 24 hours for Community Volunteer
- Inspire Academy students received: male students, a tie & female students, a watch.
- Procter R. Hug High male and female students received a Y.E.S. Program jersey.

The Y.E.S. Program's Leadership Training Classes at Washoe Inspire Academy



Washoe County School District
WASHOE INSPIRE ACADEMY

Taylor Harper, Administrator
1155 Corporate Blvd
Reno, NV 89502
775-857-3181
775-857-3182 Fax

January 23, 2012

Dear Dr. John Wynn and all of the Y.E.S. Program staff,

On the behalf of my Washoe Inspire Academy Staff, Students, and Families, I would like to extend sincere gratitude to the Y.E.S. Program for coming into our academy and joining forces with us to help improve the lives of our students.

Through your program, our students were able to truly reflect on their lives, their choices, and their well-being. Setting goals and acquiring the skills needed to lead successful lives are exactly what our students need and I truly believe this was accomplished.

I am very encouraged that our mission to improve our students' success rates has been greatly enhanced by the addition of The Youth Empowered to Succeed Program and I look forward to working with you for years to come!

Thank you!

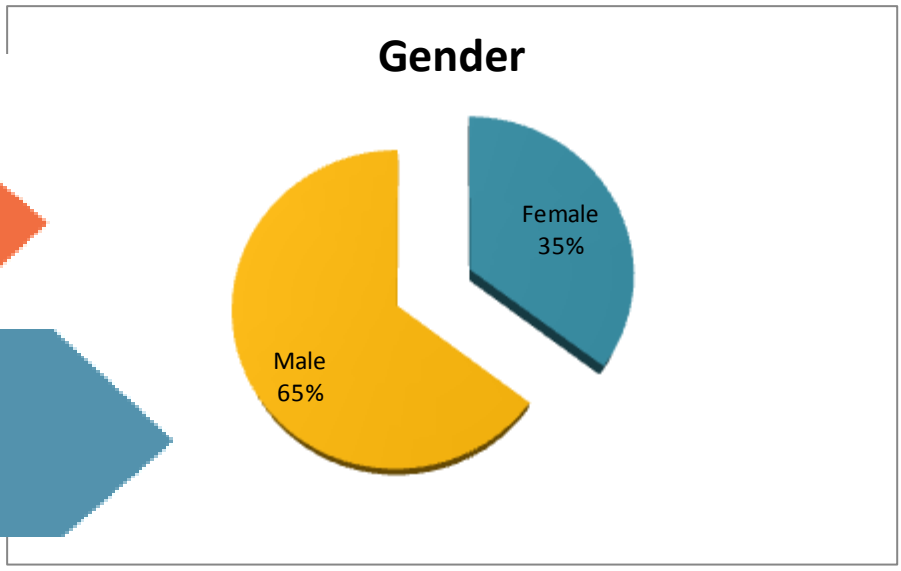
Taylor Harper, M.Ed.
Administrator

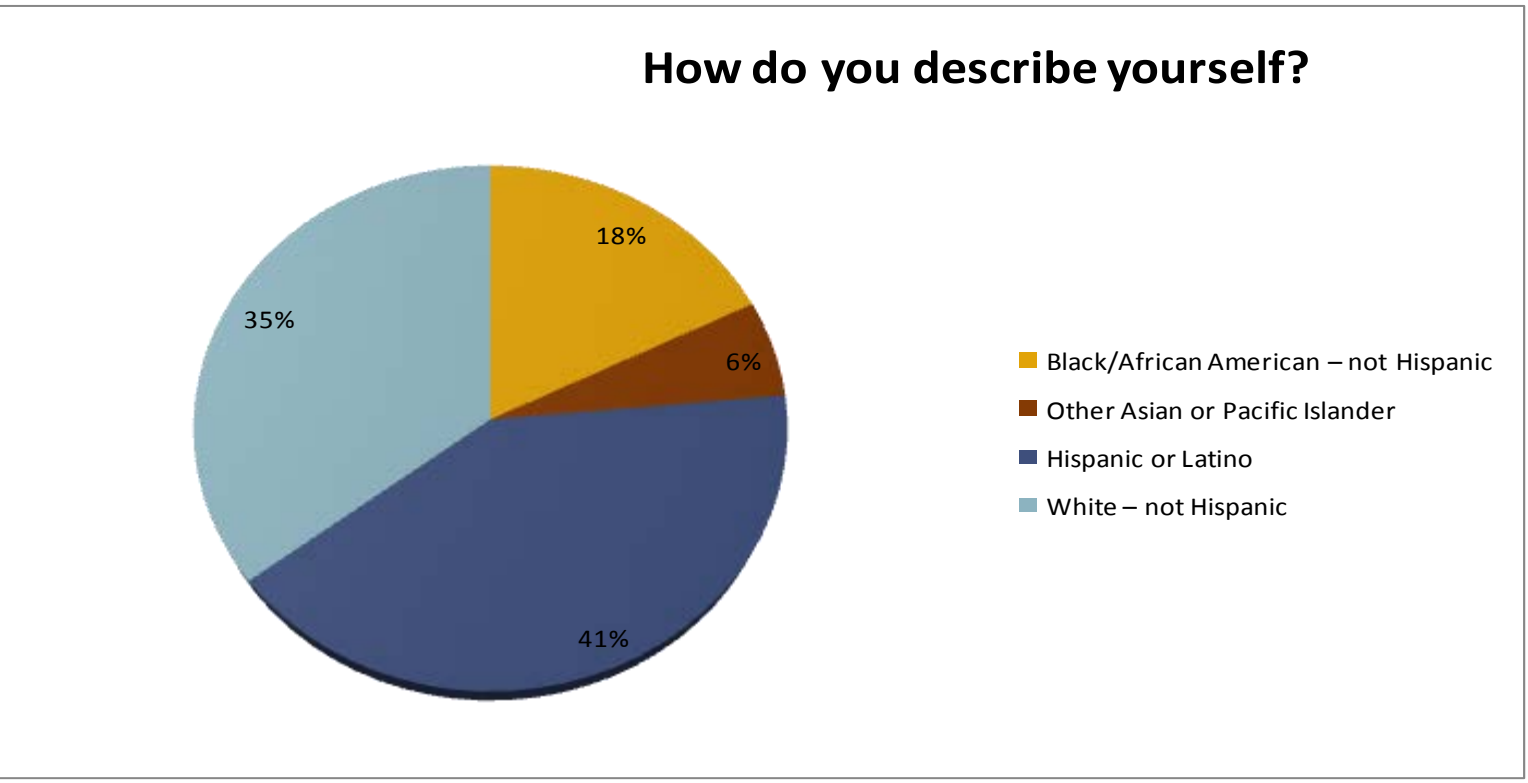
"In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit."
-A. Schweitzer

Data Source

An evaluation plan was established in order to review the progress of the leadership training class. The data was gathered by a Pre-Test Survey which was given to each student on the first day of the class. Exiting data was gathered by a Post-Test Survey which was given before the end of the 16 weeks. Each student was also required to write an essay explaining their before and after experience with the Y.E.S. Program. The essay also includes the student's opinion about College and Career Readiness. Another tool that was used for gathering data collection were the attendance Sheets. Each student was required to sign in at the beginning of each class and sign out at the end of the class. The following is a result of the data collection from 17 students who voluntarily enrolled in the class:

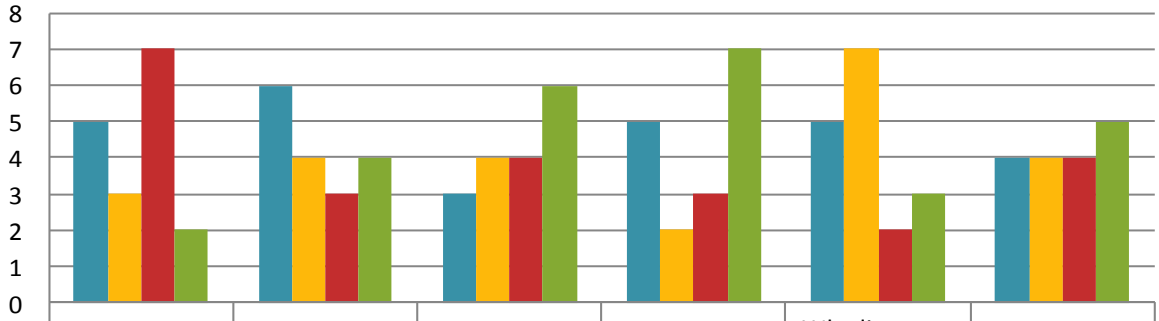
Washoe Inspire Academy





Pre Test Survey

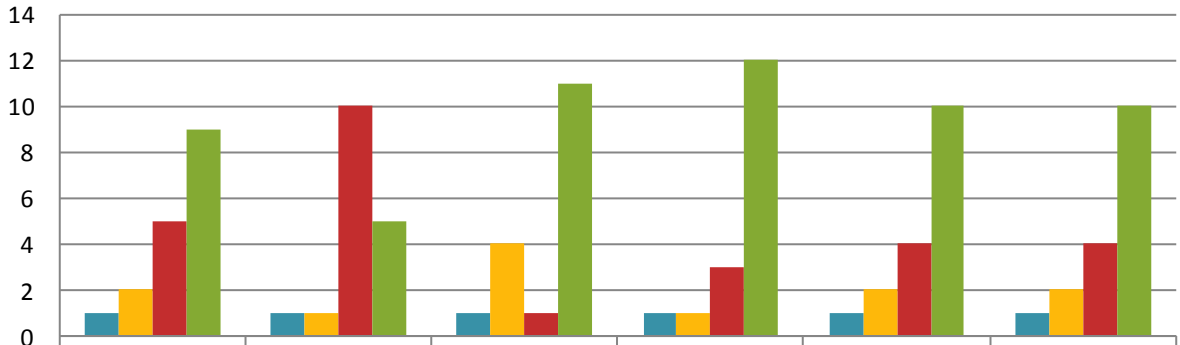
At my school, there is a teacher or some other adult…



	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	5	6	3	5	5	4
A Little True	3	4	4	2	7	4
Pretty Much True	7	3	4	3	2	4
Very Much True	2	4	6	7	3	5

Post Test Survey

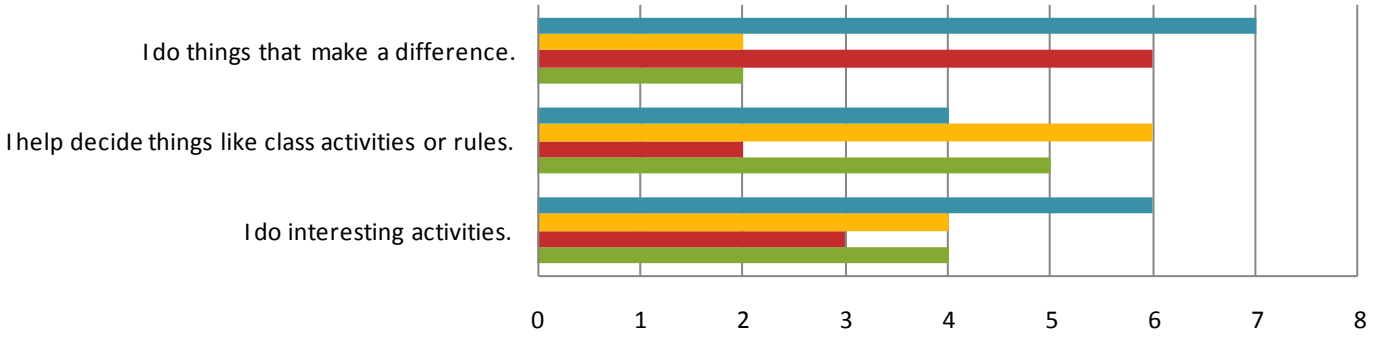
At my school, there is a teacher or some other adult…



	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	1	1	1	1	1	1
A Little True	2	1	4	1	2	2
Pretty Much True	5	10	1	3	4	4
Very Much True	9	5	11	12	10	10

Pre Test Survey

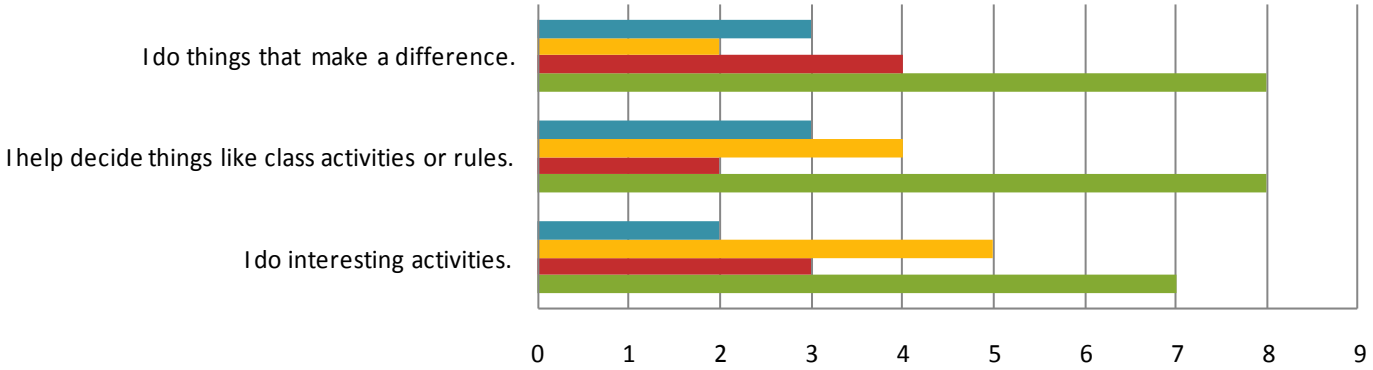
At my school...



	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	6	4	7
A Little True	4	6	2
Pretty Much True	3	2	6
Very Much True	4	5	2

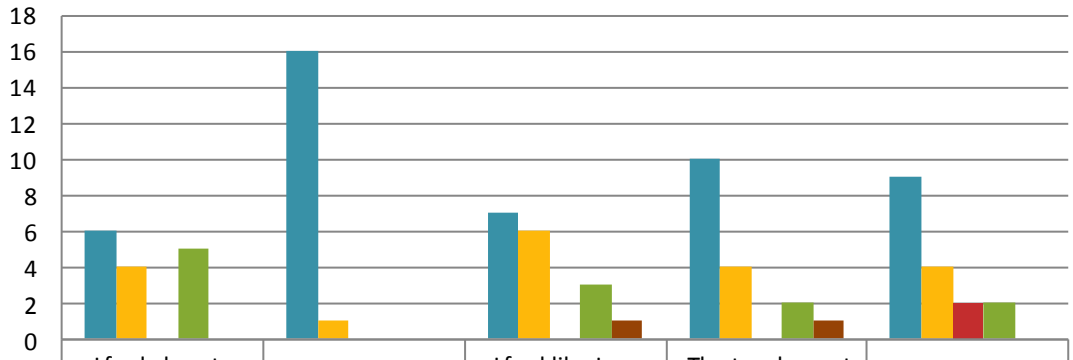
Post Test Survey

At my school...



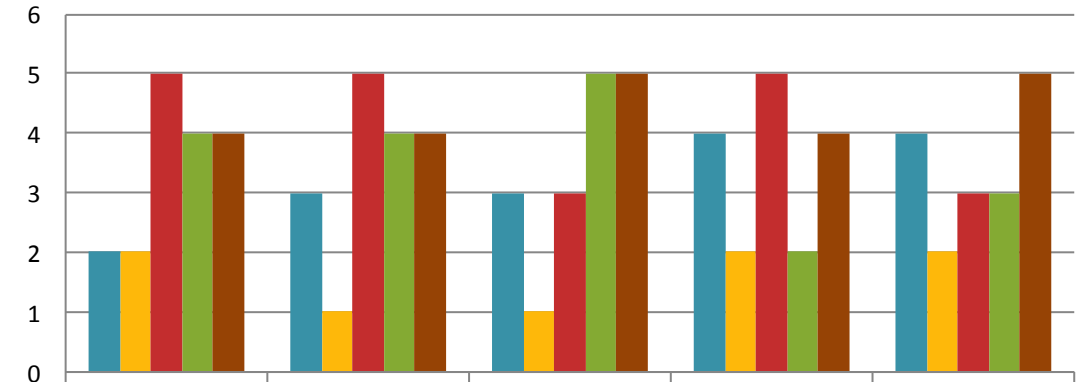
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	2	3	3
A Little True	5	4	2
Pretty Much True	3	2	4
Very Much True	7	8	8

Pre Test Survey



	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	6	16	7	10	9
Disagree	4	1	6	4	4
Neither Disagree Nor Agree	0	0	0	0	2
Agree	5	0	3	2	2
Strongly Agree	0	0	1	1	0

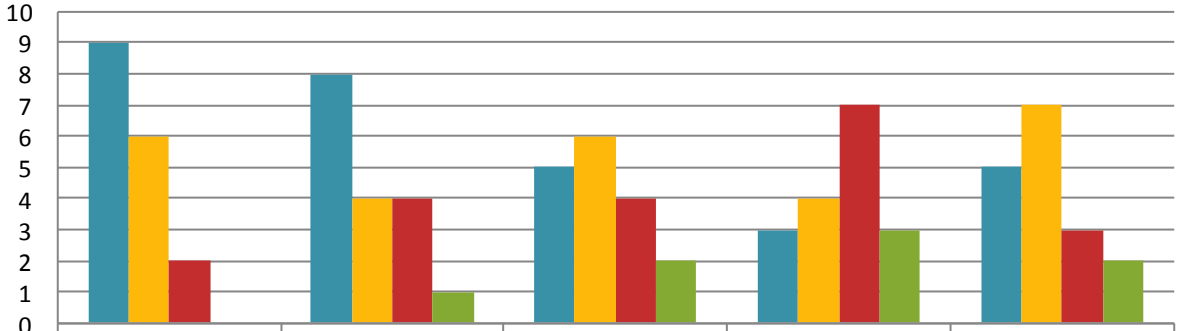
Post Test Survey



	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	2	3	3	4	4
Disagree	2	1	1	2	2
Neither Disagree Nor Agree	5	5	3	5	3
Agree	4	4	5	2	3
Strongly Agree	4	4	5	4	5

Pre Test Survey

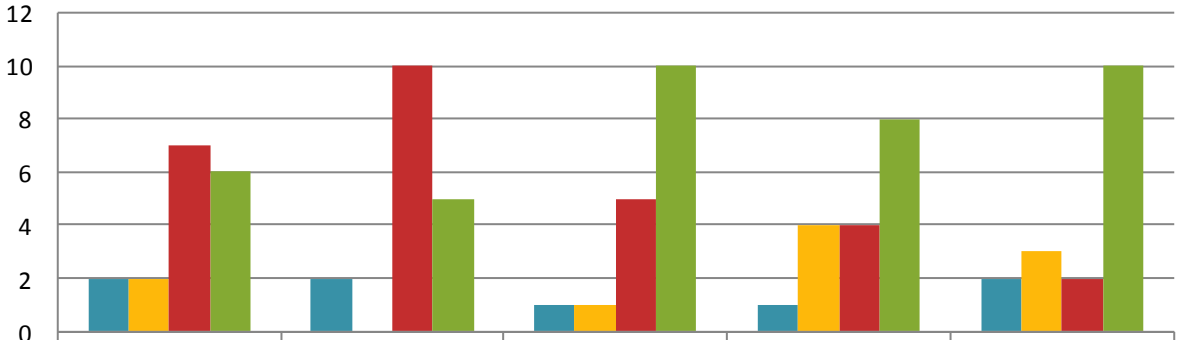
Rate your level of agreement with the following statements...



	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	9	8	5	3	5
A Little True	6	4	6	4	7
Pretty Much True	2	4	4	7	3
Very Much True	0	1	2	3	2

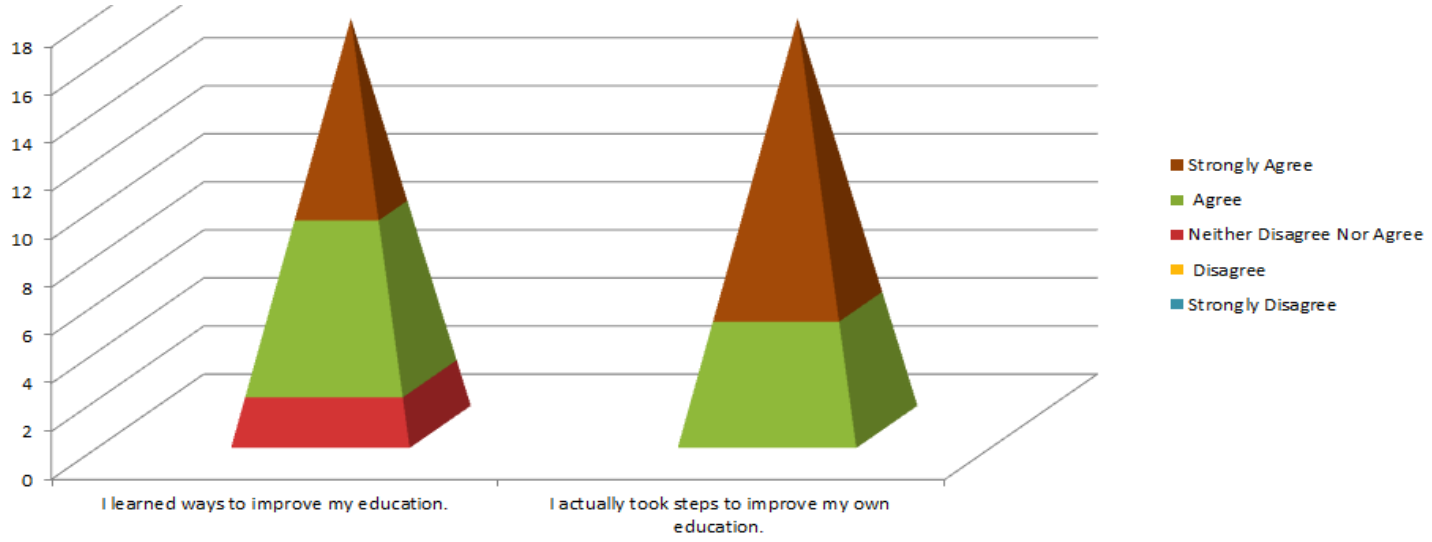
Post Test Survey

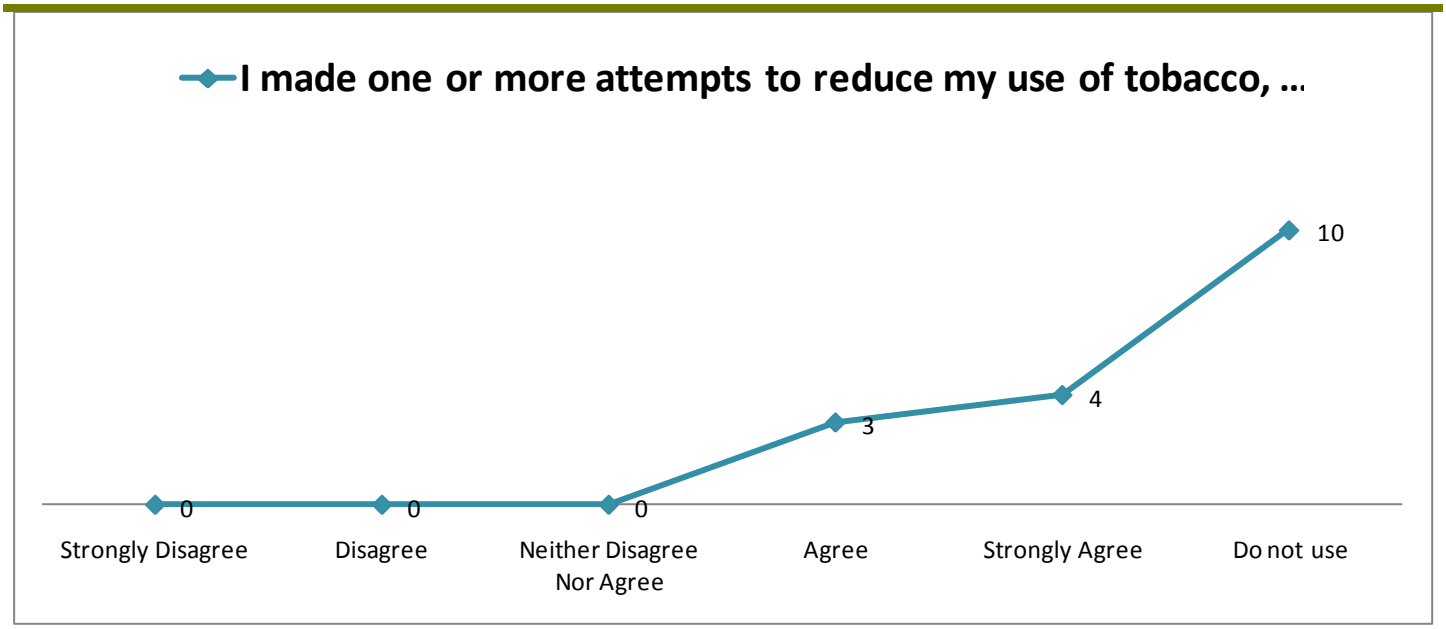
Rate your level of agreement with the following statements...

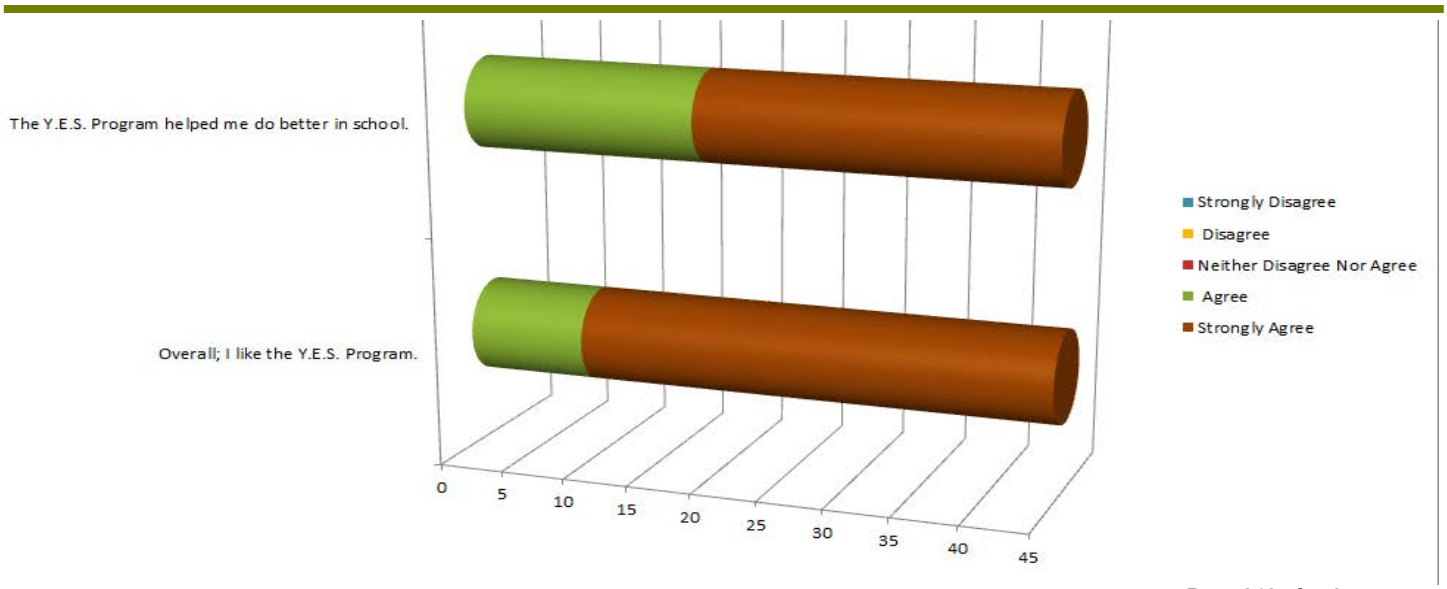


	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	2	2	1	1	2
A Little True	2	0	1	4	3
Pretty Much True	7	10	5	4	2
Very Much True	6	5	10	8	10

Post Test Survey







The Y.E.S. Program's Leadership Training Classes at Procter R. Hugh High School

DRAWING
STARTER
In your notebooks
write 4 sentences about your
Radial Name Design
Use this Vocab:
Radial balance

EXIT

PROCTER R. HUG HIGH SCHOOL

PRIDE, HONOR, INTEGRITY, LOYALTY

Campus Principal – Ms. Lauren Ford Baxter
Assistant Principal – Ms. Mary Frey
Assistant Principal – Ms. Melynda Brown
Assistant Principal – Mr. Eric Feeney

2880 Sutro Street
Reno, NV 89512
Phone (775) 333-5300
Fax (775) 333-5312
www.washoe.k12.nv.us/hug

January 23, 2012

Dear Dr. Wynn and Staff:

I am proud to take the opportunity to commend you and your staff on the dynamic leadership program that you implemented for 16-weeks at Procter R. Hug High School in northeast Reno. The Y.E.S. Program is a welcome entity at Hug and has made a significant difference in the lives of all of its participants.

Students who participated in the Y.E.S. program have shown a noteworthy improvement in various aspects of their attitudes both in and outside of school. Some students who had shaky attendance are now excited about coming to school each day, especially on Wednesdays---the day of the Y.E.S. Program. Additionally, these students have commented about plans for going on to college as a result of Dr. Wynn's Y.E.S. curriculum.

Various components of the Y.E.S. Program enhance and support the Mission Statement of the Washoe County School District. Most impressionable is the involvement of community members as guest speakers who help the students see the connection between school and career success. This connection is integral in helping students realize their dream of academic achievement and success.

I am assured that the Y.E.S. Program had a significant impact on the lives of the program's participants and look forward to the presence of Dr. Wynn and his team on the Hug High School Campus. This program has encouraged students to develop as mature adults with quality leadership skills and good decision-making skills.

I wholeheartedly recommend the continuation of the Y.E.S. Program at Hug High School and hope that it can be extended to more youth in our community, so that they are empowered and able to realize their fullest potential in life. Our District is blessed to have the presence, loyalty and leadership of Dr. Wynn.

Should you have any questions please feel free to contact me @ LFFord@washoeschools.net or you can call me at 327-5601.

Sincerely,

Lauren Ford Baxter, Campus Principal
Procter R. Hug High School

PROCTER R. HUG HIGH SCHOOL

PRIDE, HONOR, INTEGRITY, LOYALTY

Campus Principal – Mrs. Lauren Ford
Junior Administrator – Mr. Eric Feeney
Sophomore Administrator – Mrs. Melynda Brown
Freshmen Administrator—Mrs. Mary Frey

2880 Sutro Street
Reno, NV 89512
Phone (775) 333-5300
Fax (775) 333-5312
www.washoe.k12.nv.us/hug

05/22/2012

To Whom It May Concern:

I am writing to express my sincere gratitude to Dr. John Wynn and his team of associates for their work and dedication to the students at Procter R. Hugh High School, during the 2011-2012 school year. During the course of four weeks, Dr. Wynn and his team mentored and coached forty of our most at-risk freshmen. This mentoring consisted of a variety of different topics, ranging from High School Proficiency Exam preparation, navigating the intricacies of relationships, making positive connections with staff and peers, study skills, and high school graduation requirements. Dr. Wynn had a powerful message to convey to the students at Hug High School, and many of them listened with open minds and a willingness to learn. Dr. Wynn has an amazing talent of connecting to our students, encouraging them to break through the many obstacles that may stand in their way.

Since the conclusion of the program, I have had numerous students ask me to convey not only their appreciation to Dr. Wynn, but also their desire to continue to learn and grow from his program. Moreover, the students have articulated their appreciation not only with their words, but also with their actions. Many of the young girls are more respectful to their teachers, and their grades during the second semester have come up dramatically over the past few weeks. Their desire to pursue education and training after high school has also increased, demonstrated by their continued research into post-secondary education (many students have come to me asking for more information about local colleges, careers, and entrance requirements).

Dr. Wynn and his team have undoubtedly had a profound impact on the lives of our students here at Procter R. Hug High School, and we look forward to a continuous and beneficial partnership with him in the very near future.

Sincerely,

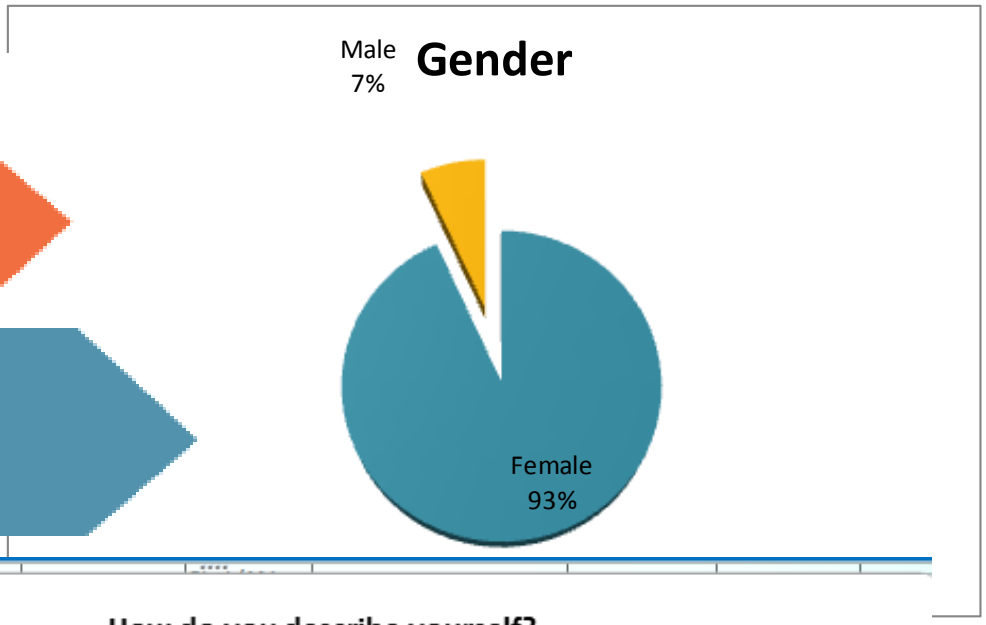
Scott Barclay

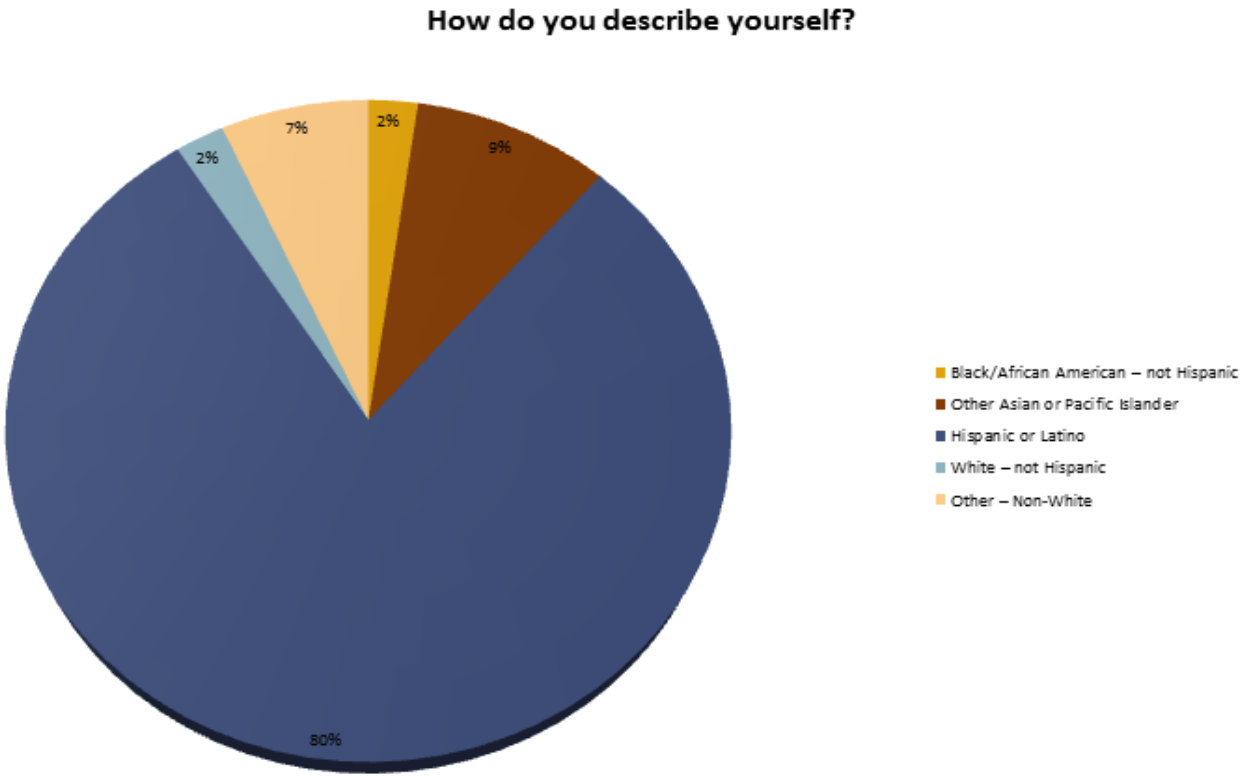
Scott Barclay, M.A., NCSC
School Counselor
Procter R. Hug High School
775-327-5618

Data Source

An evaluation plan was established in order to review the progress of the leadership training class. The data was gathered by a Pre-Test Survey which was given to each student on the first day of the class. Exiting data was gathered by a Post-Test Survey which was given before the end of the 16 weeks. Each student was also required to write an essay explaining their before and after experience with the Y.E.S. Program. The essay also includes the student's opinion about College and Career Readiness. Another tool that was used for gathering data collection were the attendance Sheets. Each student was required to sign in at the beginning of each class and sign out at the end of the class. The following is a result of the data collection from 45 students who voluntarily enrolled in the class:

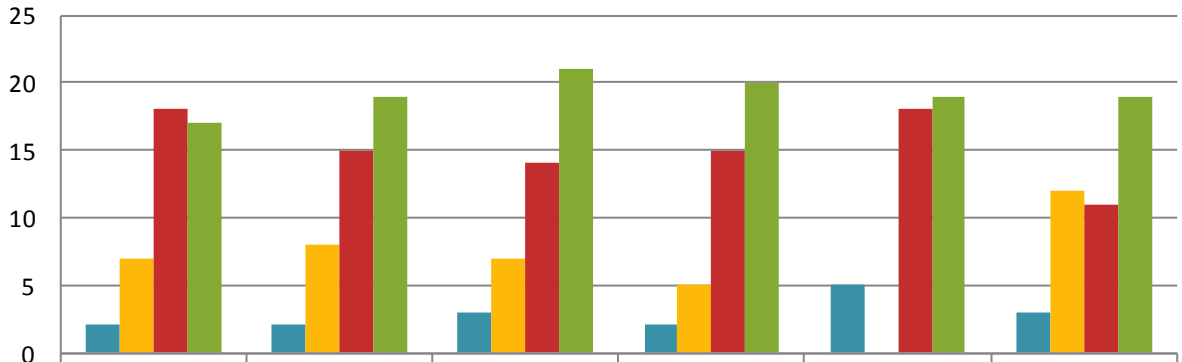
Procter R. Hug High School





Pre Test Survey

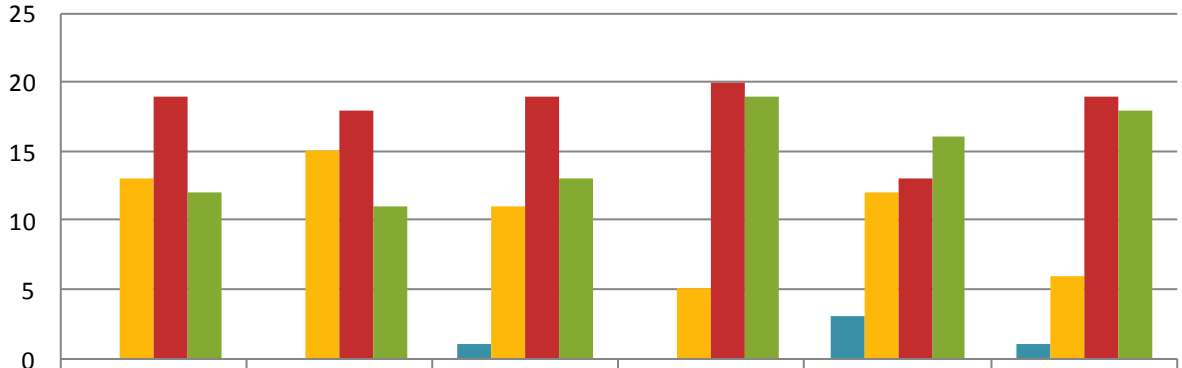
At my school, there is a teacher or some other adult…



	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	2	2	3	2	5	3
A Little True	7	8	7	5	0	12
Pretty Much True	18	15	14	15	18	11
Very Much True	17	19	21	20	19	19

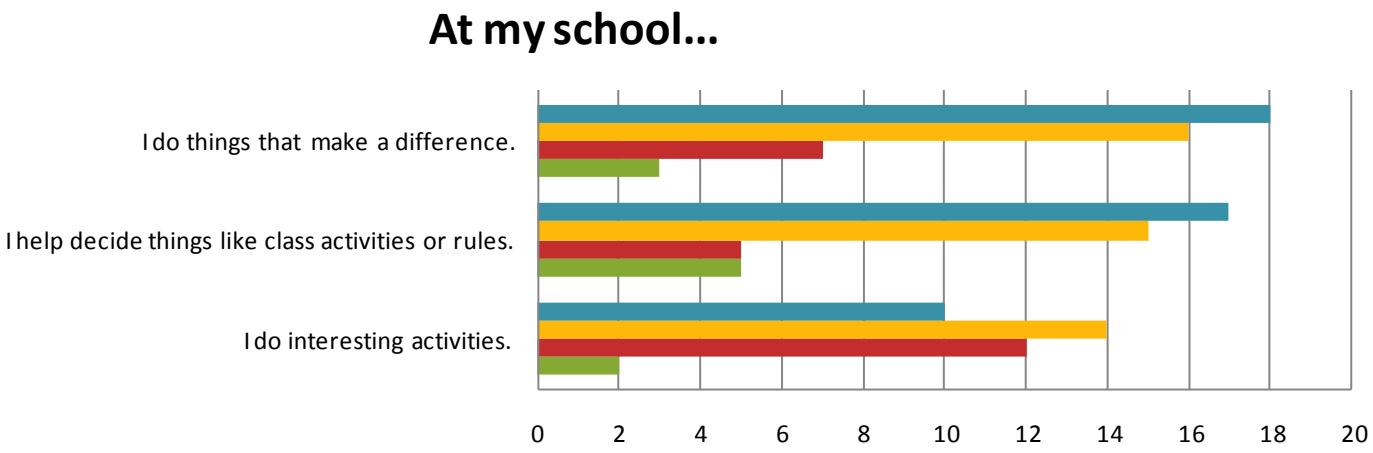
Post Test Survey

At my school, there is a teacher or some other adult…



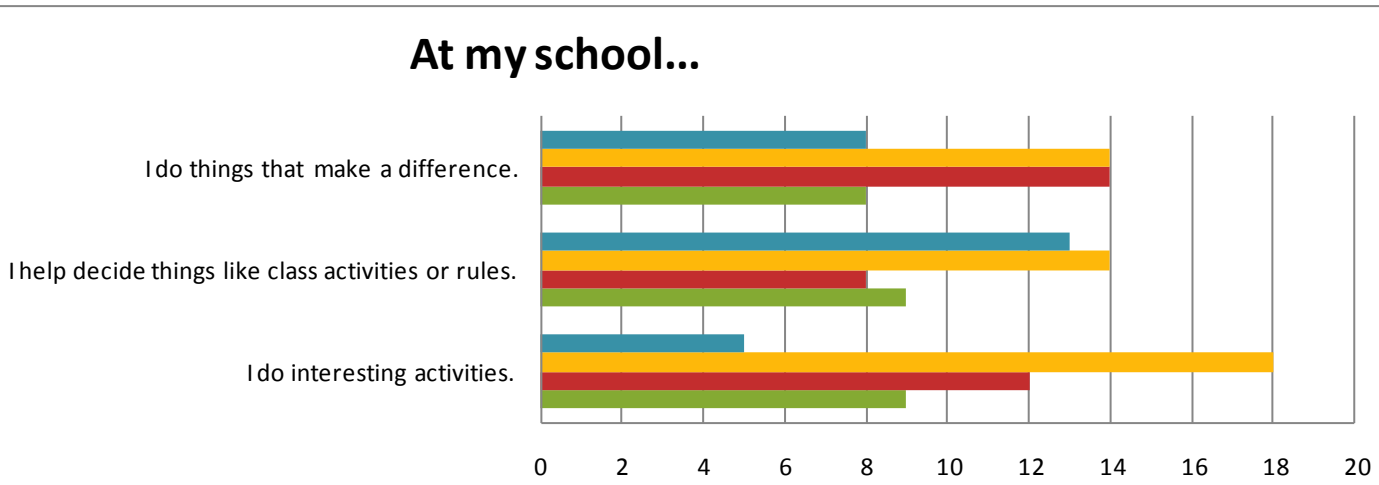
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	0	0	1	0	3	1
A Little True	13	15	11	5	12	6
Pretty Much True	19	18	19	20	13	19
Very Much True	12	11	13	19	16	18

Pre Test Survey



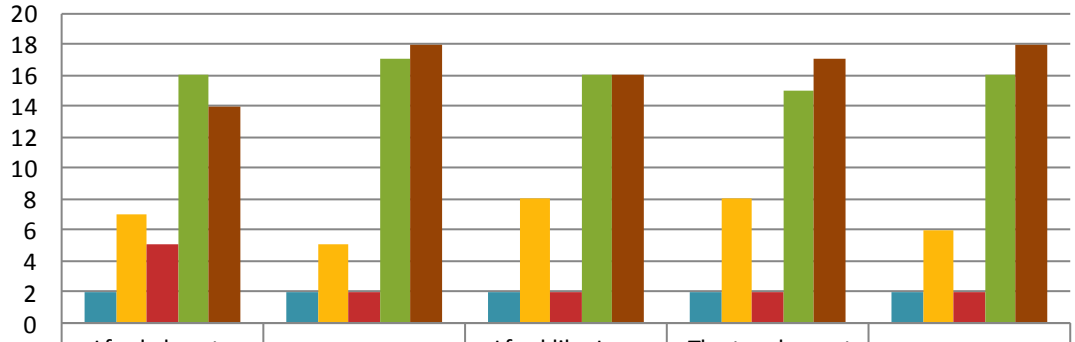
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	10	17	18
A Little True	14	15	16
Pretty Much True	12	5	7
Very Much True	2	5	3

Post Test Survey



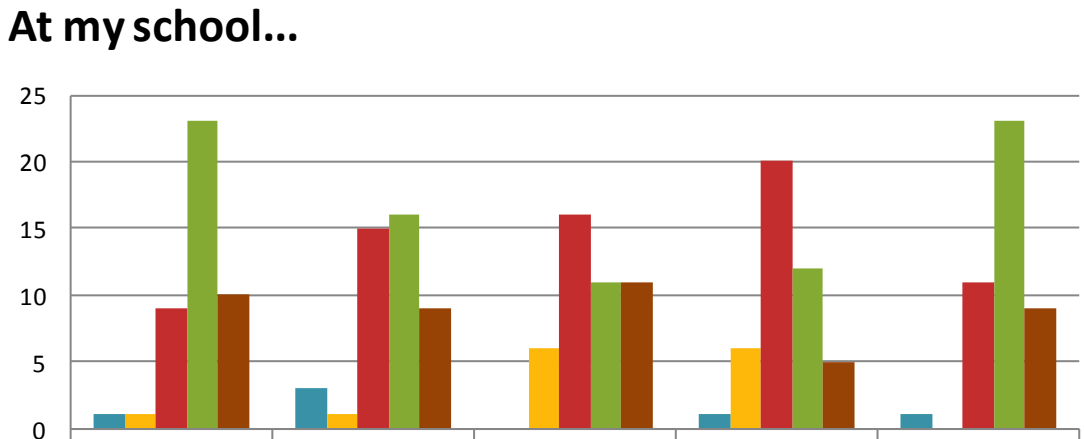
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	5	13	8
A Little True	18	14	14
Pretty Much True	12	8	14
Very Much True	9	9	8

Pre Test Survey



	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	2	2	2	2	2
Disagree	7	5	8	8	6
Neither Disagree Nor Agree	5	2	2	2	2
Agree	16	17	16	15	16
Strongly Agree	14	18	16	17	18

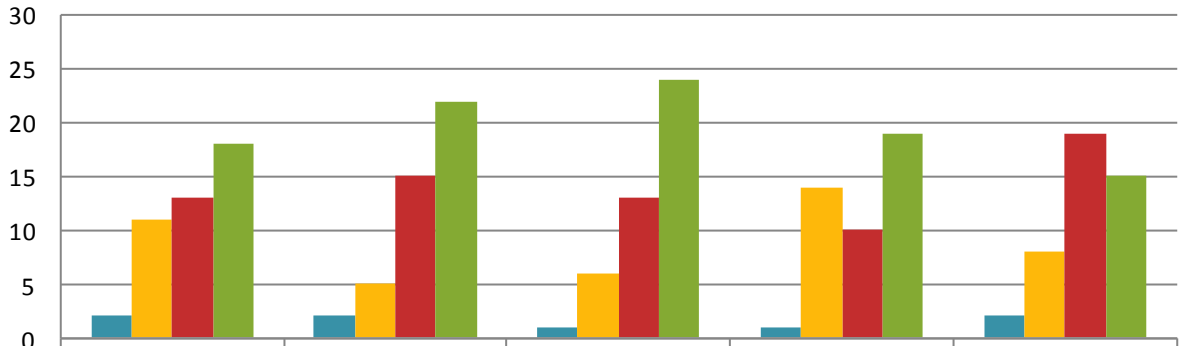
Post Test Survey



	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	1	3	0	1	1
Disagree	1	1	6	6	0
Neither Disagree Nor Agree	9	15	16	20	11
Agree	23	16	11	12	23
Strongly Agree	10	9	11	5	9

Pre Test Survey

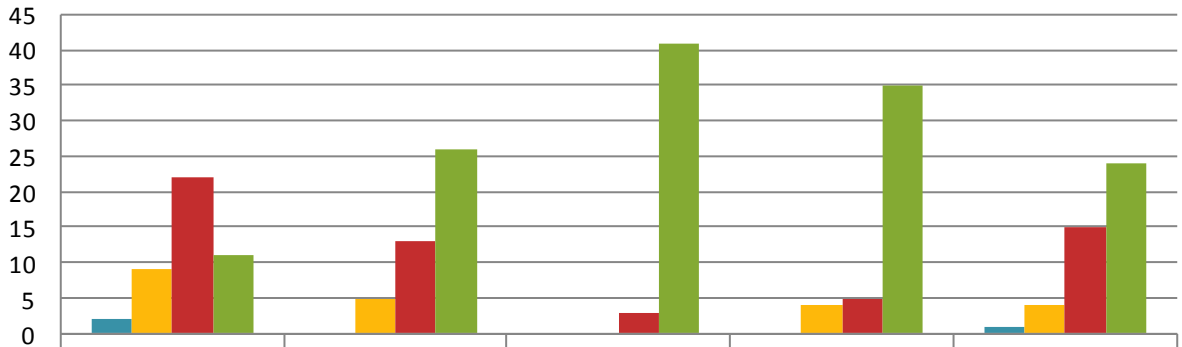
Rate your level of agreement with the following statements...



	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	2	2	1	1	2
A Little True	11	5	6	14	8
Pretty Much True	13	15	13	10	19
Very Much True	18	22	24	19	15

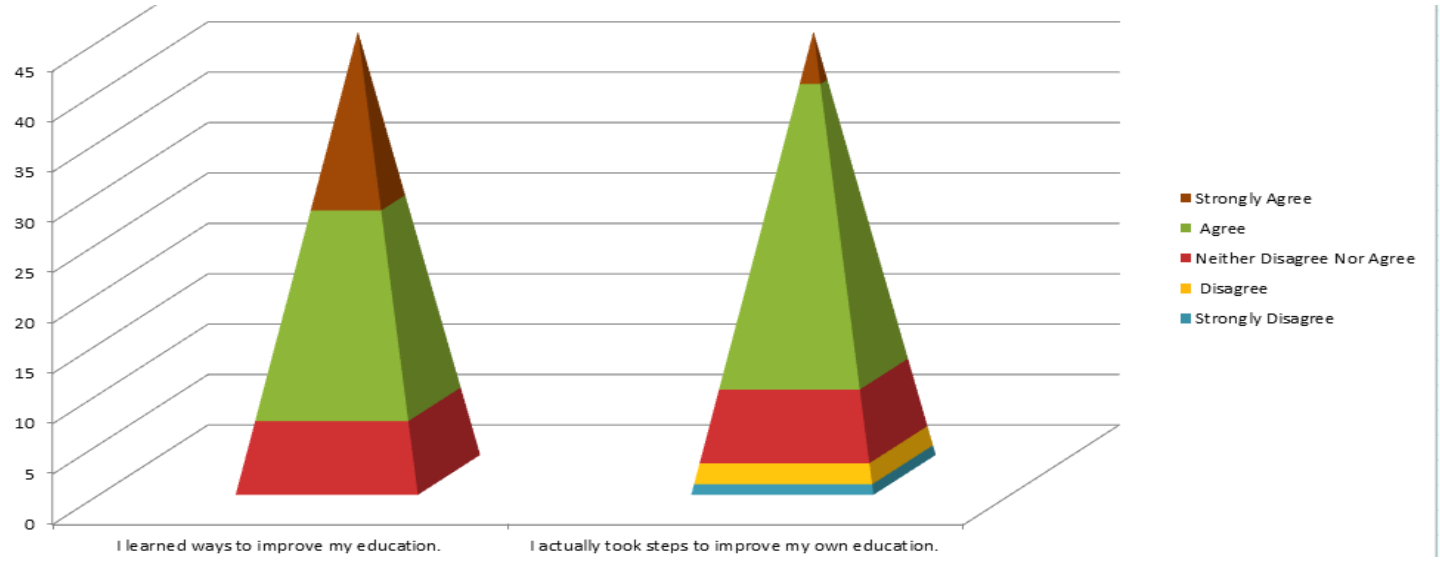
Post Test Survey

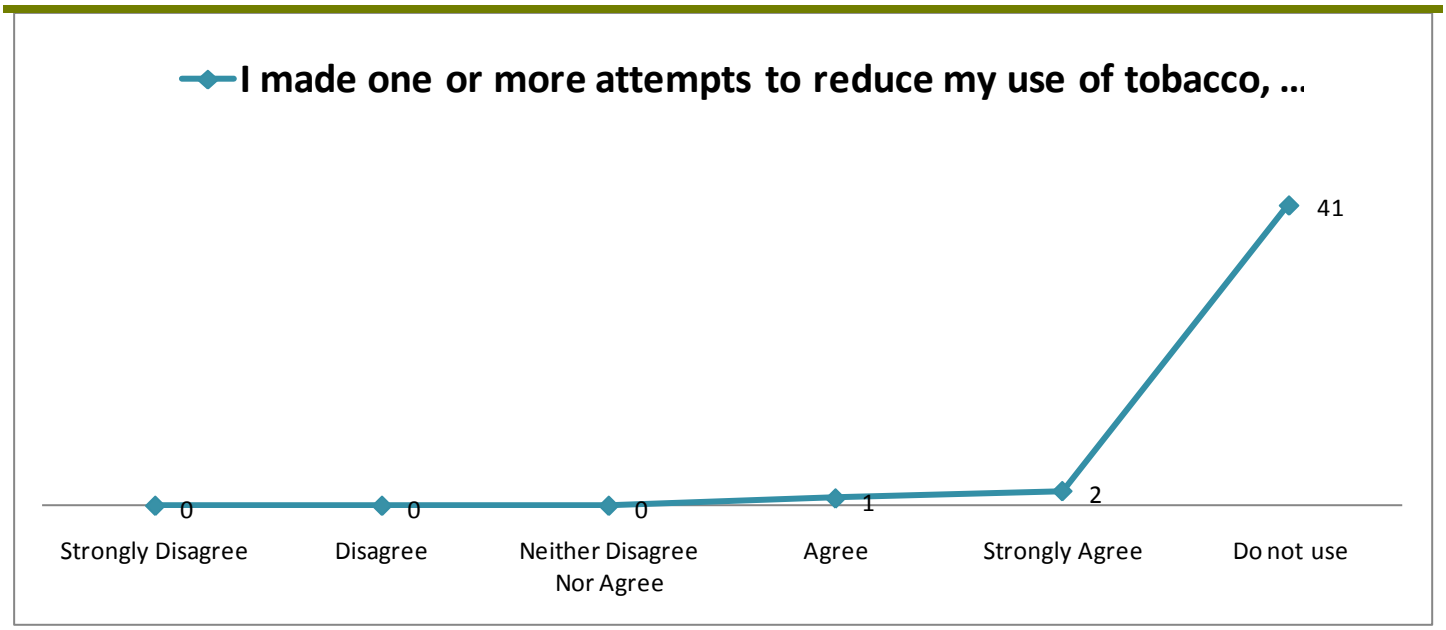
Rate your level of agreement with the following statements...

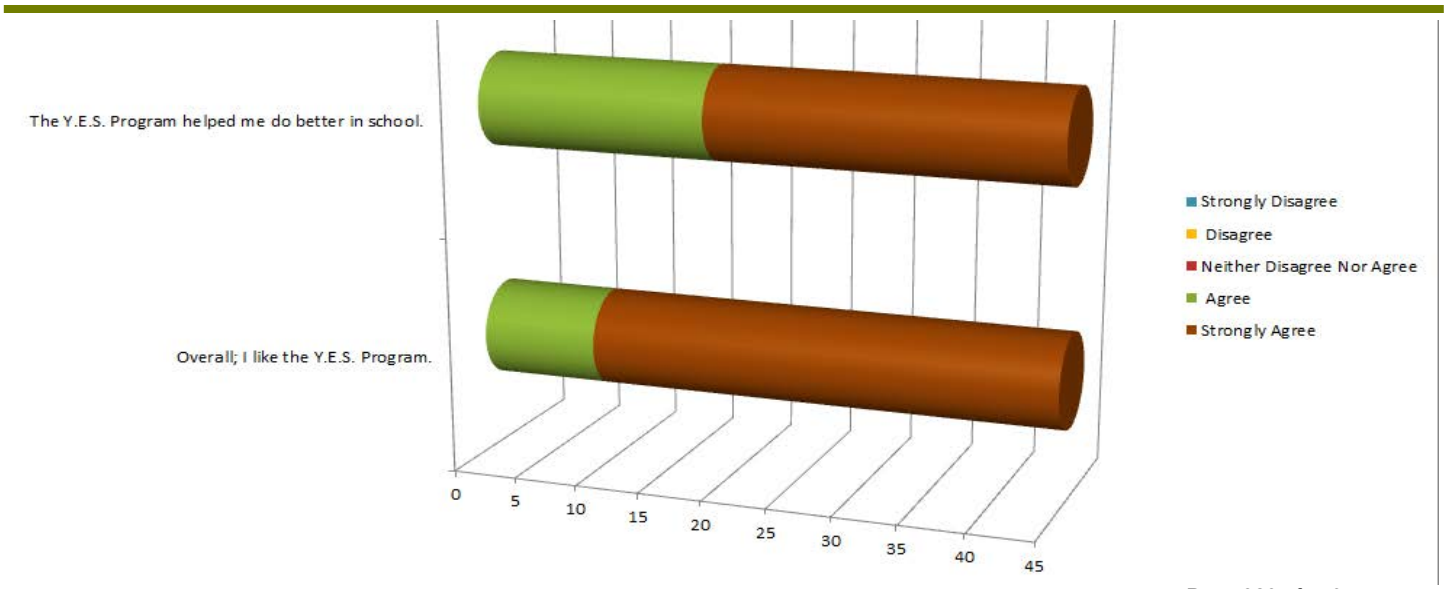


	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	2	0	0	0	1
A Little True	9	5	0	4	4
Pretty Much True	22	13	3	5	15
Very Much True	11	26	41	35	24

Post Test Survey







Jorge Garcia- Ayala
Y.E.S. Program at Procter Hug High School
12-9-11

Currently my family owns an independent, small business in yard work. My father's profession is maintaining his company and is also a great manual worker. My mother and sister have jobs and my sister and I are just dedicated to school. I say this because in order to create the portfolio I have to introduce my plan and what field I'd like to join. Since we have a successful company, so far, I will enter UNR and study business, while doing so I will begin on new projects I have for the company and introduce new ideas so that we work year round. Then eventually start my own business.

In order to accomplish my goal to expand the family company I don't need much education because the base is set, really all that is needed is more money and more training. I will take my test to receive my landscaping license and begin to introduce our work. For my business I will need to take business classes because if nothing is started and since it's on my own I will have to start from scratch and for that I will need business classes.

I can receive this training at just about any university or community college but I have been looking at UNR for this education. There is several options for this field, there's universities, community colleges, trade schools, and online courses. This brings us to what status is required, well for the expansion of the company all I need is a landscaping license. For my own business I need what I want to get, depending on what business I want and such that's how I will determine what degree to acquire. But right now I'm looking at a masters.

In this paragraph I will discuss three related questions, time invested, preparation for career, and the cost. First I will discuss the time, in order to achieve my primary goal I will invest the time necessary which is approximately two to eight years. Second goal, in order to get my business up and running it will be approximately four to eight years. The training and education I will receive will prepare me enough to become successful because this training and education will focus in on the fields I will work with. The prices aren't too clear at this moment because it's not only school, it's also equipment, licenses, workers and such. I conclude my assignment here, I will do what's necessary to accomplish my goals and I will strive to become successful.

In this paragraph I will talk about the YES Program. The YES Program, Mr. Wynn and the people who partook in the program have helped me refuel my awareness and I have become a better listener, a better participator and a motivated, very motivated senior. Since the program I have developed more social skills, various ways of accomplishing goals, and enormous amount of self-control. I ran on fumes; I now run on venture. I did not have any goals, plans or expectations when I walked into that meeting; I misjudged the program, but I took the chance of sticking to the book and realized otherwise. I have set some goals and I am organizing plans to take on these objectives in an effective matter, this, this I learned in the program. I realized it worked for Mr. Wynn so it might work for myself as well. I greatly appreciate what Mr. Wynn, the YES Program and those who help in the YES Program do for our communities' youth. I met Stephanie, Farrah and Mr. Wynn and they're all working to better our youth and show them a road to success.

As I have spent time with my YES Program instructors I have accomplished the feeling of being around positive and motivated people. My instructor Mr. John Wynn is a hard-working, self-made man who I respect. Being around him and my peers has made me a hungry and success driven person. Our discussions and meetings have made an impact on how I react in certain situations and the way I go about making decisions. Mr. Wynn is an intelligent man because he has discovered a way in which he can motivate teens and young adults which is difficult because we believe the world is in our hands. He may not be able to reach everyone but those who he does receive a chance from are well aware of his potential and were few of the ones who experienced integrity. Mr. John Wynn helped me realize some things I did not know about myself and the world around me, his lessons are well thought out and interactive. For what Mr. Wynn has done a fair share on motivating young adults and helping realize what people look for.

Yesenia Pina
Y.E.S. Program at Washoe Inspire Academy
5-24-12

Dear Doctor Wynn,

I wanna thank you for all the help and the good advice you told me. It really helped me to not give up on my dreams and not let people get inside of my head. You really helped me by staying out of trouble and walking the right path. I just know for a fact that I'm not going to give up. I'm going to keep trying in life and think of the positive stuff. My goal is to get out of here and stay out of trouble. I want to go to summer school but I have family problems I'm going through right now. I'm going to remember your big bright smile every day as I grow up bigger throughout life. I'm going to remember the laughs we had together and the serious conversations we had together. I did see you as my dad because I never ever met my dad and my dad will never talk to me like that. And this is our last goodbye. I hope you have the best in life with your beautiful kids.

I love you!

Yesenia P.

Thank You

YOUTH EMPOWERED TO SUCCEED

2012/2013 Social and Emotional Learning Program

Progress Report

"GREATNESS KNOWS NO LIMITS"

Dr. John Wynn, Program Director
www.doctorjohnwynn.com

About the Y.E.S. Program

Mission

The Y.E.S. Program's Mission is to help youth create a road map for their success through training and tutoring. To provide youth leadership training and adult education, life skills, empowerment and resources through programs necessary for the enhancement of the lives of the citizens and residents.

We also focus on providing an array of programs that support educational, vocational, college and carrier, personal and family needs by improving individual job and community performance, eliminate current challenges by addressing technical skills, retention, performance, attitude, negotiation, time management and problem solving.

Social and Emotional Learning

Social and emotional learning is vital to the development of any child. Some are able to gain social and emotional learning from home, but others are left to acquire knowledge from unreliable sources. Therefore, more of an effort has been placed on providing this information in the school environment through the Y.E.S. Program.

Students who participate in the Y.E.S. program will be equipped with the skills they need to thrive in modern society. It is our goal to provide them with social and emotional learning opportunities in an atmosphere that demonstrates the principles we are relating to them.

Y.E.S. Program Director

Dr. John Wynn is dedicated to working with schools and educators to assists students with their educational success. He developed the social and emotional learning curriculum for Youth Empowered to Succeed because he wanted to give students tools to remove mental road blocks that prevent them from reaching their goals. Dr. Wynn has over 20 years experience working with youth and adult education. His passion for the students has made such an impact that students who were not achieving at the level they should prior to enrolling in the Y.E.S. Program; have now completed high school and enrolled in appropriate postsecondary education or training to become productive, contributing members of society. Dr. Wynn is a member of the Education Alliance Board of Washoe County and also teaches classes in the Parent University program for the Washoe County School District. In addition to his many responsibilities, Dr. Wynn is a Chaplain for the Reno Police Department.

YOUTH EMPOWERED TO SUCCEED

2012/2013 Social and Emotional Learning Program

Progress Report

"GREATNESS KNOWS NO LIMITS"

Youth Empowered to Succeed (Y.E.S. Program)
1202 Hillboro Avenue
Reno, Nevada 89512

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Washoe County School District
425 East Ninth Street * P.O. Box 30425 * Reno, NV 89520-3425
Phone (775) 348-0200 * (775) 348-0304 * www.washoecountyschools.org

Board of Trustees: Ken Grein, President * John Mayer, Vice President * Estela Gutierrez, Clerk
Dan Carne * Barbara Clark * Scott Kelley * Barbara McLaury * Dr. Heath Morrison, Superintendent

June 18, 2012

RE: Letter of Support for the Youth Empowered to Succeed (Y.E.S.) Program

Please accept this as a letter of support for the Y.E.S. Program which was created to assist youth in building a better future through training, tutoring and mentoring. We have been fortunate to have this leadership program hosted by Dr. Wynn at Procter R. Hug High School and Washoe Inspire Academy this year and the results have been extremely positive. A total of sixty two students were enrolled in the Y.E.S. Program during the 2011-2012 school year and the feedback from the students has shown how impactful this program can be for our youth.

The five goals of the Y.E.S. program include:

1.To improve the educational results through various leadership training courses offering assistance with class work completion as well as tutoring for Math, English, Science and History for the High School Proficiency Test;

2. Encourage students to improve their opinion of themselves, complete high school, and continue their education through vocational training, cosmetology, military and college; offering guidance while instilling the importance of education, self-awareness, student engagement and continuous academic success;

3. Working with the local community to identify, mentor and develop programs and training that will lead residents towards self-sufficiency;

4. Collaborate with the community to identify social and educational needs and provide them tools to become self-sustaining, self-supporting and self-reliant;

5. Coordinate efforts throughout the community so as to avoid duplication, improve delivery of services to low income persons, related programs to one another.

In supporting programs such as Y.E.S., our schools will benefit from the outcome of having a stronger community for our students and families. The Washoe County School District encourages partnerships with community organizations which serve to focus and support the outcomes of improving the lives of our youth.

Respectfully,

Heath E. Morrison, Ph.D.

Certificate No. 41433

Robert A. Cashell, Sr.
Mayor

(775) 334-2001
(775) 334-2097 Fax
cashellr@reno.gov
Web site: www.Reno.gov

"The most livable of Nevada cities; the focus of culture, commerce and tourism in Northern Nevada."

March 6, 2012

Dear Sirs,

It is with great pleasure and enthusiasm that I am writing to support Bishop John Wynn, the Y.E.S. Program and the Youth Empowered to Succeed Curriculum. Bishop Wynn is a native of Nevada who after graduating from Wooster High School, moved away to further his education and experience. For the last 20 years, Bishop Wynn has committed his life to helping people and serving the community in which he lived.

While living in Southern Nevada, his program was an approved Training Provider for Nevada Department of Employment, Training and Rehabilitation and the Southern Nevada Workforce Investment Board. The program was also utilized for six years though the Adult Education Department in the Clark County School District, until he relocated back to Reno. The program offered High School Diploma, G.E.D., National Child Development Associate Certification, Youth Leadership and Job Placement. I know of Bishop Wynn's continued interest in programs related to youth leadership and development. He has instituted many impressive programs, and it is an honor to have him back home in Reno.

I knew his father, the late Rev. Willie J. Wynn. He was also a great man who worked diligently and made a positive impact the Reno community and the lives of the people he touched. His father was the first African American on the Governor's Cabinet in the State of Nevada as the Equal Rights Commissioner under Governor Paul Laxalt in 1968. His father was also the Chairman of the Reno Housing Authority. Just like his father; Bishop Wynn also has a large family of 8 children, who works with him in the school district and faith based community along with his wife of 21 years.

During the time I have known Bishop Wynn, he has distinguished himself as a conscientious and energetic pioneer in the fields of faith based community development and youth leadership training. I have enormous respect for his teaching and leadership skills, and I look forward to hearing about more of his accomplishments.

I am able to observe his commitment to the community when he regularly attends the Reno City Council Meetings. His passion for youth, diligence, energy and sense of humor make him great to work with. I highly recommend him and the Y.E.S Program as a welcome addition to the Washoe County School District. His creativity, resourcefulness, and ability to communicate with youth really have made the Y.E.S. Program presentations distinctive and successful.

One East First Street, 15th Floor, P.O. Box 1900, Reno, NV 89505

With participants from a variety of backgrounds, there is often conflict, and occasionally confrontation. While setting limits, Bishop Wynn manages to respond consistently with respect and compassion. The experience had a profound effect on the participants and, because of his exceptional skill and professionalism; the evidence of success is documented in the Y.E.S. Program's 2012 Progress Report.

He has the qualities of a natural leader: genuineness, intelligence, and integrity. He also brings his interest in scholarly research and program development. Just as importantly, he comes with an enthusiasm for both learning and networking, as well as a determined desire to see success in the lives of youth in Reno. It is exciting to think of the ways in which he might contribute to our community.

I hope my perspective will be helpful to you as Bishop Wynn continues this exceptional program. I have the greatest admiration for his work.

Sincerely,

Robert A. Cashell, Sr.
Mayor

SPANISH SPRINGS HIGH SCHOOL

"Home of the Cougars"

Tasha Fuson, Principal

June 20, 2013

To whom it may concern:

As the Assistant Principal of the Senior Class at Spanish Springs High School, I had the pleasure of working with Dr. Wynn, William and Meryl of the "Youth Empowered to Succeed" program. This year we piloted a program specifically designed to target seniors who were in jeopardy of not graduating, had considerable discipline and behavior issues, and needed sincere motivation to even remain in school and find a course in life.

I am happy to report that 11 of the 17 students enrolled in the program finished the school year, and seven of the 17 students will graduate this year. To simply claim that the Y.E.S program had an effect on our students is an absolute understatement. Over the course of the year, I watched as Dr. Wynn and his staff transformed a group of students who had no love for education, no love for their school, and at times, no love for themselves, into a dynamic group who came to embrace education, their place in the school, and their place in the world.

I am a data driven decision maker, and while statistical results do reveal that the Y.E.S. program kept more than half of these at risk students in school and helped a third of them graduate on time, the real results were defined by the confidence each of them gained as students and citizens by completing the course. It is my sincere hope that in the future our students will have the benefit of continuing to work with the exceptional staff, and exceptional curriculum, of Dr. Wynn, and the Youth Empowered to Succeed program.

Sincerely,

Richard J. Salter M.A., M Ed.
Assistant Principal
Spanish Springs High School

Our Progress

Our aim is to make sure all of our students are on a path to success in college, careers, and life.

The Y.E.S. Program was offered at five schools in the Washoe County School District; Washoe Inspire Academy, Spanish Springs High School, Washoe Innovations, Sparks High School and Dilworth Middle School for both semesters. The purpose of the program was to improve the educational results through various leadership training courses. The impact of this program has encouraged students to improve their opinion of themselves, complete high school, continue their education through vocational training, cosmetology, military and community college. This program offered guidance while instilling the importance of education, self awareness, student engagement and continuous academic success.

The Y.E.S. Program also offered a wide variety of mentoring concepts designed to help students achieve their academic potential. Each of these are based to keep students focused and to facilitate communication with the instructors. The program is designed to give the student stronger skills for navigating in their years of high school, college and preparing them for what they will encounter after graduating from college. Students set goals for their success and were connected with instructors who supported and assisted them in developing a plan for to reach their goals. The student's academic and socio-emotional progress was supported by the instructors.

Successful Strategies Used for Training:

- After each training component; students receive a certificate of completion.
- Students are encouraged to developed and write their own affirmation for their life.
- Students are encouraged to build a *Dream Wall*; a collage of how they see their future.
- Recruiters from UNR, TMCC, Vocational Schools and branches of the military attended a Y.E.S. Program Carrier Day and provide information for enrollment.
- Members of local business attended the Y.E.S. Program to provide students information and speak to students regarding various businesses and careers.
- Students are encouraged to develop a support team.
- Students receive direction on what road to take that will allow future success.
- Students are given tools to remove mental roadblocks that prevent them from achieving their goals.

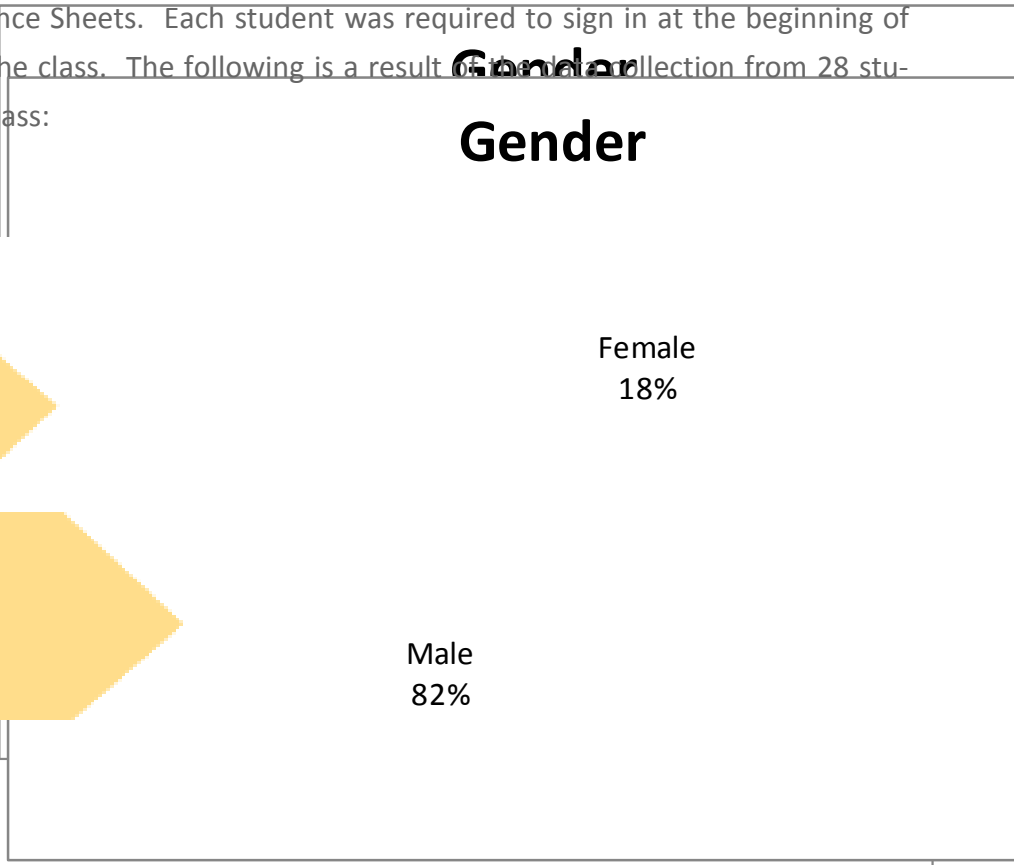
Upon Completion Each Student Receives:

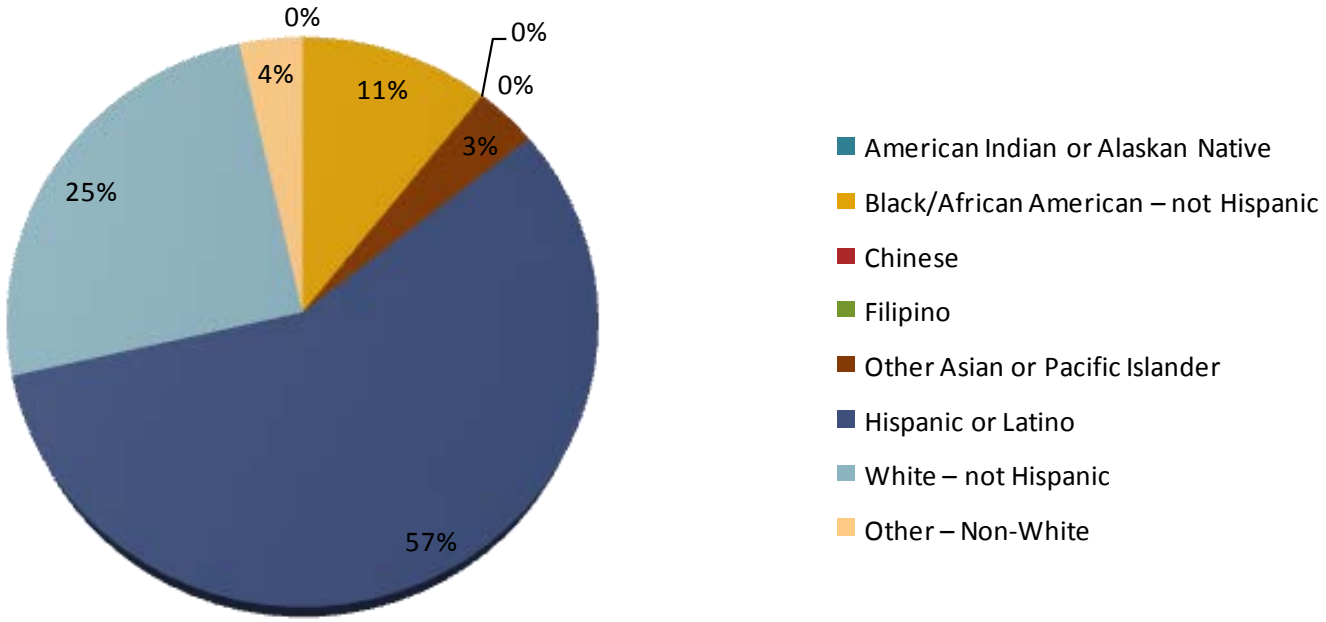
- A final graduation certificate from the Y.E.S. Program.
- 1/2 Community Credit per semester towards their high school diploma
- 24 hours per semester for Community Volunteer

Data Source

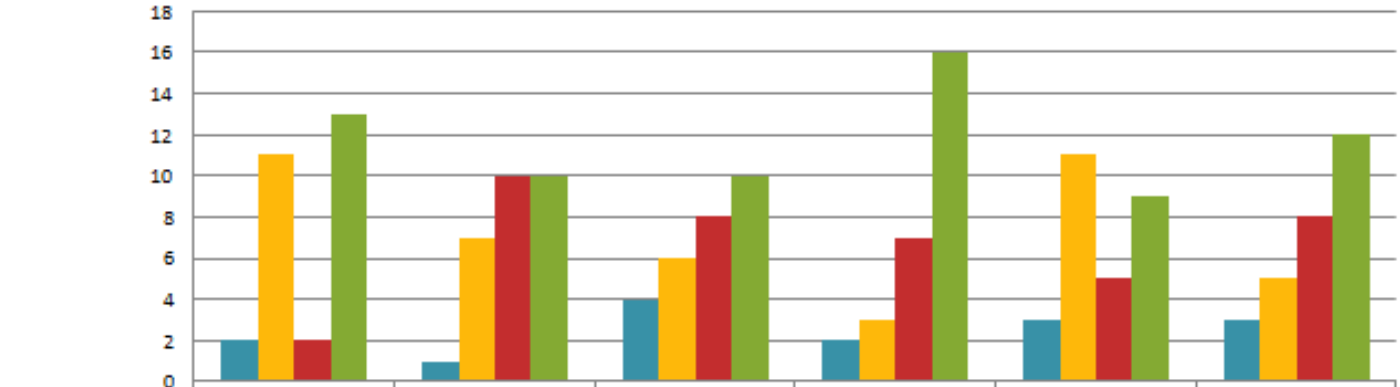
An evaluation plan was established in order to review the progress of the leadership training class. The data was gathered by a Pre-Test Survey which was given to each student on the first day of the class. Exiting data was gathered by a Post-Test Survey which was given before the end of the 16 weeks. Each student was also required to write an essay explaining their before and after experience with the Y.E.S. Program. The essay also includes the student's opinion about College and Career Readiness. Another tool that was used for gathering data collection were the attendance Sheets. Each student was required to sign in at the beginning of each class and sign out at the end of the class. The following is a result of the data collection from 28 students who voluntarily enrolled in the class:

Washoe Inspire Academy



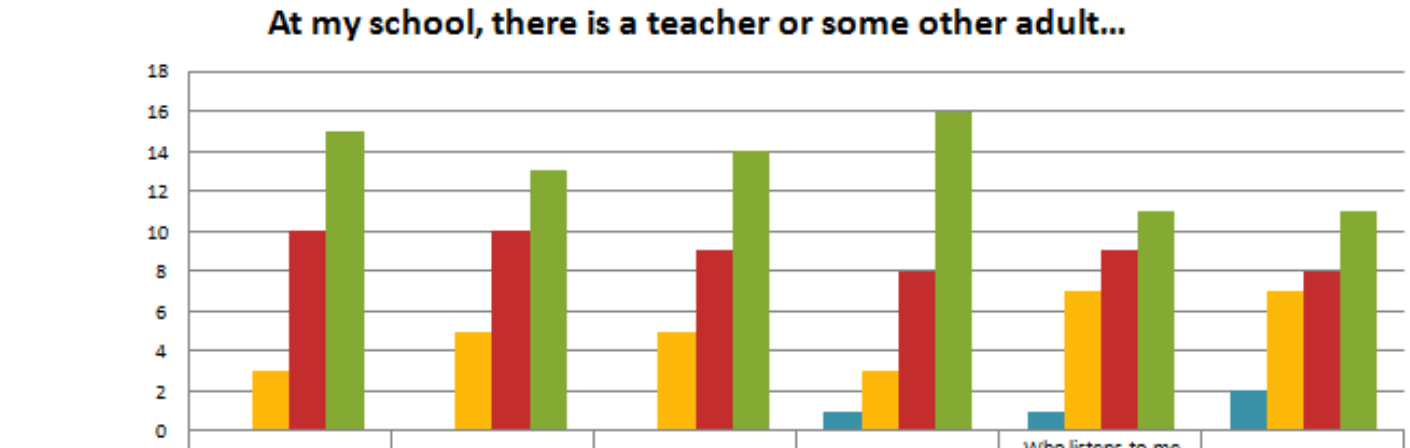


Pre Test Survey



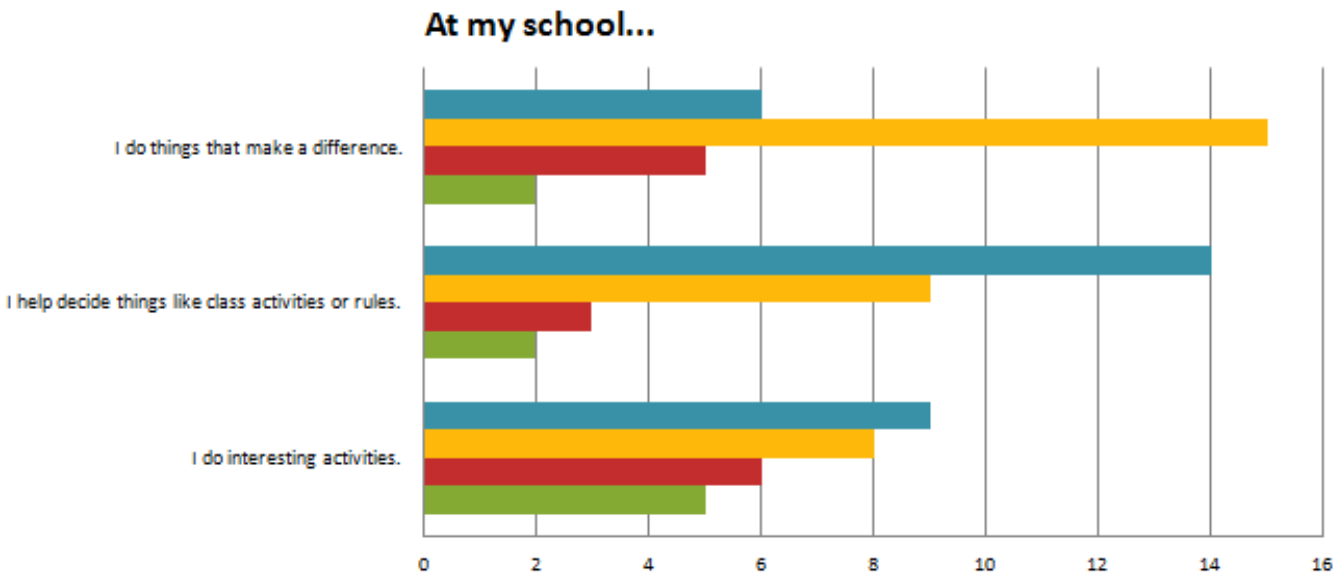
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	2	1	4	2	3	3
A Little True	11	7	6	3	11	5
Pretty Much True	2	10	8	7	5	8
Very Much True	13	10	10	16	9	12

Post Test Survey



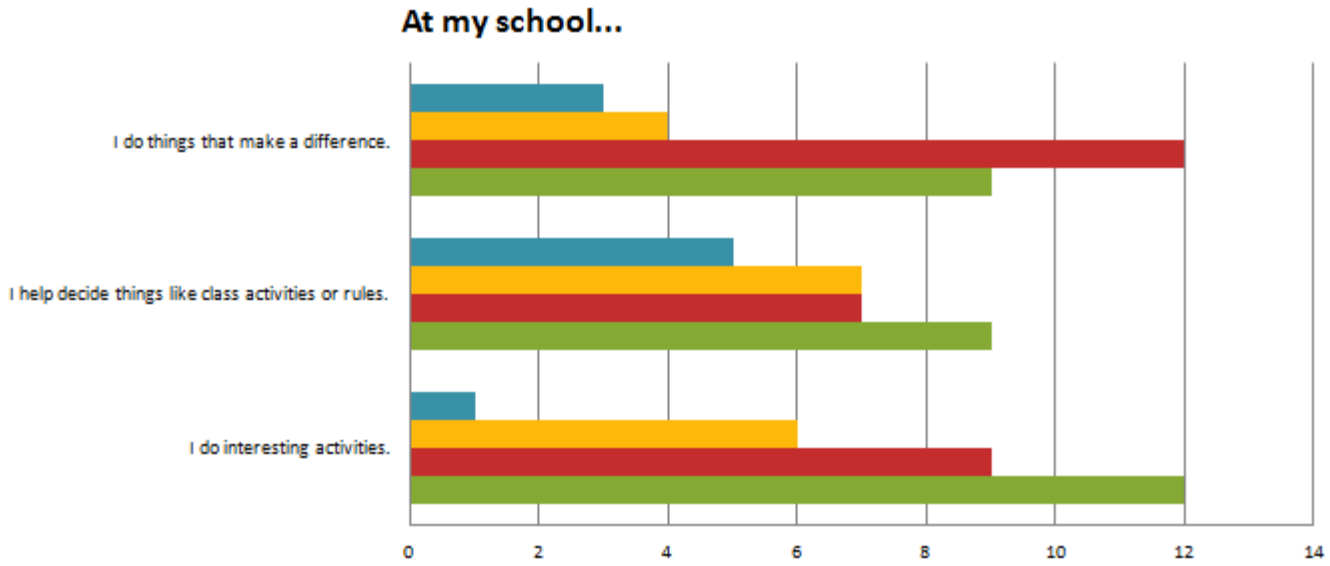
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	0	0	0	1	1	2
A Little True	3	5	5	3	7	7
Pretty Much True	10	10	9	8	9	8
Very Much True	15	13	14	16	11	11

Pre Test Survey



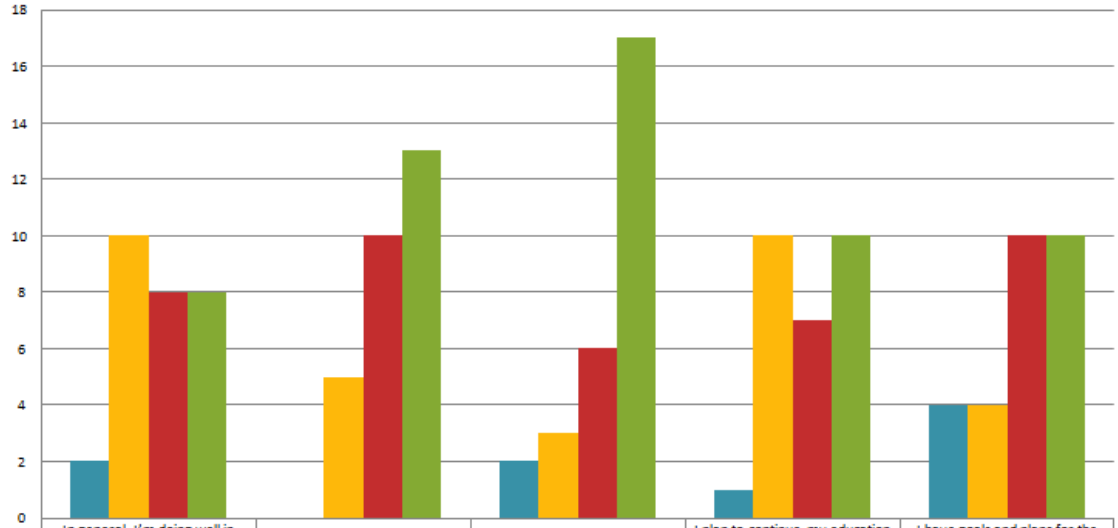
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	9	14	6
A Little True	8	9	15
Pretty Much True	6	3	5
Very Much True	5	2	2

Post Test Survey



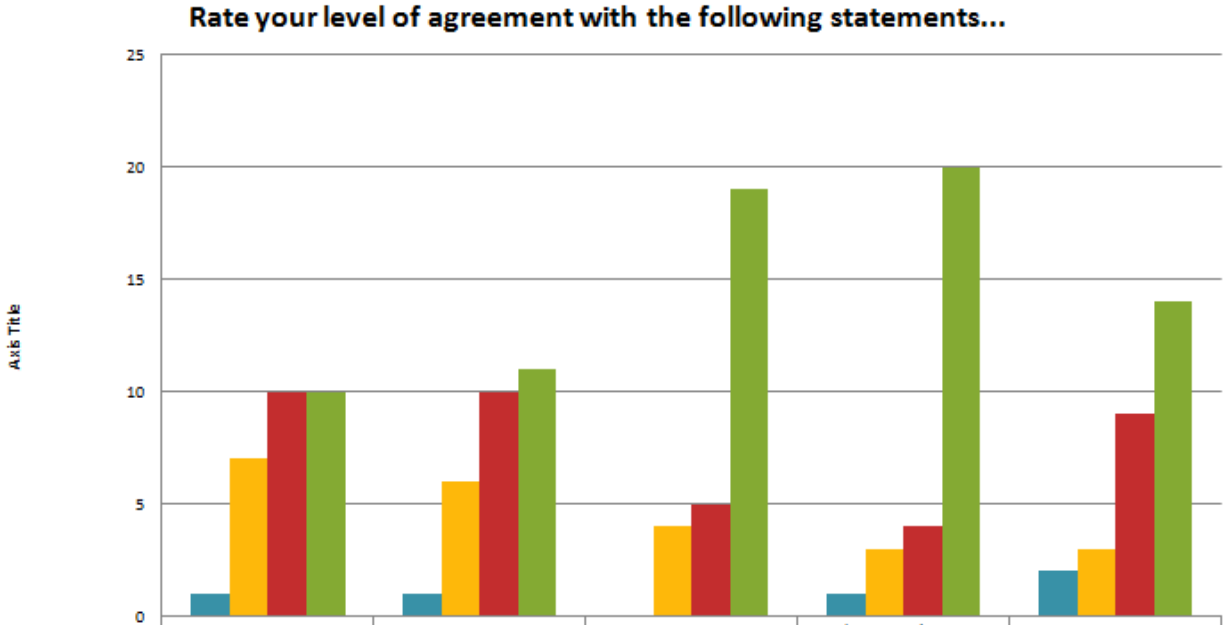
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	1	5	3
A Little True	6	7	4
Pretty Much True	9	7	12
Very Much True	12	9	9

Pre Test Survey



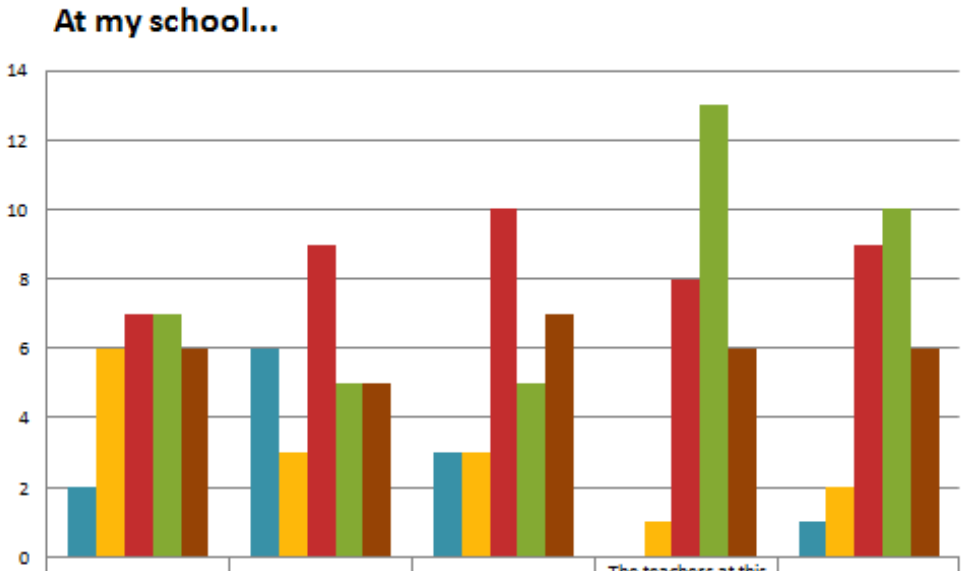
	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	2	0	2	1	4
A Little True	10	5	3	10	4
Pretty Much True	8	10	6	7	10
Very Much True	8	13	17	10	10

Post Test Survey



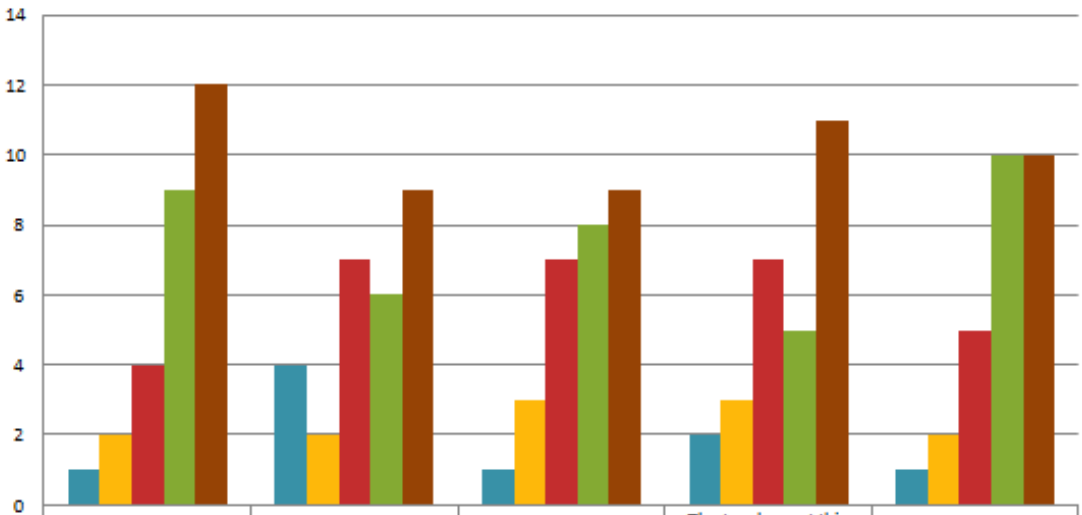
	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	1	1	0	1	2
A Little True	7	6	4	3	3
Pretty Much True	10	10	5	4	9
Very Much True	10	11	19	20	14

Pre Test Survey



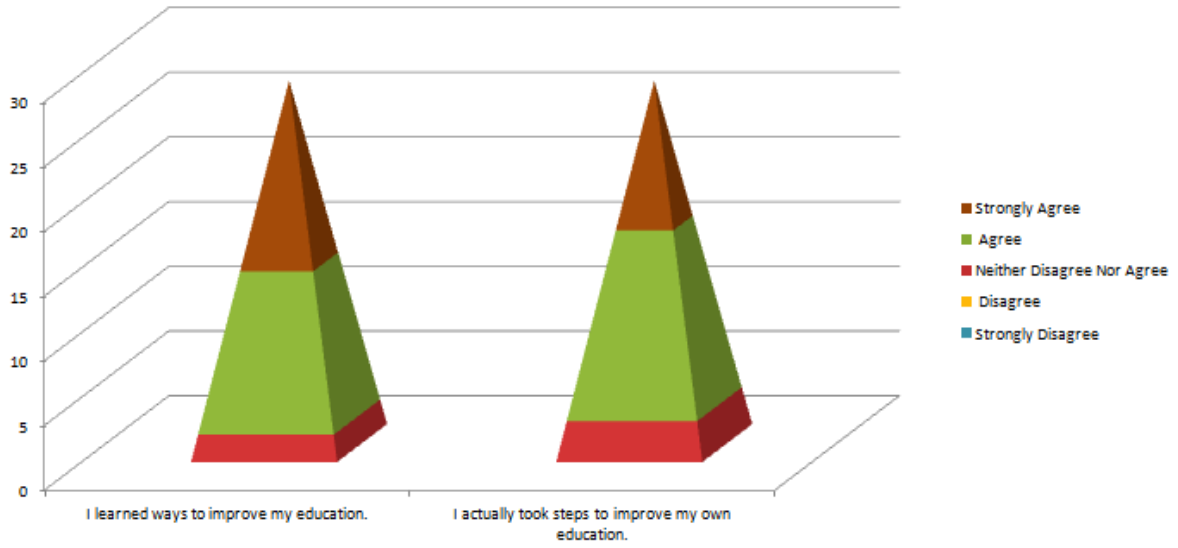
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	2	6	3	0	1
Disagree	6	3	3	1	2
Neither Disagree Nor Agree	7	9	10	8	9
Agree	7	5	5	13	10
Strongly Agree	6	5	7	6	6

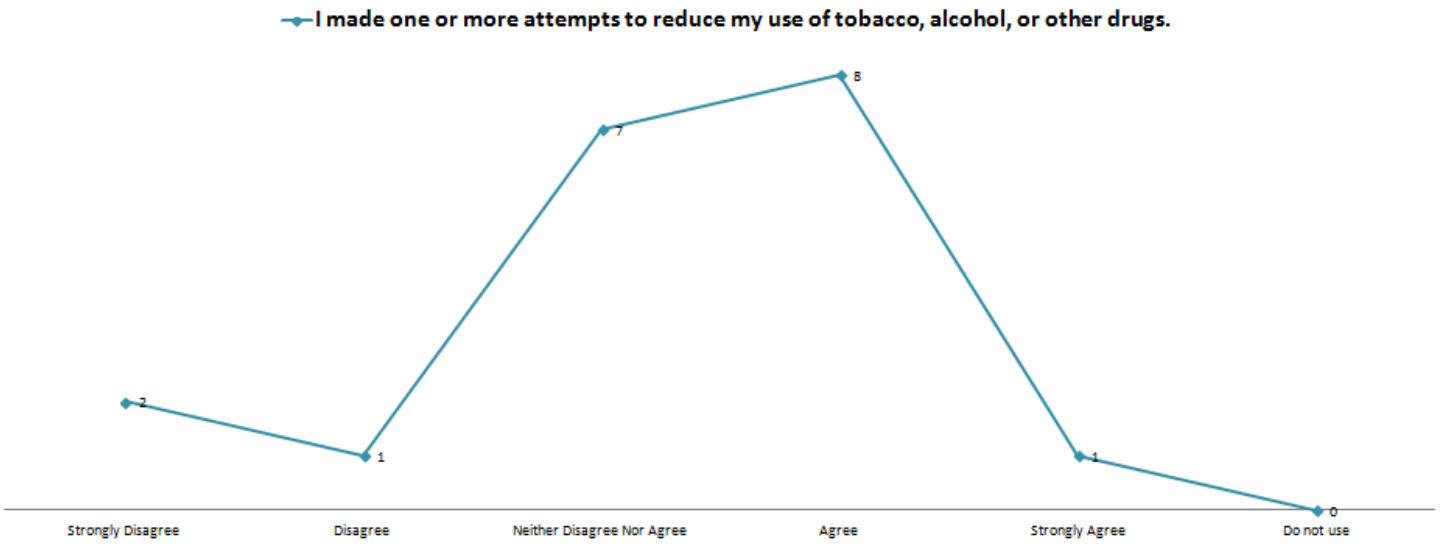
Post Test Survey

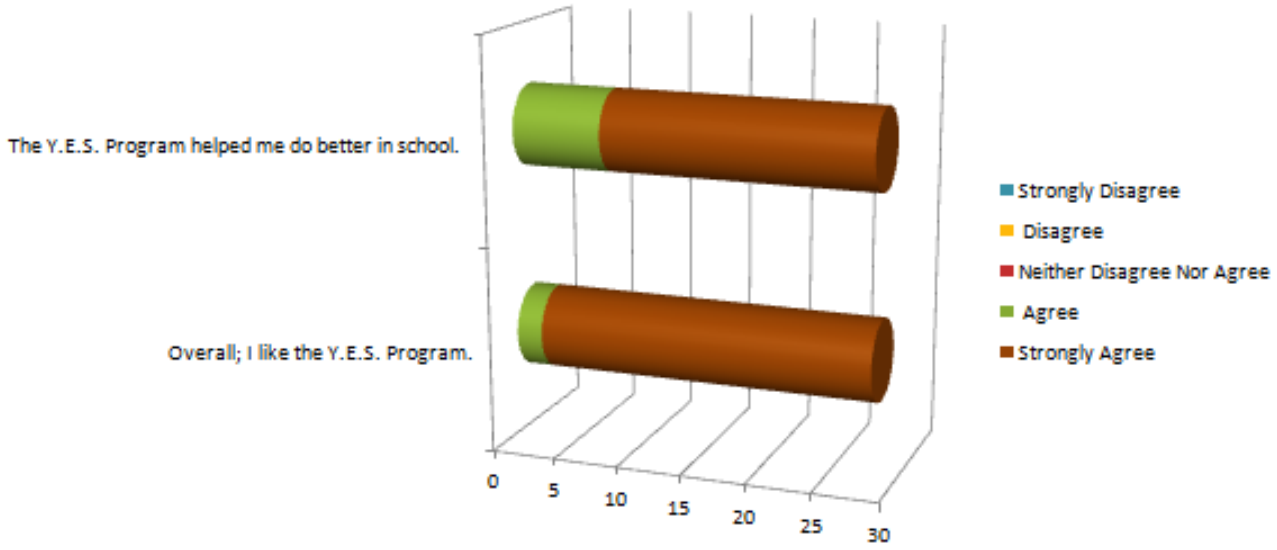


	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	1	4	1	2	1
Disagree	2	2	3	3	2
Neither Disagree Nor Agree	4	7	7	7	5
Agree	9	6	8	5	10
Strongly Agree	12	9	9	11	10

Post Test Survey





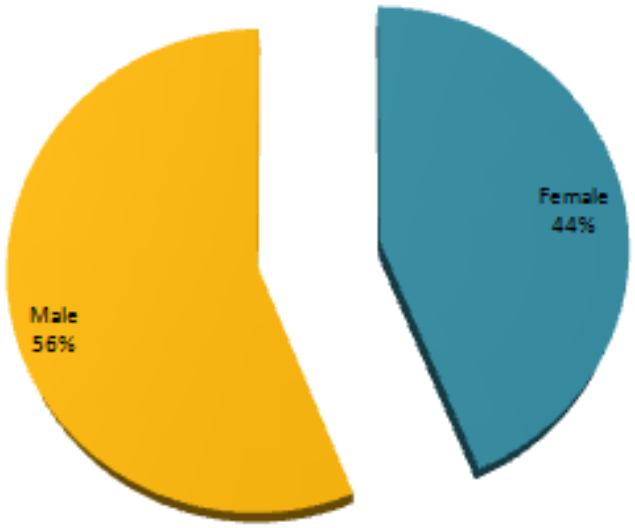


Data Source

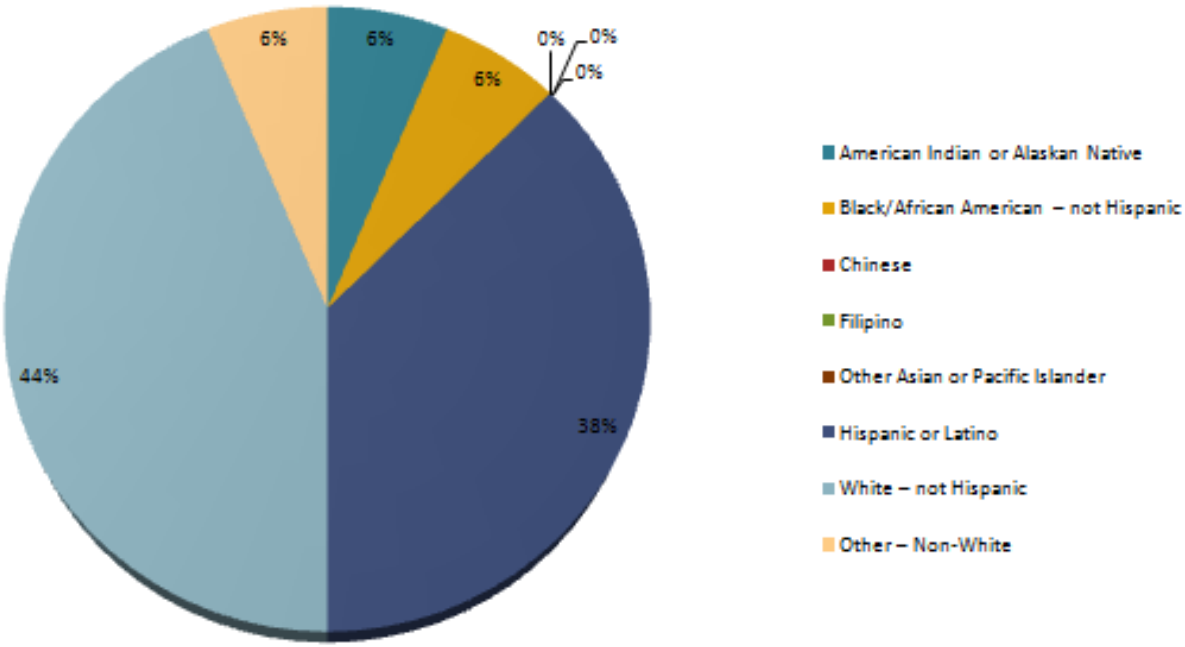
An evaluation plan was established in order to review the progress of the leadership training class. The data was gathered by a Pre-Test Survey which was given to each student on the first day of the class. Exiting data was gathered by a Post-Test Survey which was given before the end of the 16 weeks. Each student was also required to write an essay explaining their before and after experience with the Y.E.S. Program. The essay also includes the student's opinion about College and Career Readiness. Another tool that was used for gathering data collection were the attendance Sheets. Each student was required to sign in at the beginning of each class and sign out at the end of the class. The following is a result of the data collection from 16 students who voluntarily enrolled in the class:

Spanish Springs High School

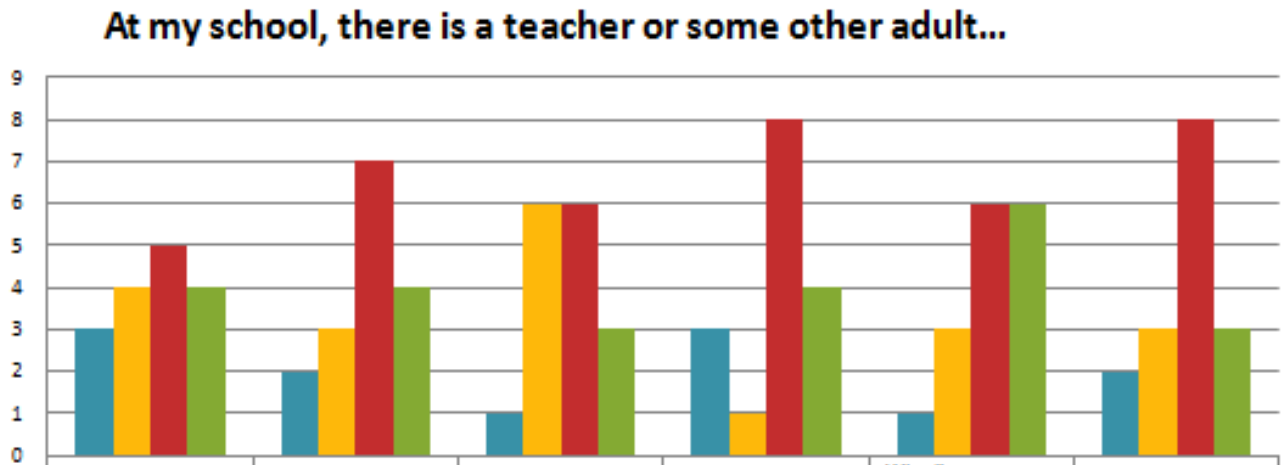
Gender



How do you describe yourself?

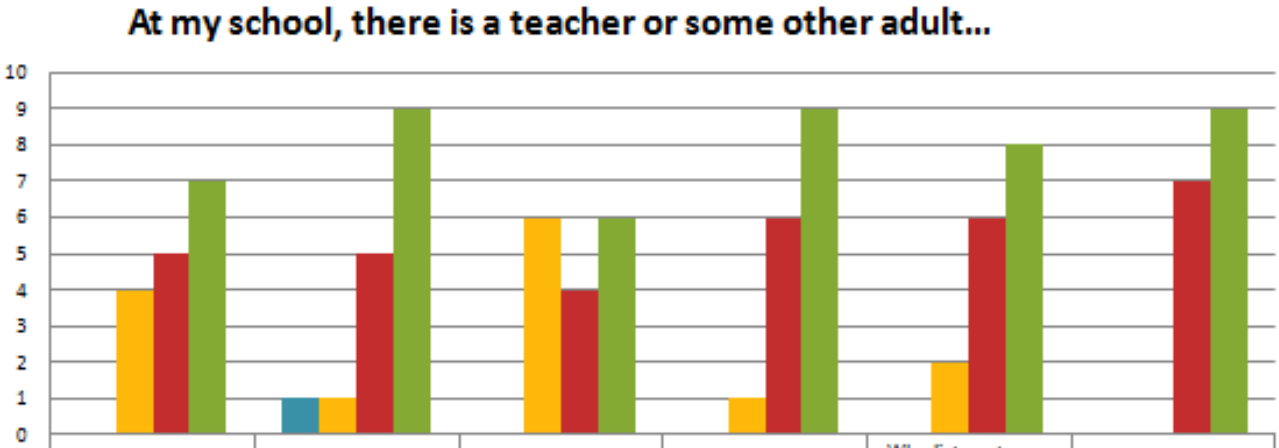


Pre Test Survey



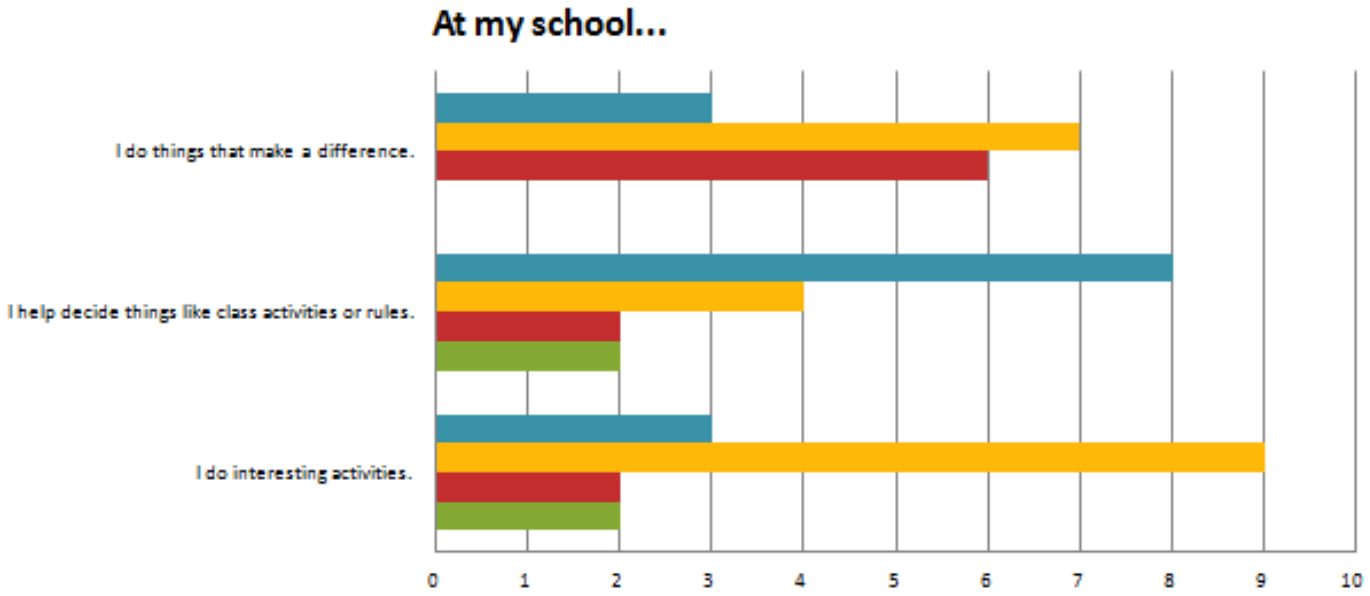
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	3	2	1	3	1	2
A Little True	4	3	6	1	3	3
Pretty Much True	5	7	6	8	6	8
Very Much True	4	4	3	4	6	3

Post Test Survey



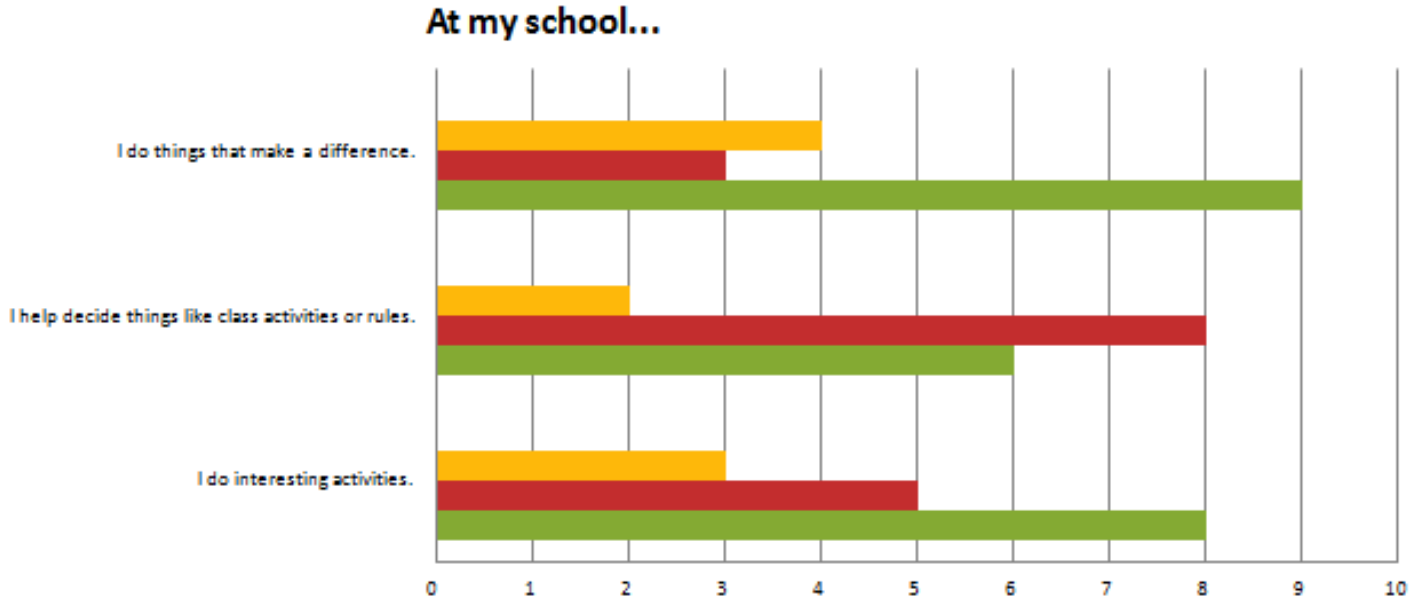
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	0	1	0	0	0	0
A Little True	4	1	6	1	2	0
Pretty Much True	5	5	4	6	6	7
Very Much True	7	9	6	9	8	9

Pre Test Survey



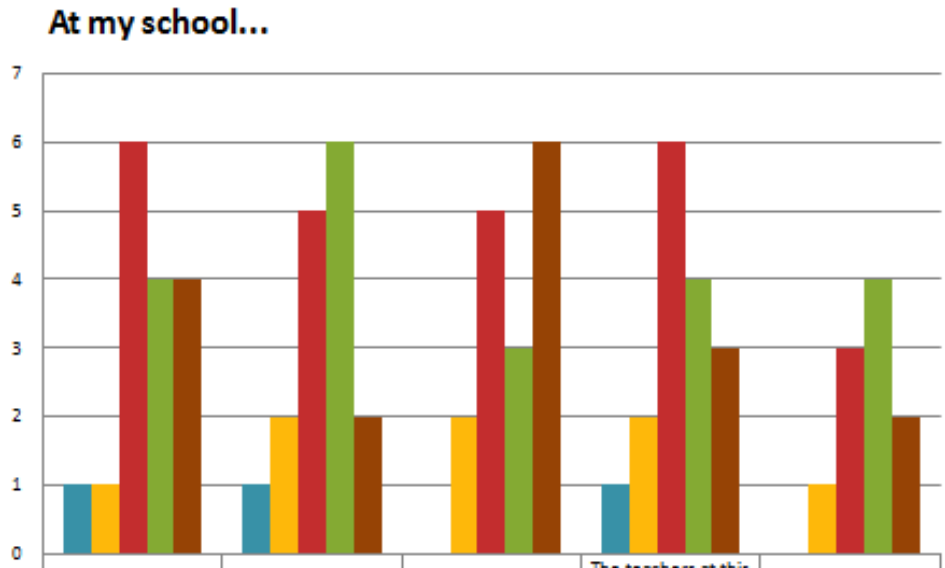
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	3	8	3
A Little True	9	4	7
Pretty Much True	2	2	6
Very Much True	2	2	0

Post Test Survey



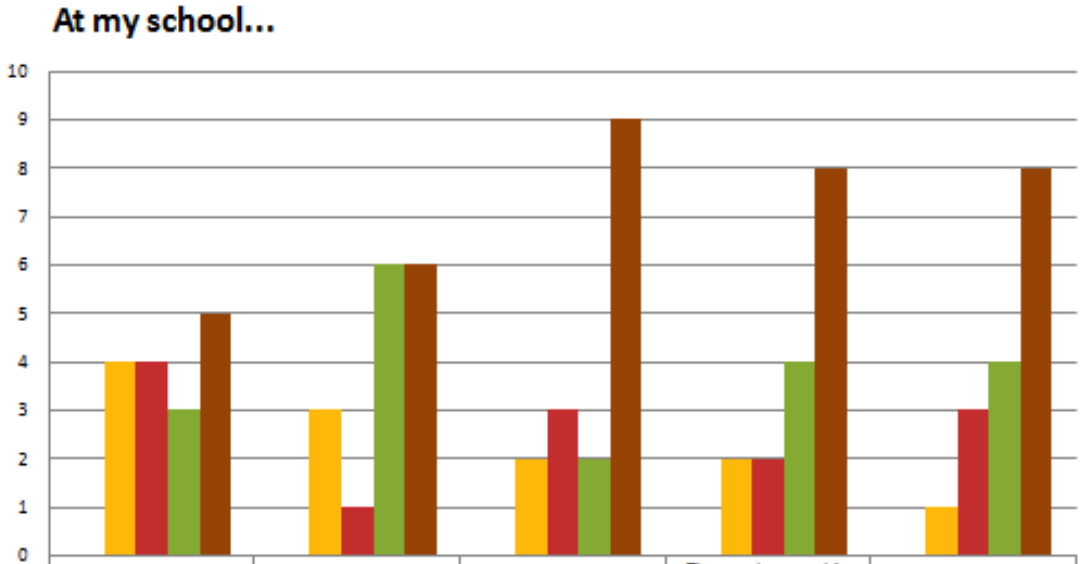
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	0	0	0
A Little True	3	2	4
Pretty Much True	5	8	3
Very Much True	8	6	9

Pre Test Survey



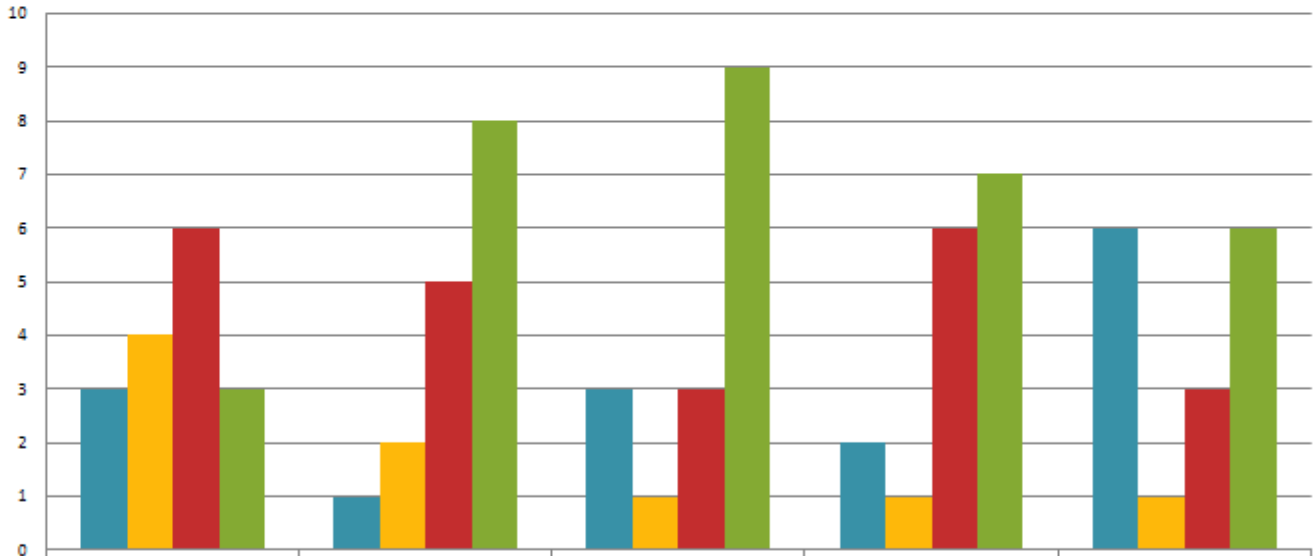
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	1	1	0	1	0
Disagree	1	2	2	2	1
Neither Disagree Nor Agree	6	5	5	6	3
Agree	4	6	3	4	4
Strongly Agree	4	2	6	3	2

Post Test Survey



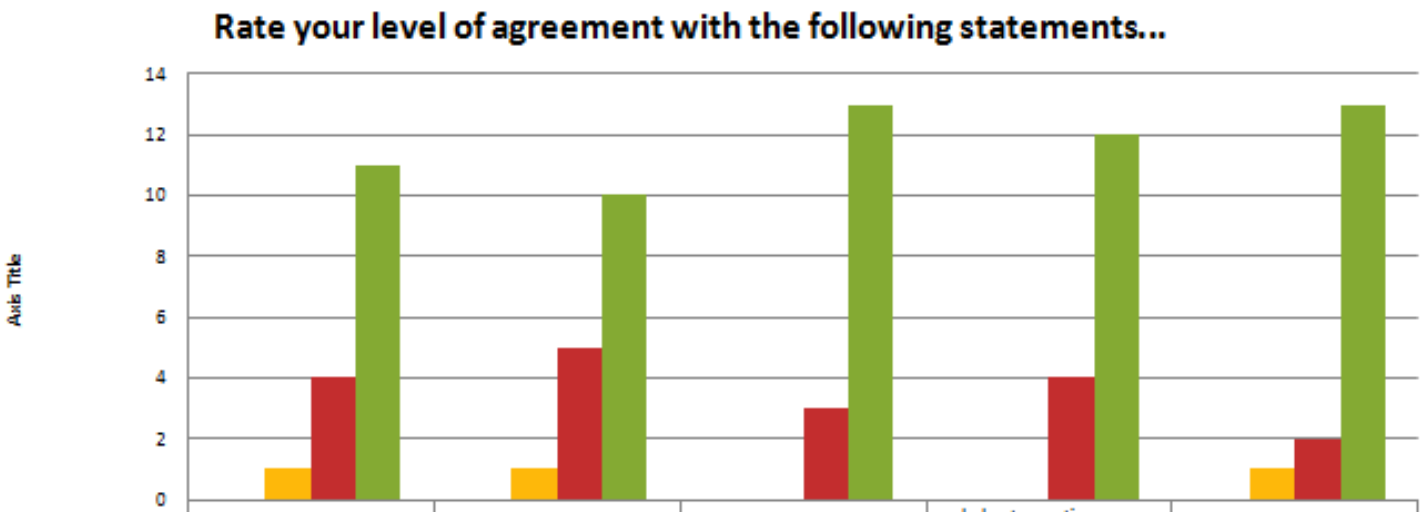
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	0	0	0	0	0
Disagree	4	3	2	2	1
Neither Disagree Nor Agree	4	1	3	2	3
Agree	3	6	2	4	4
Strongly Agree	5	6	9	8	8

Pre Test Survey



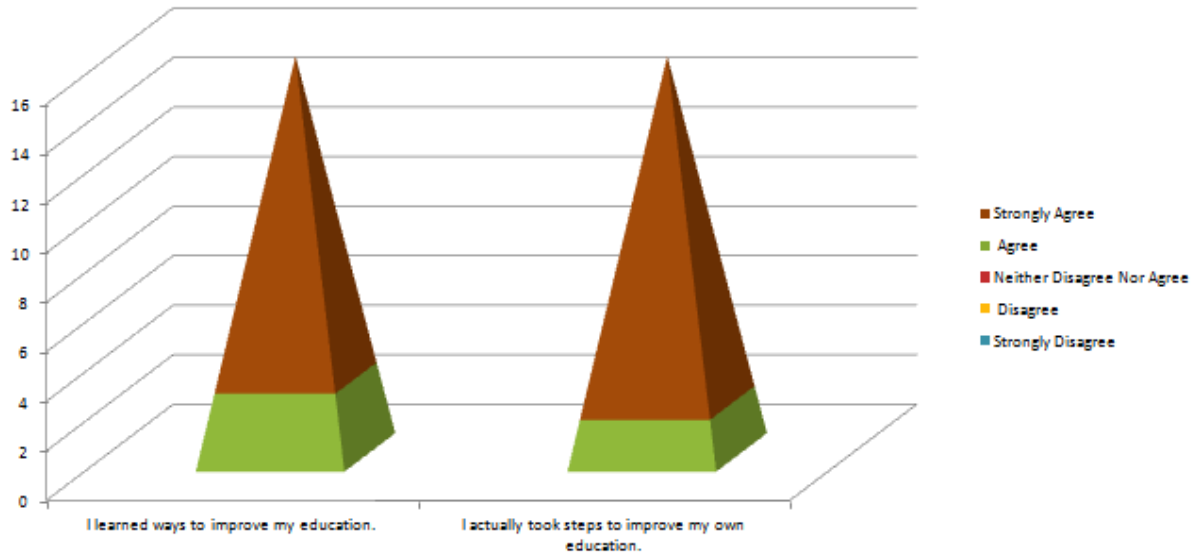
	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	3	1	3	2	6
A Little True	4	2	1	1	1
Pretty Much True	6	5	3	6	3
Very Much True	3	8	9	7	6

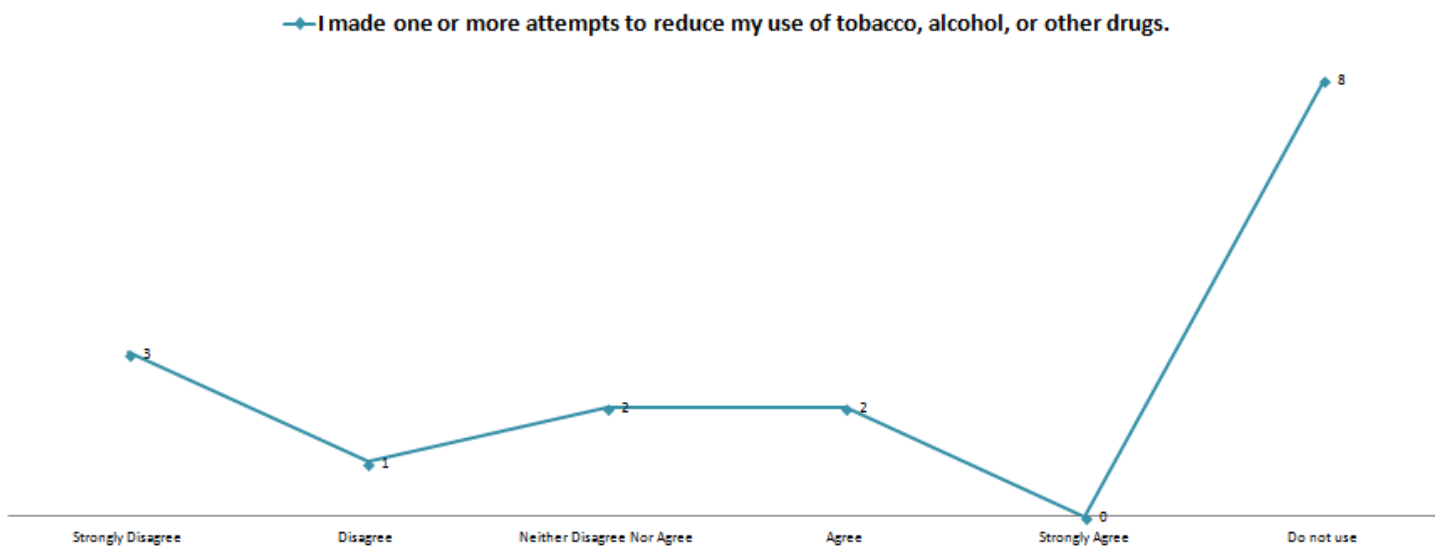
Post Test Survey

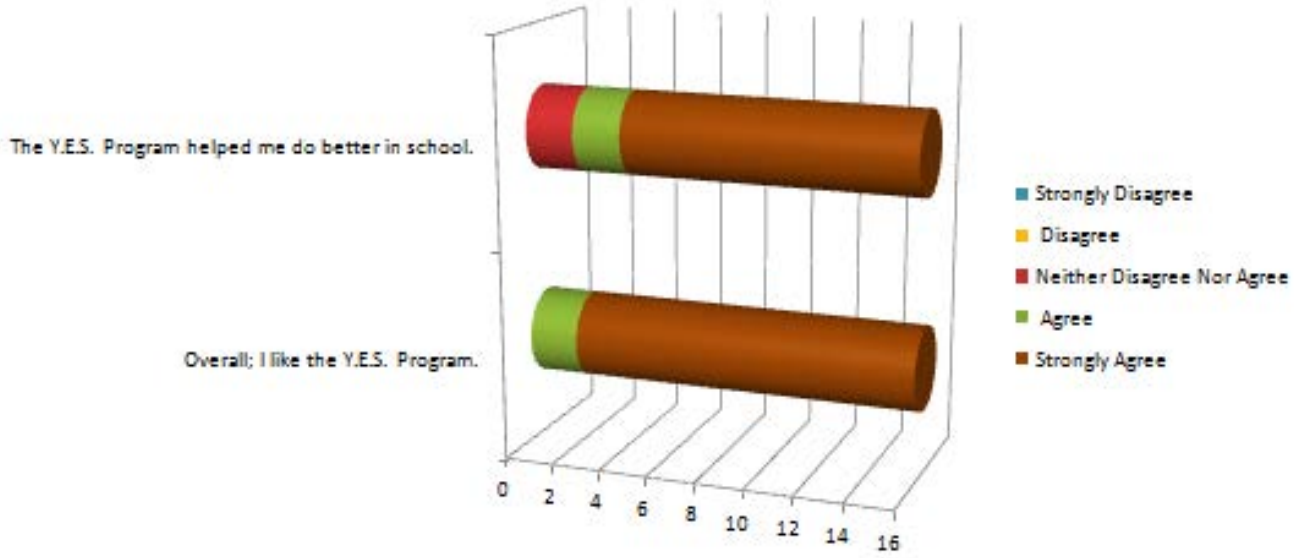


	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	0	0	0	0	0
A Little True	1	1	0	0	1
Pretty Much True	4	5	3	4	2
Very Much True	11	10	13	12	13

Post Test Survey



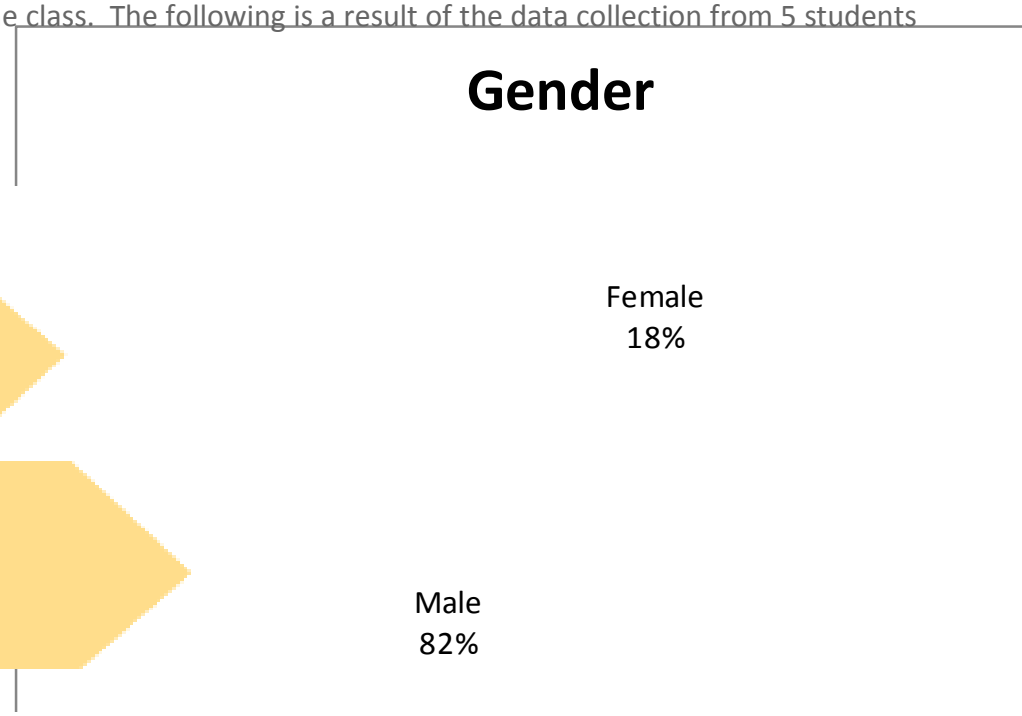


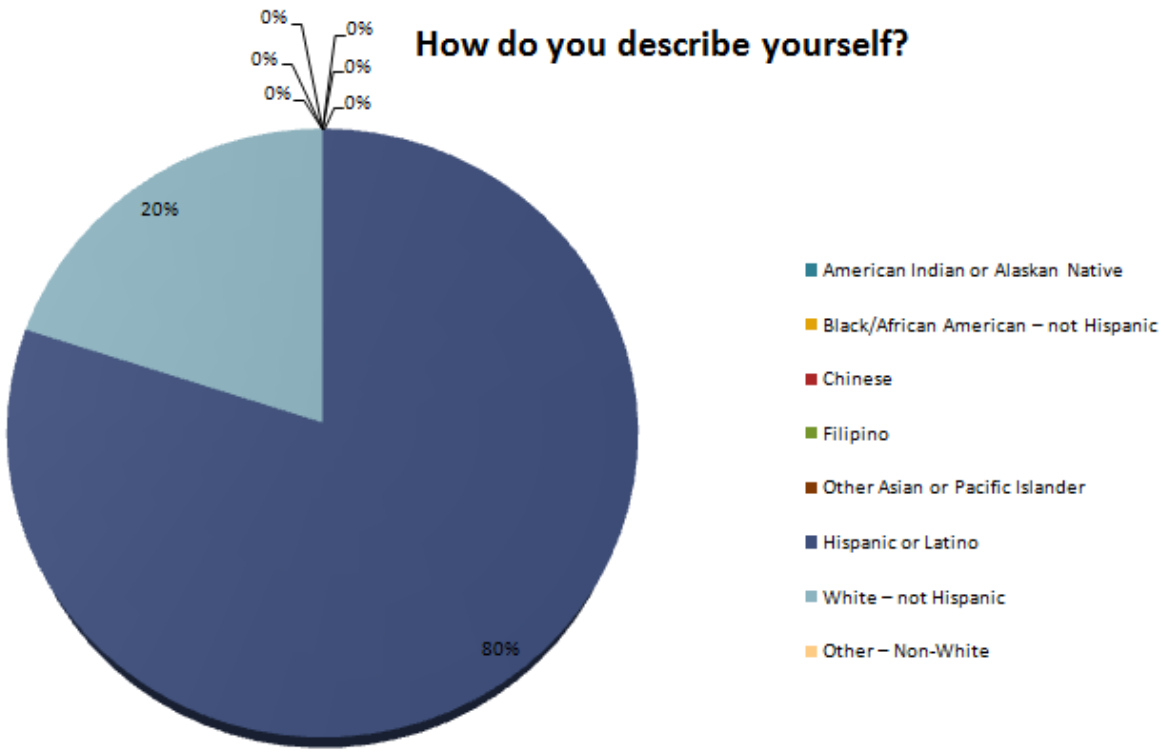


Data Source

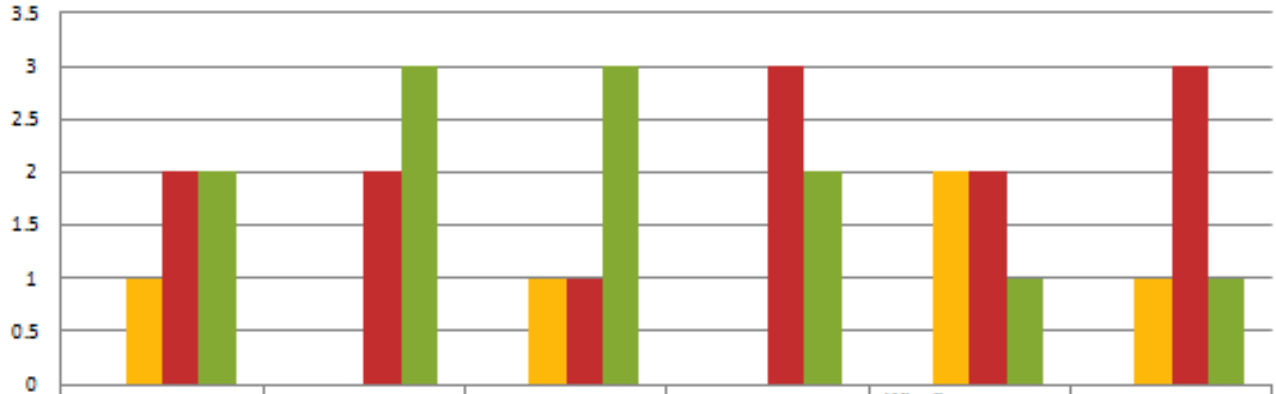
An evaluation plan was established in order to review the progress of the leadership training class. The data was gathered by a Pre-Test Survey which was given to each student on the first day of the class. Exiting data was gathered by a Post-Test Survey which was given before the end of the 16 weeks. Each student was also required to write an essay explaining their before and after experience with the Y.E.S. Program. The essay also includes the student's opinion about College and Career Readiness. Another tool that was used for gathering data collection were the attendance Sheets. Each student was required to sign in at the beginning of each class and sign out at the end of the class. The following is a result of the data collection from 5 students who voluntarily enrolled in the class:

Washoe Innovations



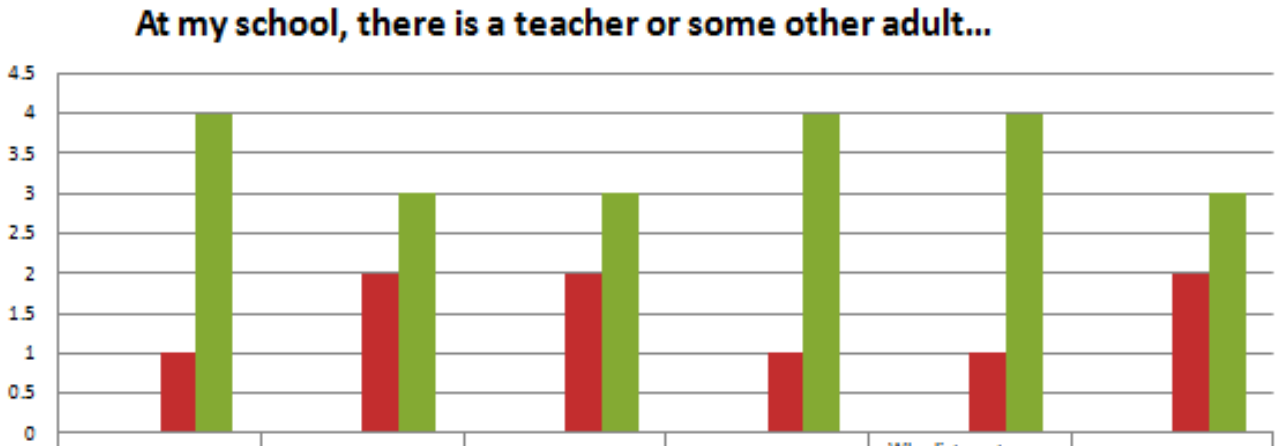


Pre Test Survey



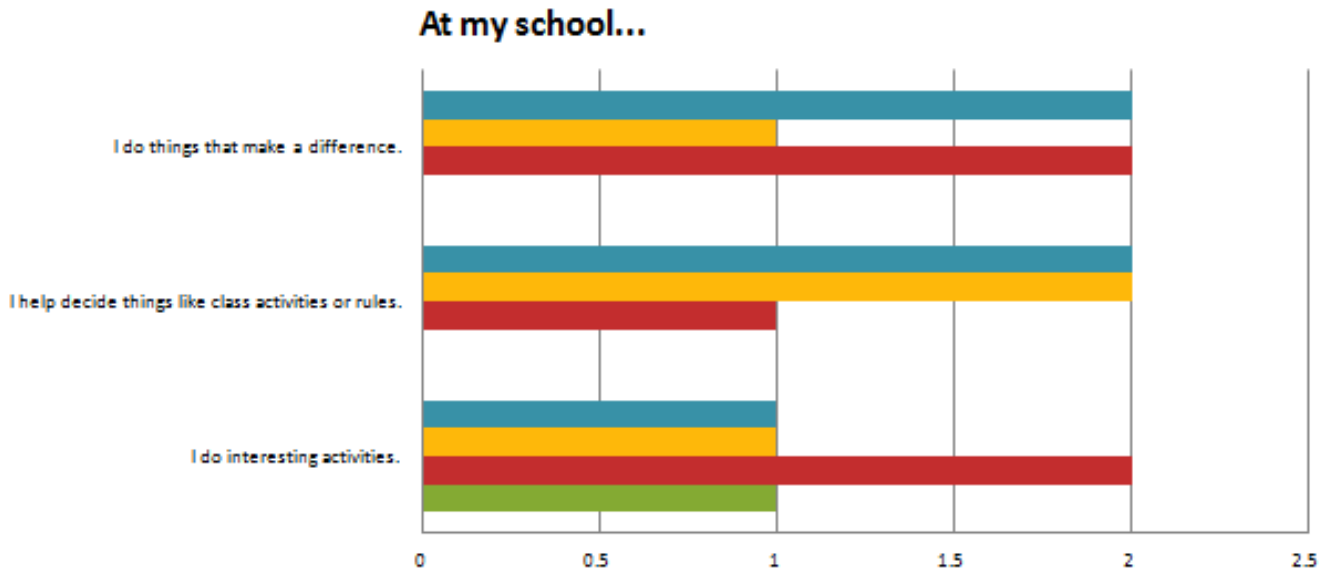
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True						
A Little True	1		1		2	1
Pretty Much True	2	2	1	3	2	3
Very Much True	2	3	3	2	1	1

Post Test Survey



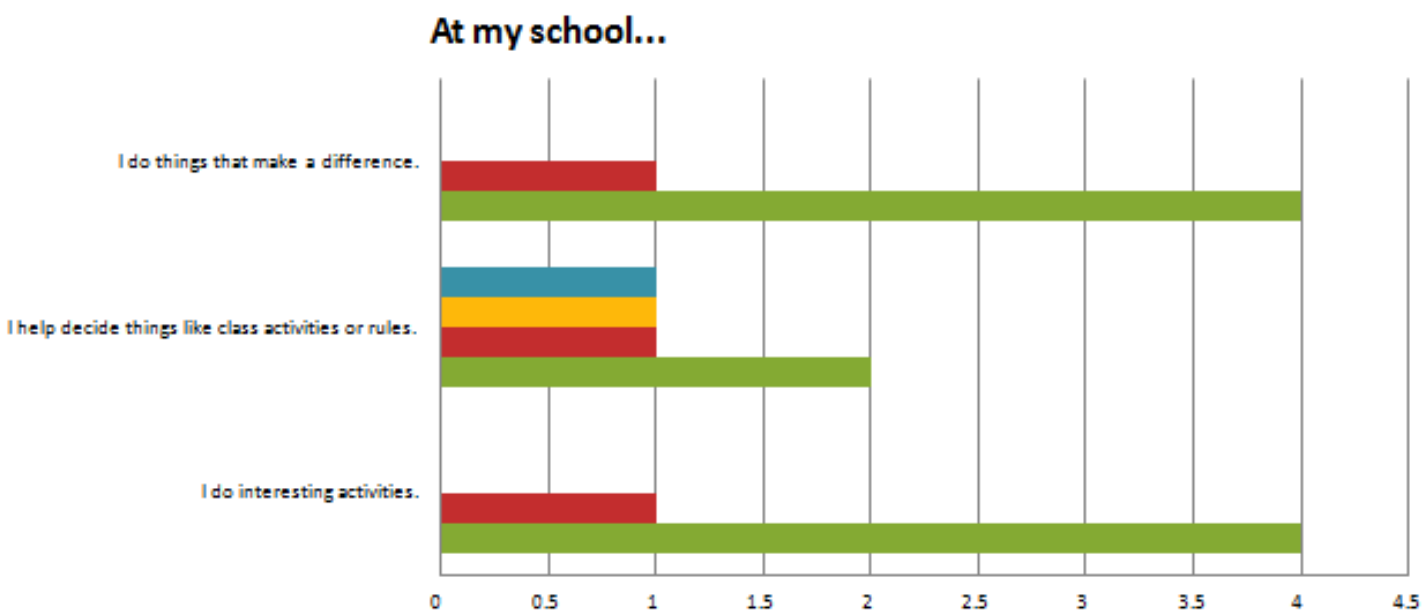
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True						
A Little True						
Pretty Much True	1	2	2	1	1	2
Very Much True	4	3	3	4	4	3

Pre Test Survey



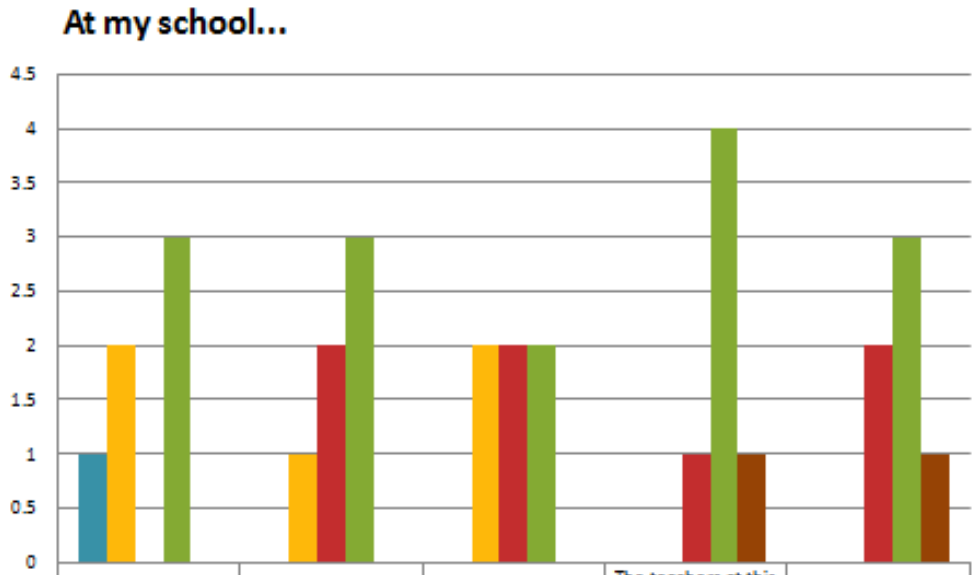
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	1	2	2
A Little True	1	2	1
Pretty Much True	2	1	2
Very Much True	1	0	0

Post Test Survey



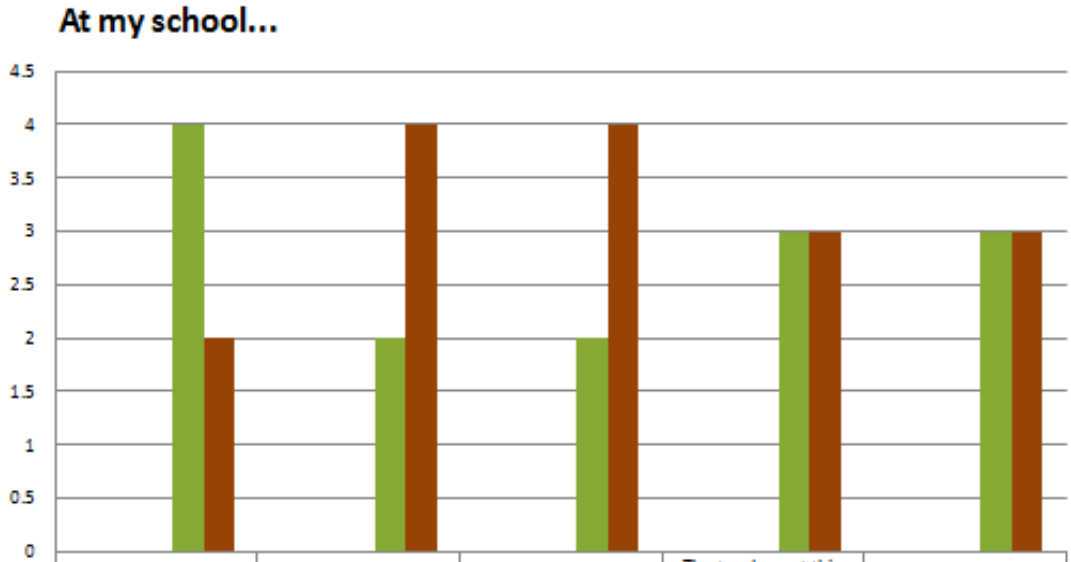
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	0	1	0
A Little True	0	1	0
Pretty Much True	1	1	1
Very Much True	4	2	4

Pre Test Survey



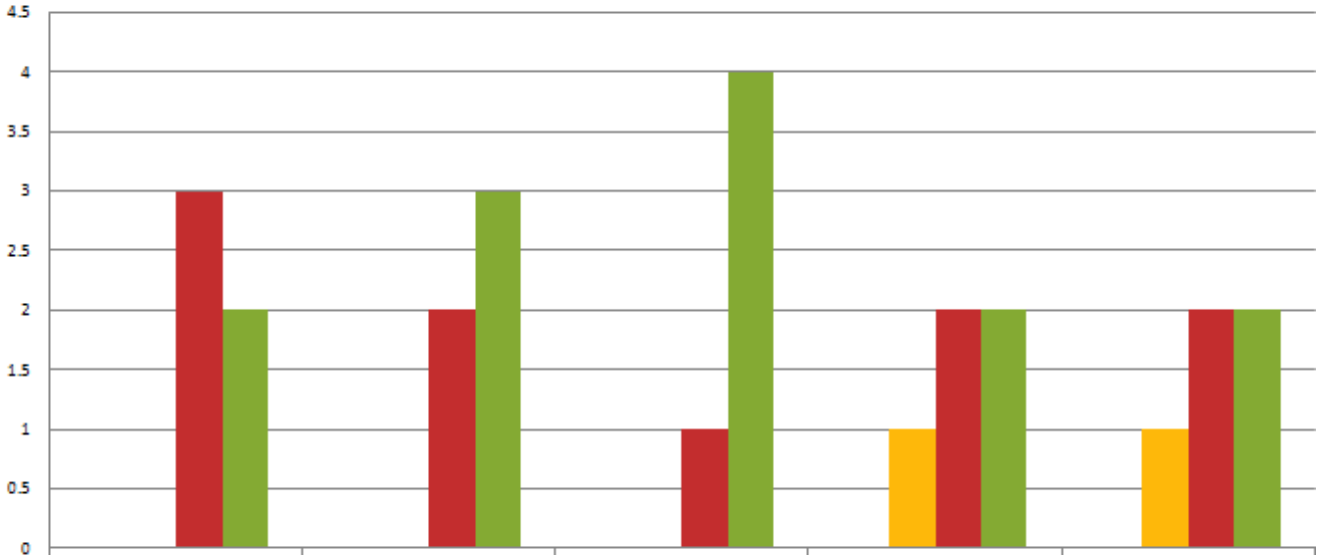
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	1	0	0	0	0
Disagree	2	1	2	0	0
Neither Disagree Nor Agree	0	2	2	1	2
Agree	3	3	2	4	3
Strongly Agree	0	0	0	1	1

Post Test Survey



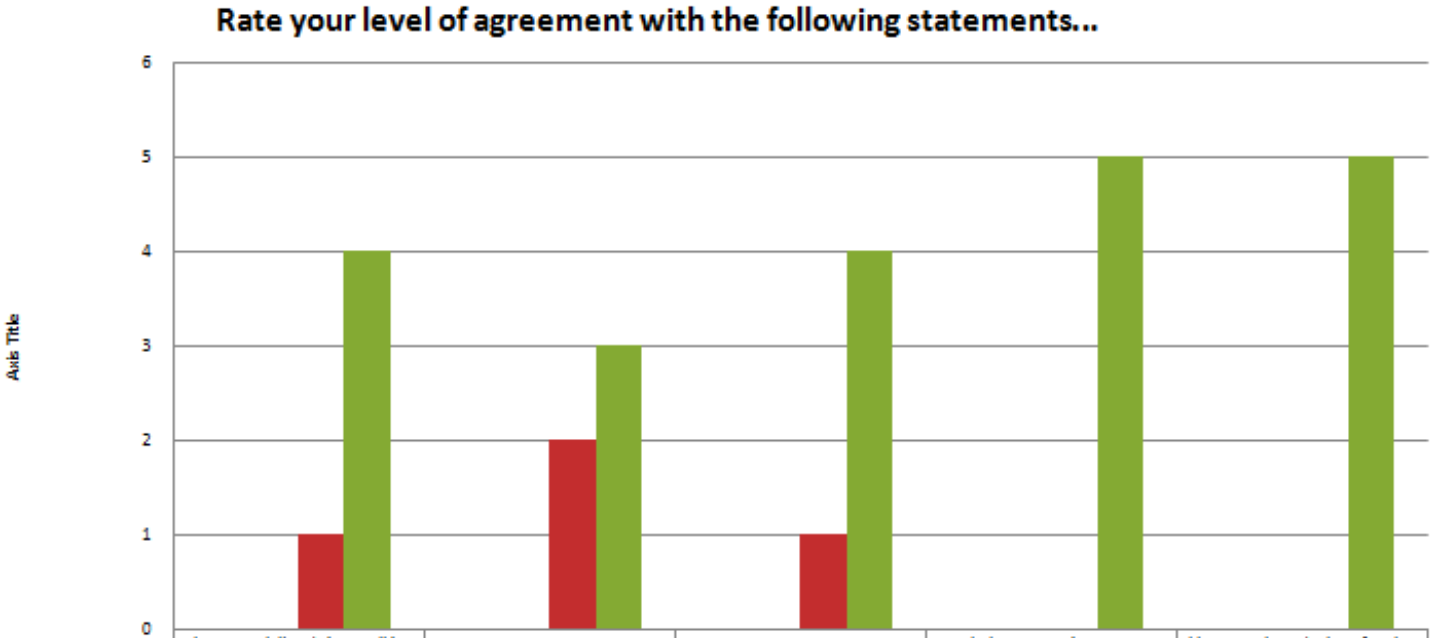
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	0	0	0	0	0
Disagree	0	0	0	0	0
Neither Disagree Nor Agree	0	0	0	0	0
Agree	4	2	2	3	3
Strongly Agree	2	4	4	3	3

Pre Test Survey



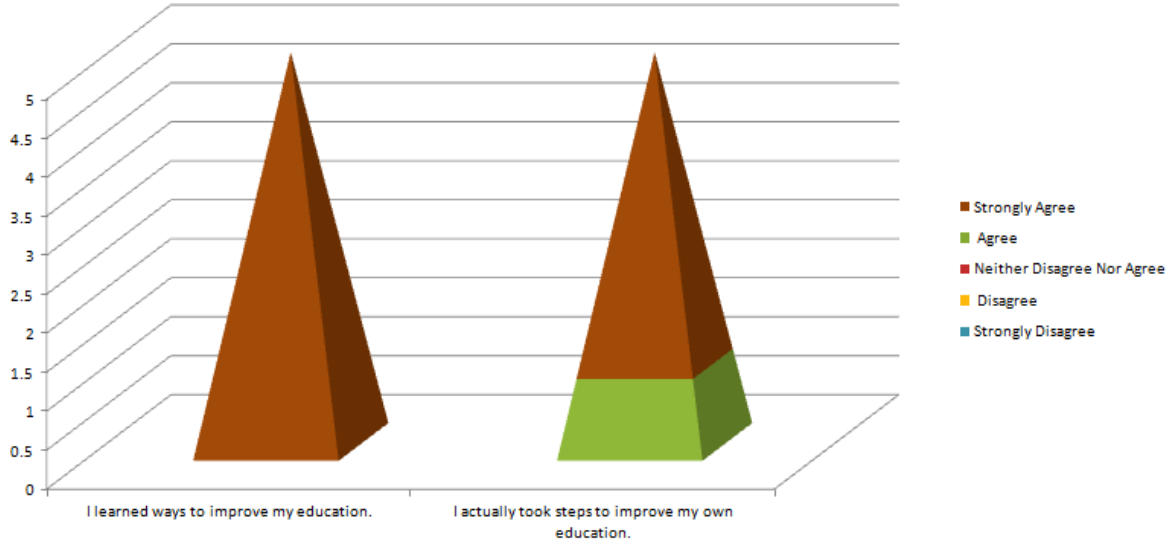
	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	0	0	0	0	0
A Little True	0	0	0	1	1
Pretty Much True	3	2	1	2	2
Very Much True	2	3	4	2	2

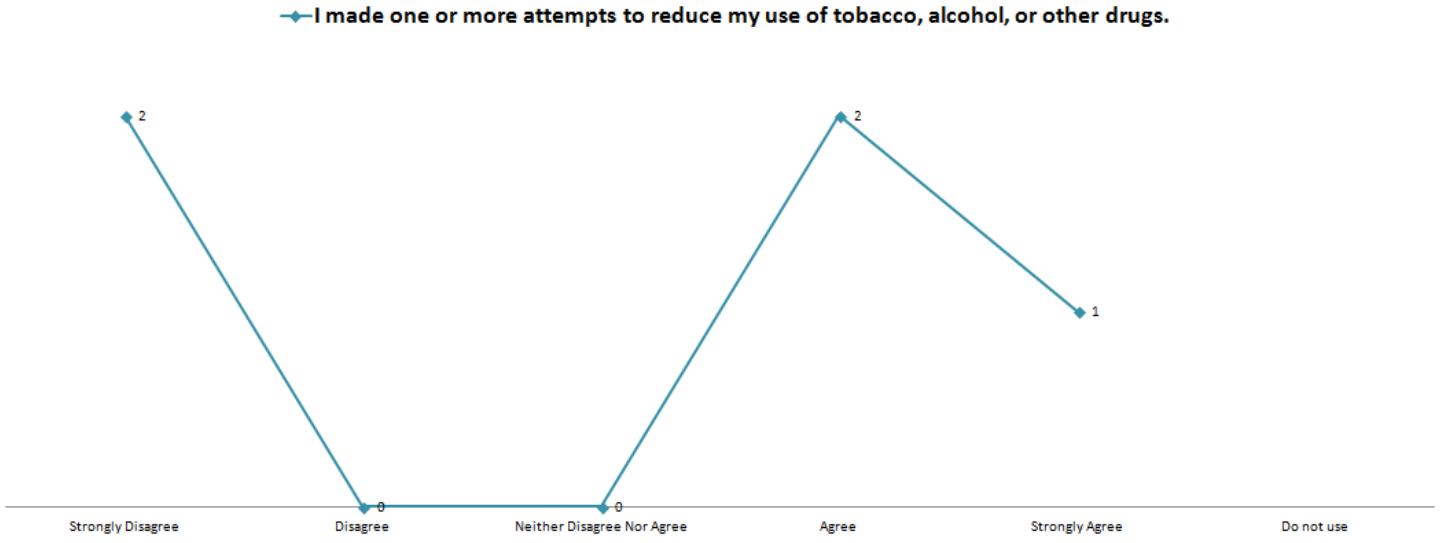
Post Test Survey

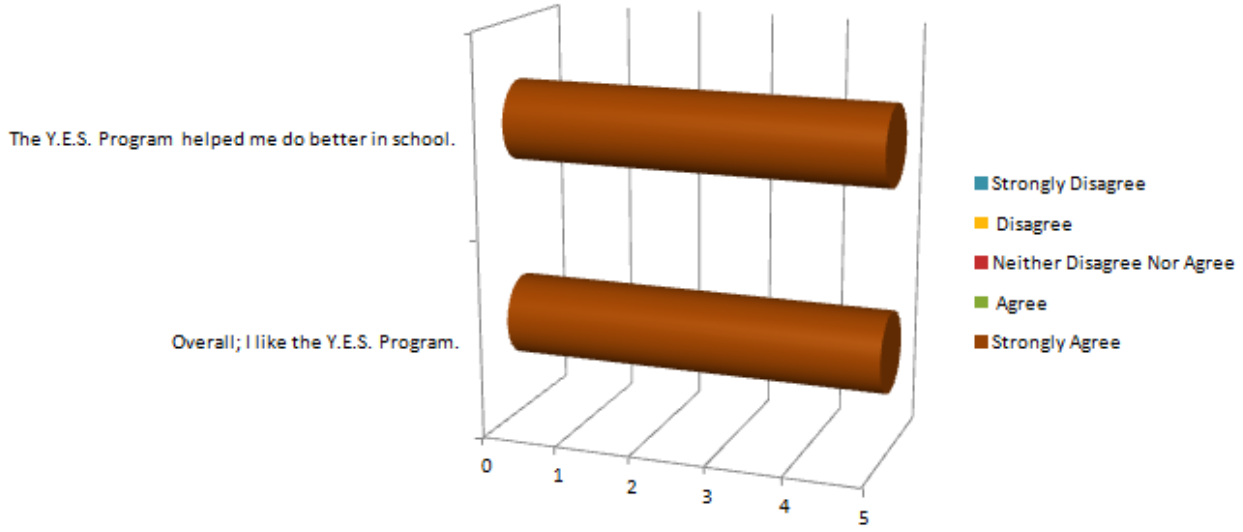


	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	0	0	0	0	0
A Little True	0	0	0	0	0
Pretty Much True	1	2	1	0	0
Very Much True	4	3	4	5	5

Post Test Survey







Data Source

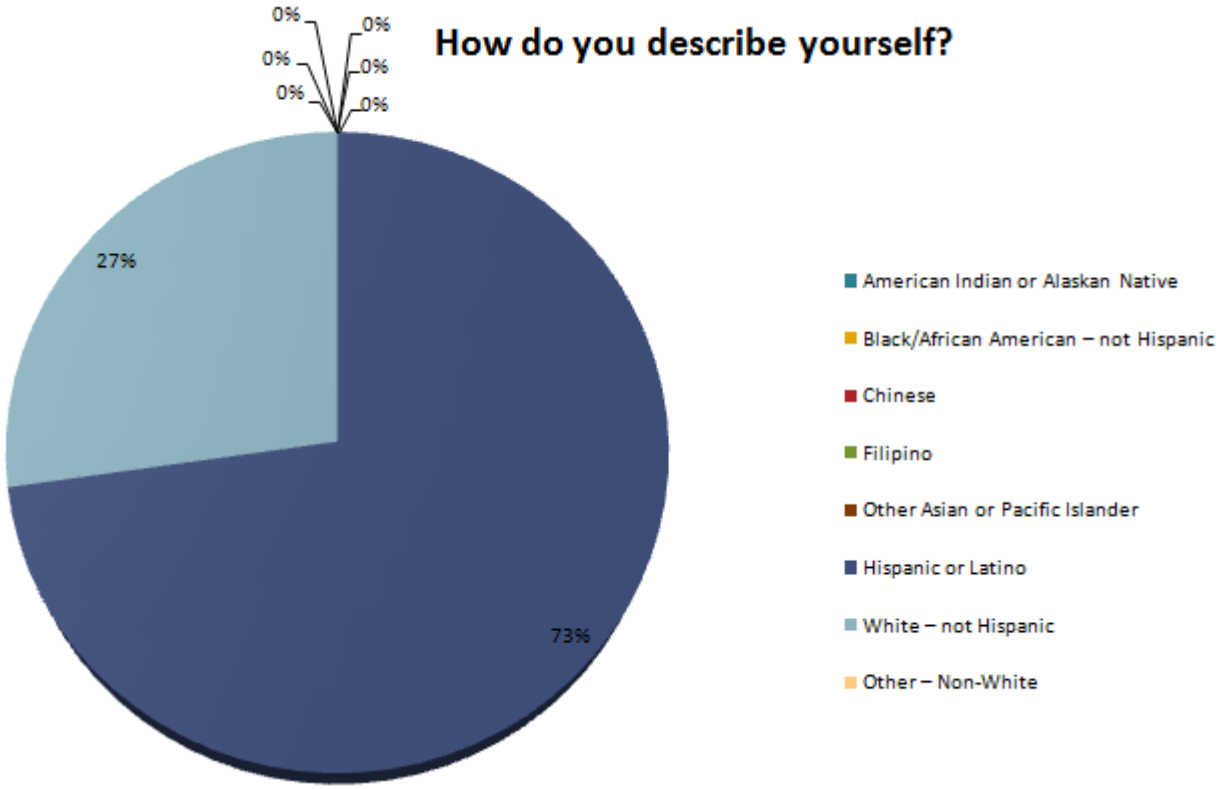
An evaluation plan was established in order to review the progress of the leadership training class. The data was gathered by a Pre-Test Survey which was given to each student on the first day of the class. Exiting data was gathered by a Post-Test Survey which was given before the end of the 16 weeks. Each student was also required to write an essay explaining their before and after experience with the Y.E.S. Program. The essay also includes the student's opinion about College and Career Readiness. Another tool that was used for gathering data collection were the attendance Sheets. Each student was required to sign in at the beginning of each class and sign out at the end of the class. The following is a result of the data collection from 11 students who voluntarily enrolled in the class:

Gender

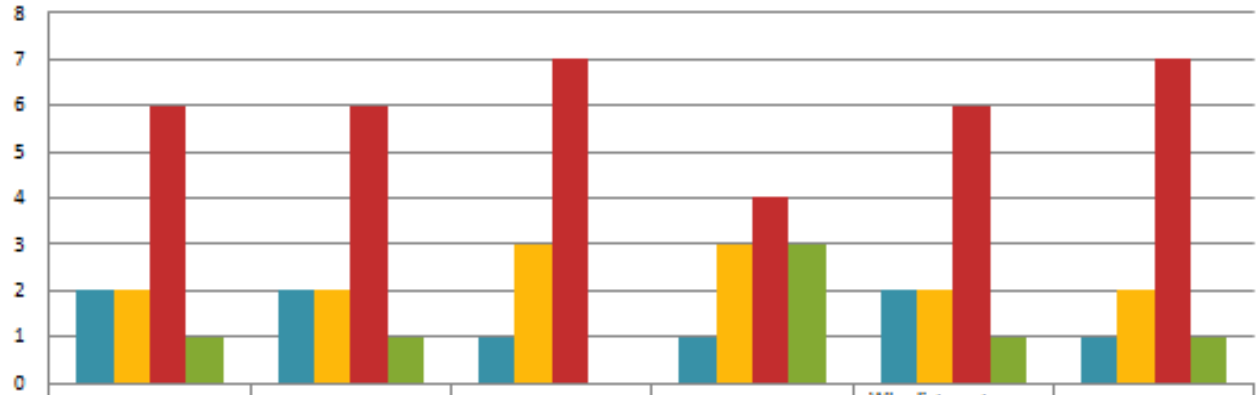
Sparks High School

Female
18%

Male
82%

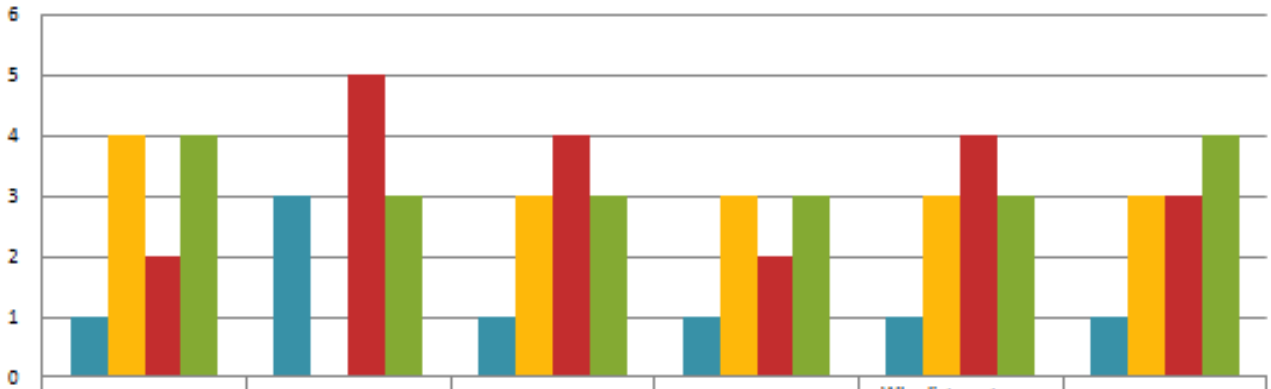


Pre Test Survey



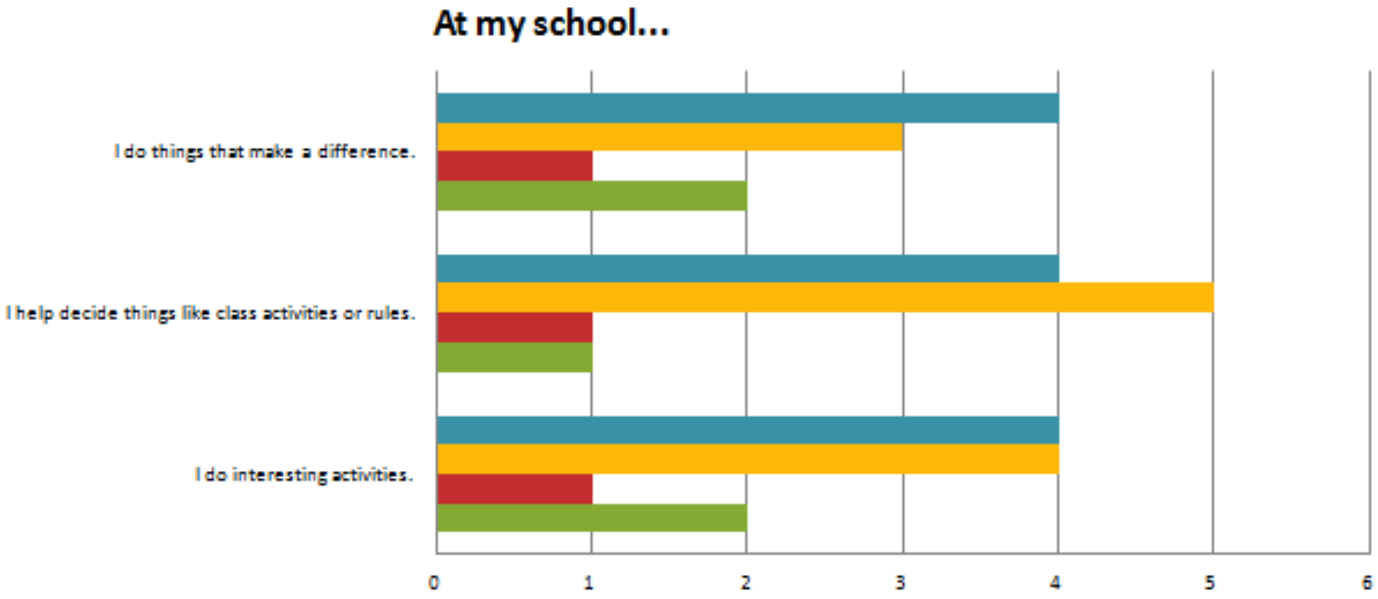
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	2	2	1	1	2	1
A Little True	2	2	3	3	2	2
Pretty Much True	6	6	7	4	6	7
Very Much True	1	1	0	3	1	1

Post Test Survey



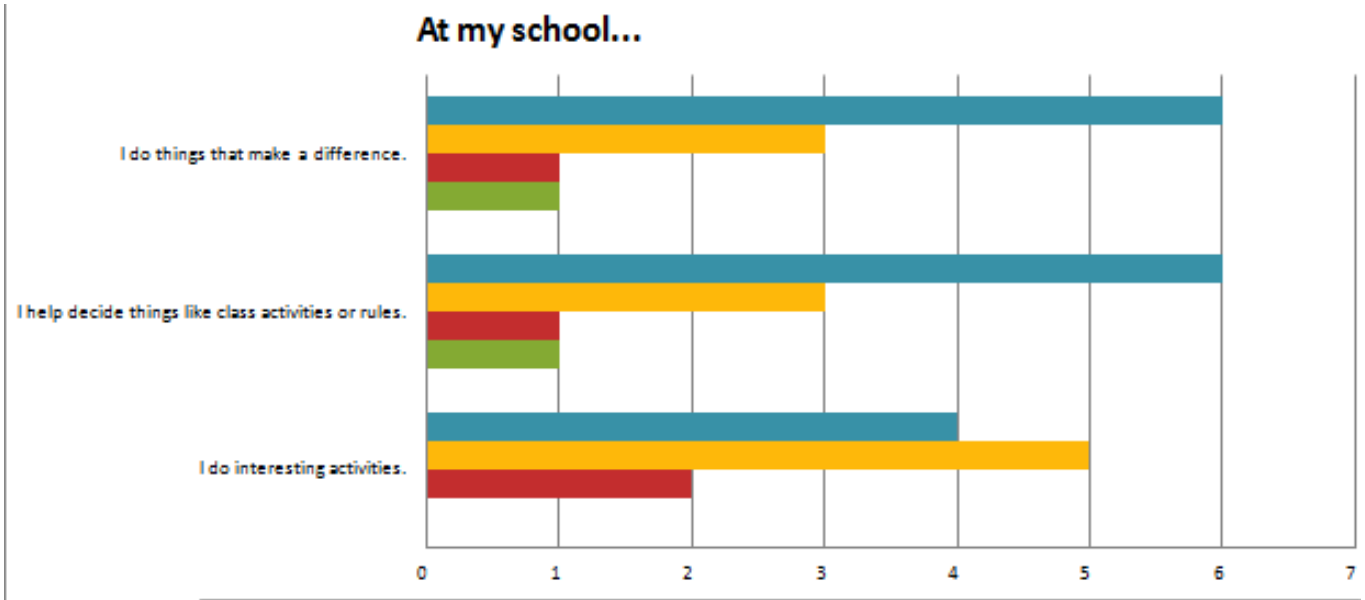
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	1	3	1	1	1	1
A Little True	4	0	3	3	3	3
Pretty Much True	2	5	4	2	4	3
Very Much True	4	3	3	3	3	4

Pre Test Survey



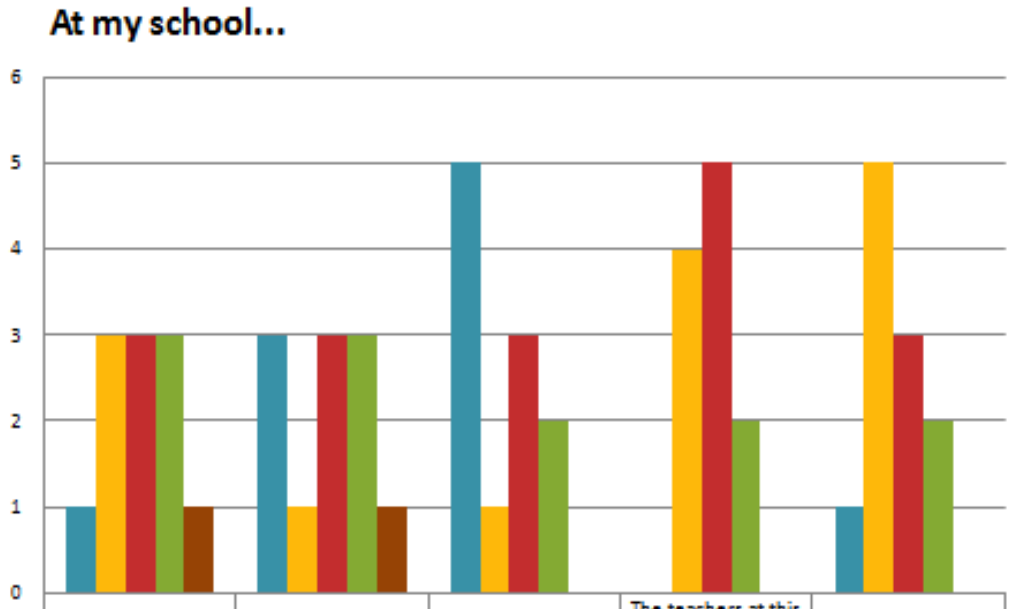
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	4	4	4
A Little True	4	5	3
Pretty Much True	1	1	1
Very Much True	2	1	2

Post Test Survey



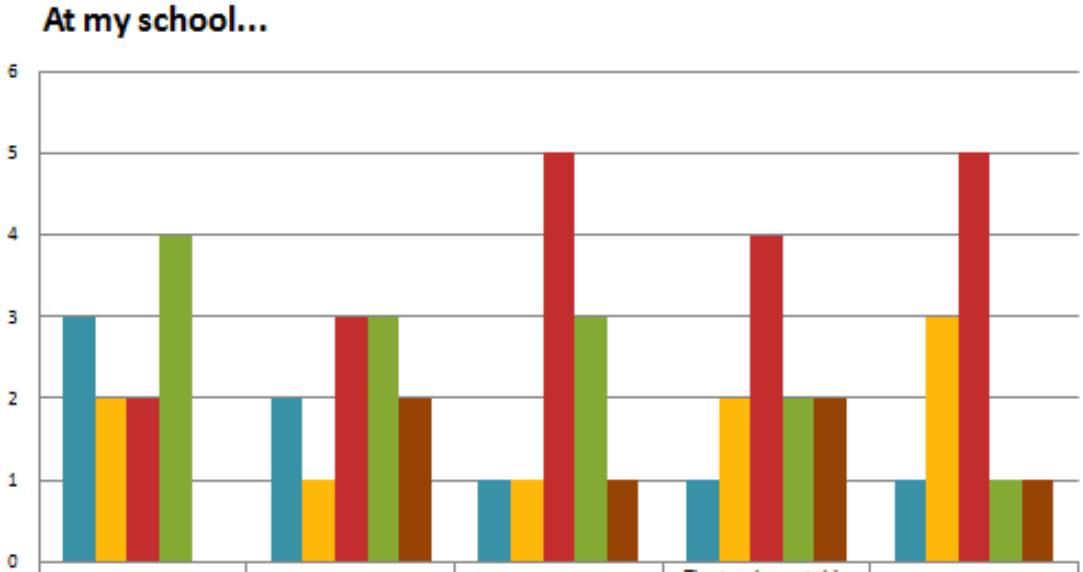
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	4	6	6
A Little True	5	3	3
Pretty Much True	2	1	1
Very Much True	0	1	1

Pre Test Survey



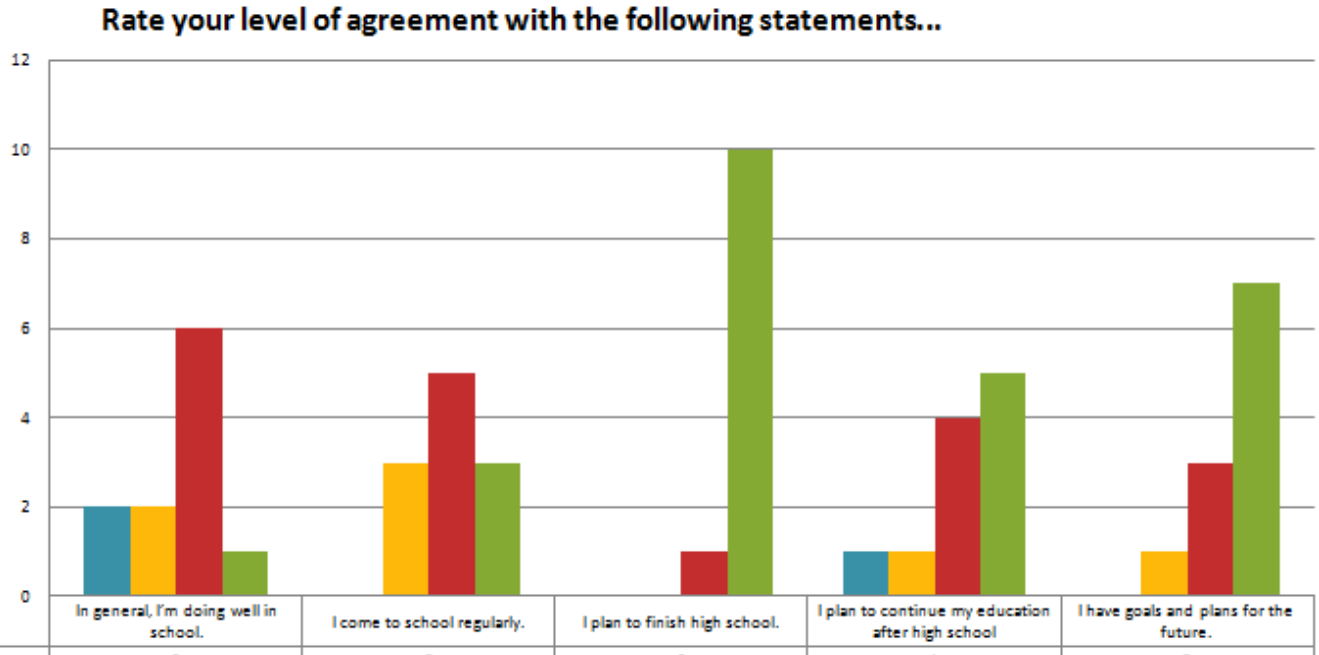
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	1	3	5	0	1
Disagree	3	1	1	4	5
Neither Disagree Nor Agree	3	3	3	5	3
Agree	3	3	2	2	2
Strongly Agree	1	1	0	0	0

Post Test Survey



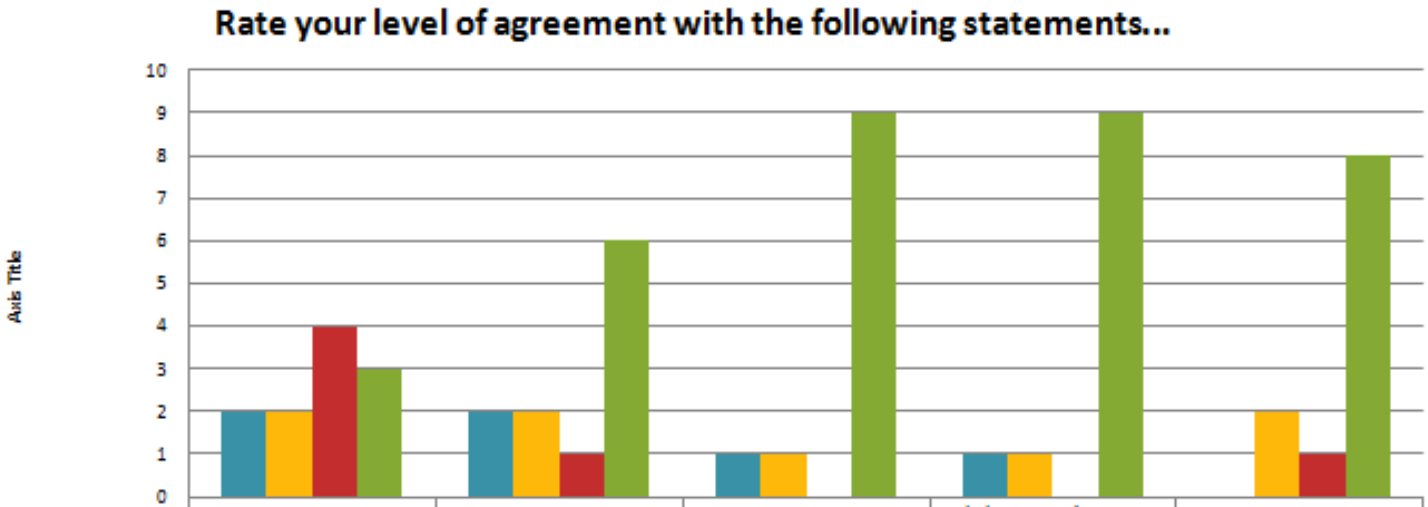
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	3	2	1	1	1
Disagree	2	1	1	2	3
Neither Disagree Nor Agree	2	3	5	4	5
Agree	4	3	3	2	1
Strongly Agree	0	2	1	2	1

Pre Test Survey



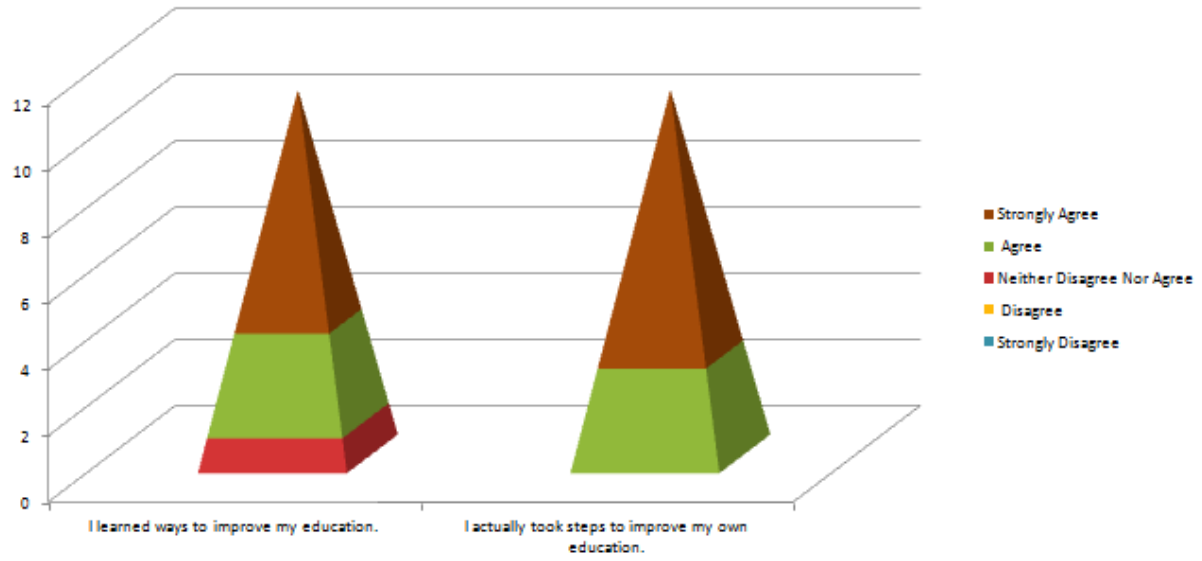
	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	2	0	0	1	0
A Little True	2	3	0	1	1
Pretty Much True	6	5	1	4	3
Very Much True	1	3	10	5	7

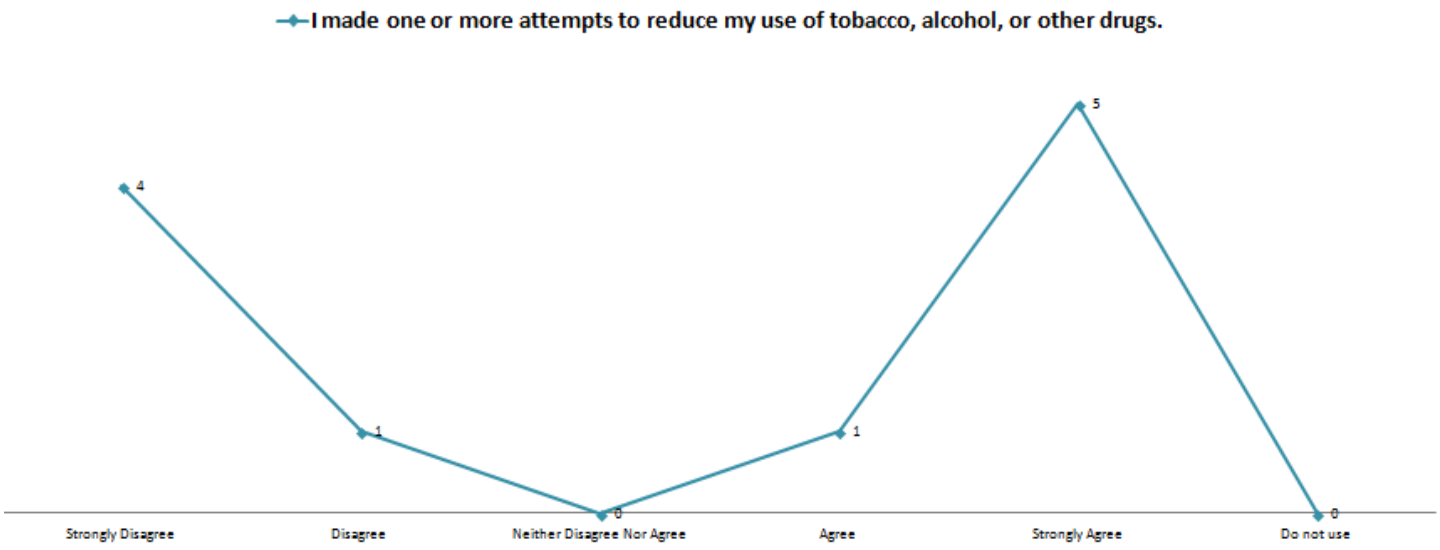
Post Test Survey

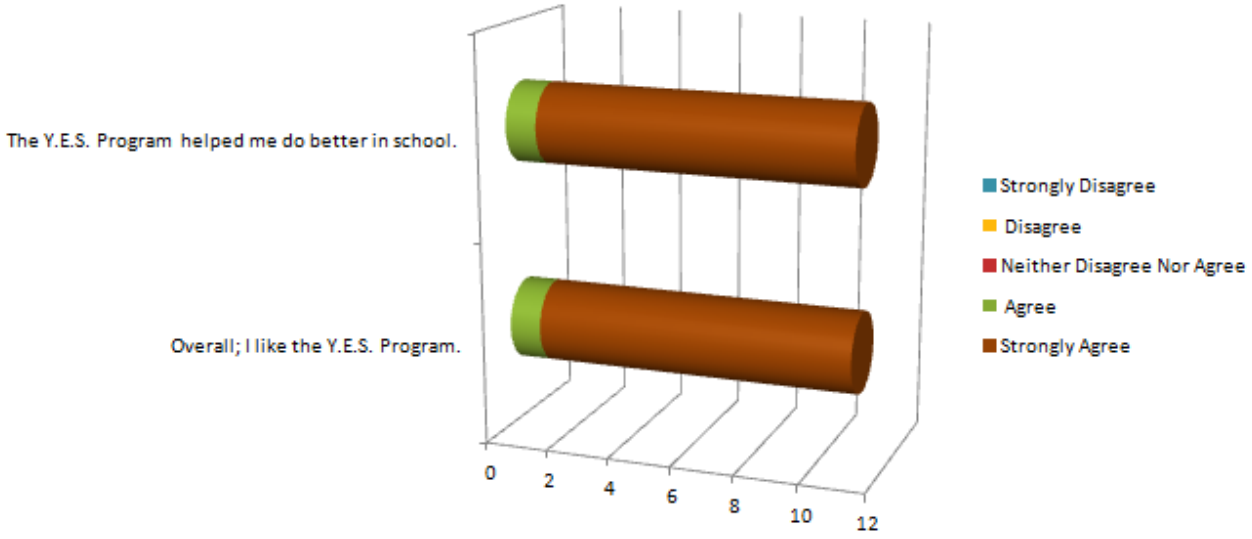


	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	2	2	1	1	0
A Little True	2	2	1	1	2
Pretty Much True	4	1	0	0	1
Very Much True	3	6	9	9	8

Post Test Survey



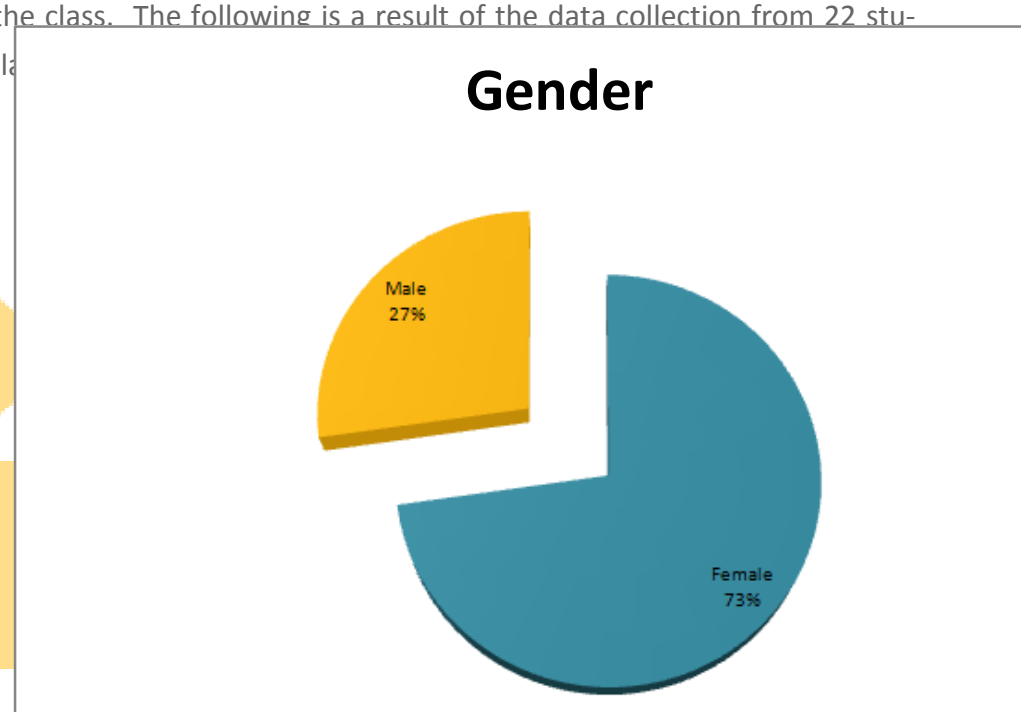


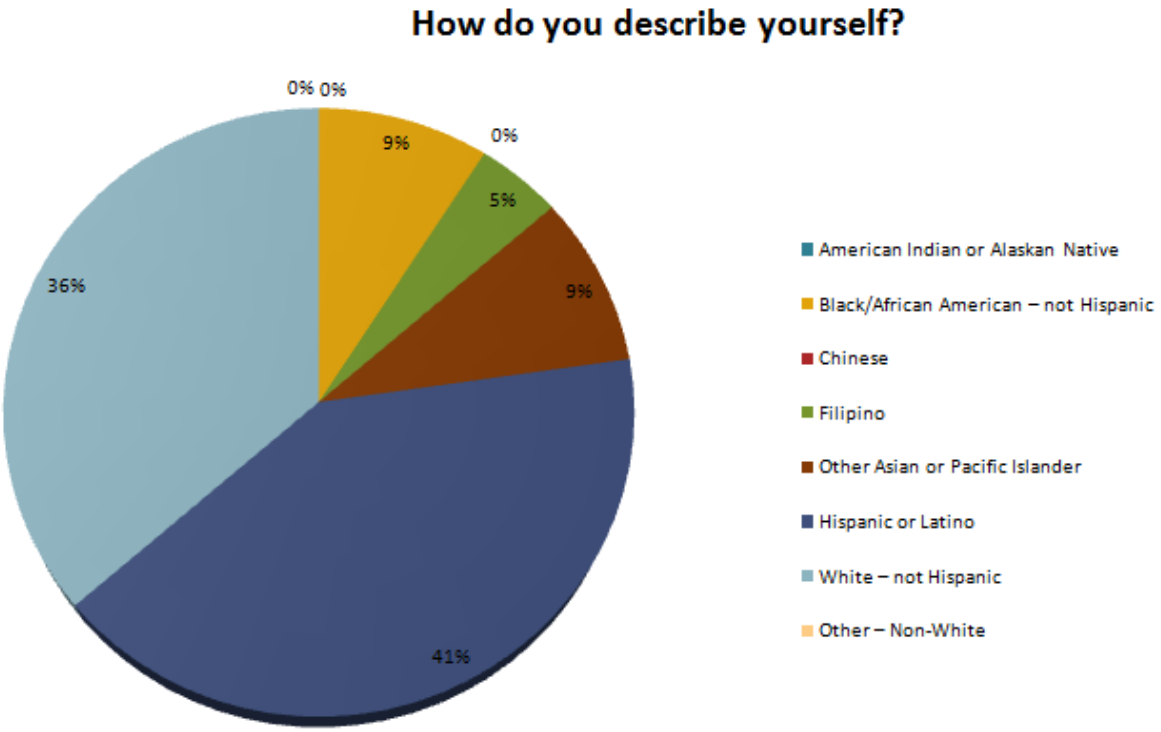


Data Source

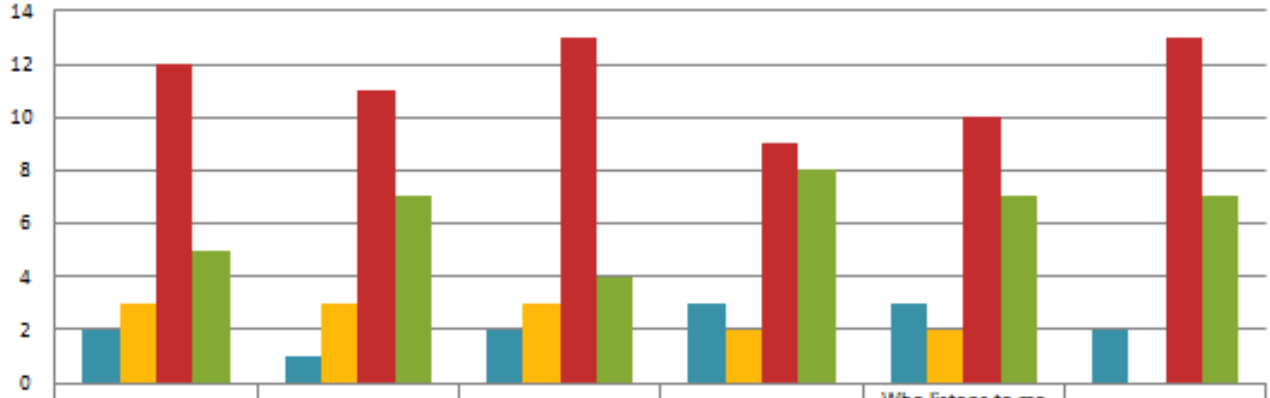
An evaluation plan was established in order to review the progress of the leadership training class. The data was gathered by a Pre-Test Survey which was given to each student on the first day of the class. Exiting data was gathered by a Post-Test Survey which was given before the end of the 16 weeks. Each student was also required to write an essay explaining their before and after experience with the Y.E.S. Program. The essay also includes the student's opinion about College and Career Readiness. Another tool that was used for gathering data collection were the attendance Sheets. Each student was required to sign in at the beginning of each class and sign out at the end of the class. The following is a result of the data collection from 22 students who voluntarily enrolled in the cla

Dilworth Middle School



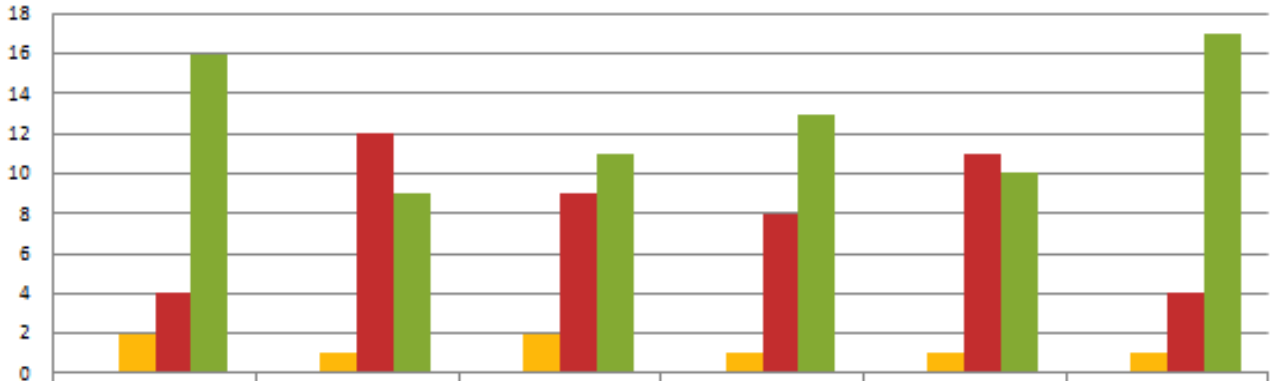


Pre Test Survey



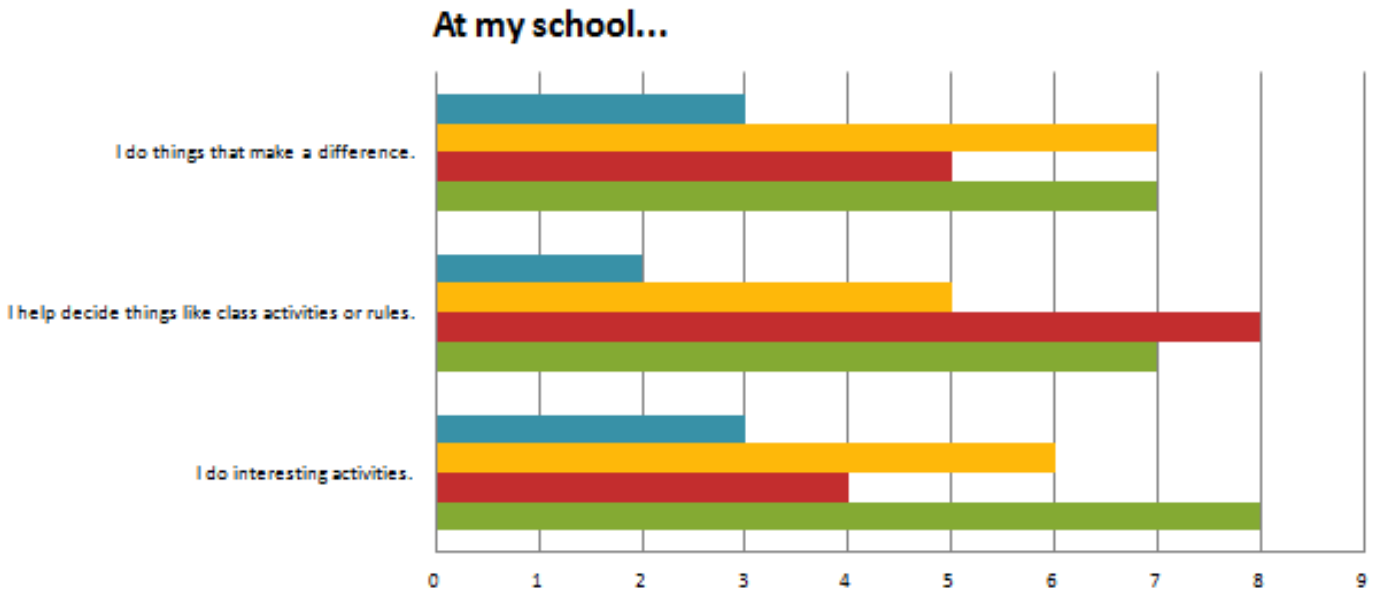
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	2	1	2	3	3	2
A Little True	3	3	3	2	2	0
Pretty Much True	12	11	13	9	10	13
Very Much True	5	7	4	8	7	7

Post Test Survey



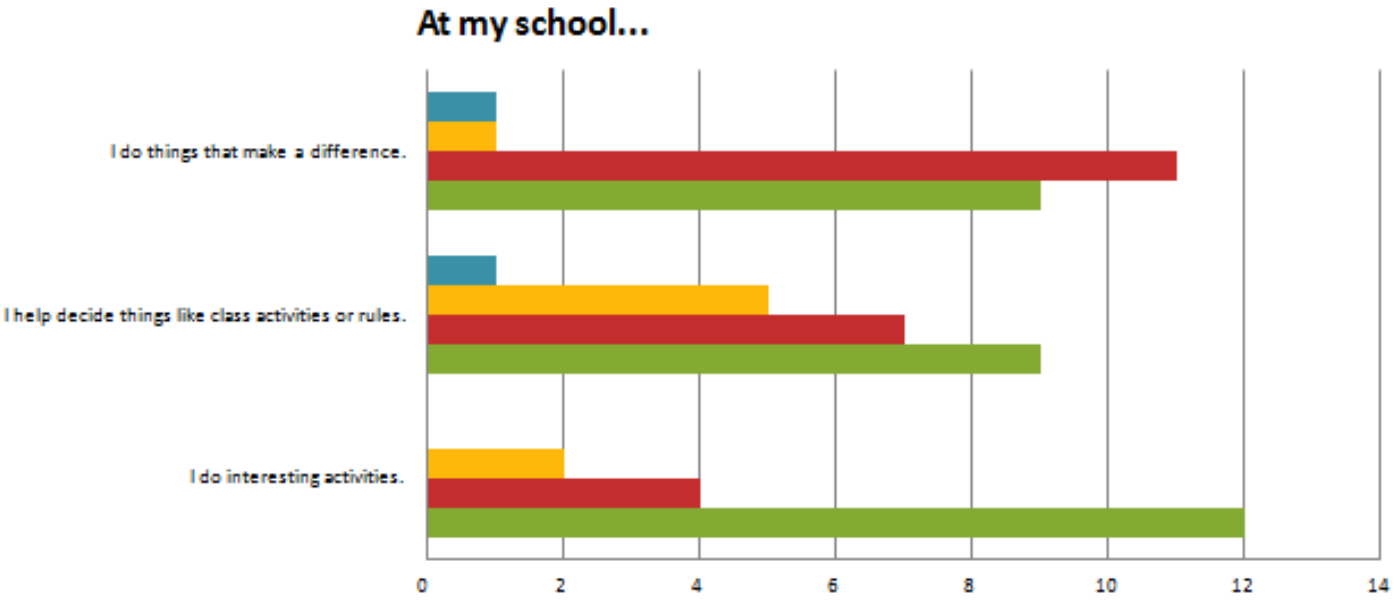
	Who really cares about me.	Who tells me when I do a good job.	Who notices when I am not there.	Who always wants me to do my best.	Who listens to me when I have something to say.	Who believes that I will be a success.
Not at All True	0	0	0	0	0	0
A Little True	2	1	2	1	1	1
Pretty Much True	4	12	9	8	11	4
Very Much True	16	9	11	13	10	17

Pre Test Survey



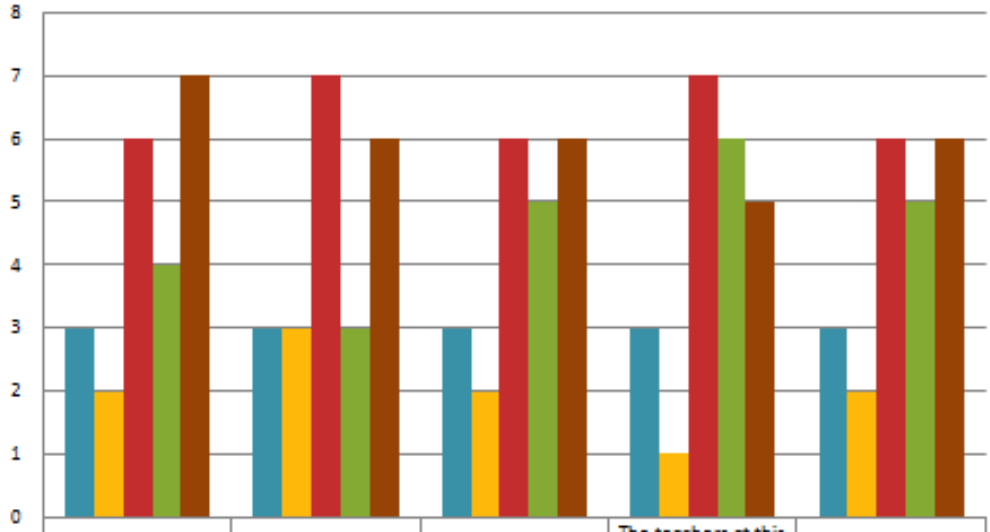
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	3	2	3
A Little True	6	5	7
Pretty Much True	4	8	5
Very Much True	8	7	7

Post Test Survey



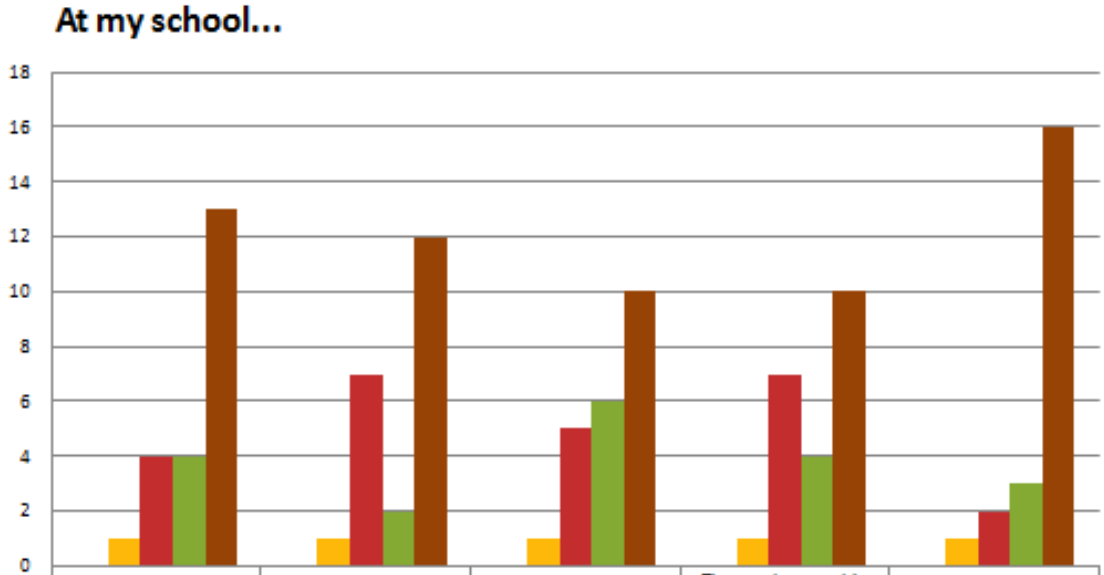
	I do interesting activities.	I help decide things like class activities or rules.	I do things that make a difference.
Not at All True	0	1	1
A Little True	2	5	1
Pretty Much True	4	7	11
Very Much True	12	9	9

Pre Test Survey



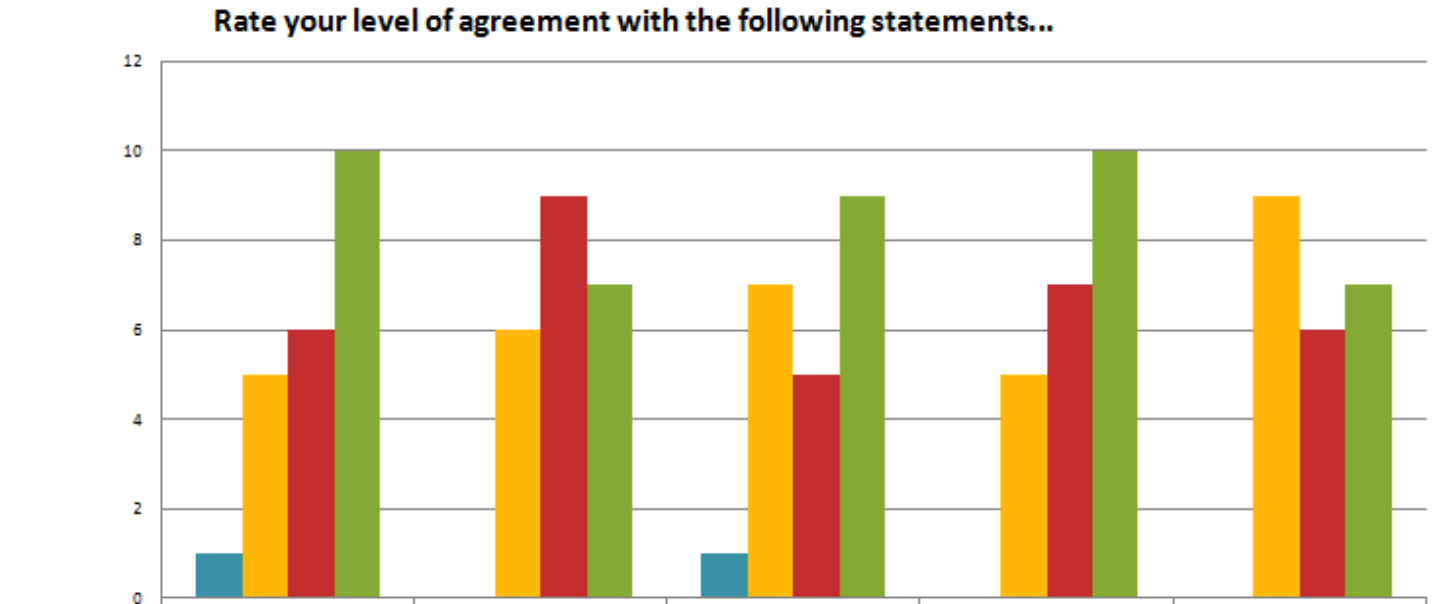
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	3	3	3	3	3
Disagree	2	3	2	1	2
Neither Disagree Nor Agree	6	7	6	7	6
Agree	4	3	5	6	5
Strongly Agree	7	6	6	5	6

Post Test Survey



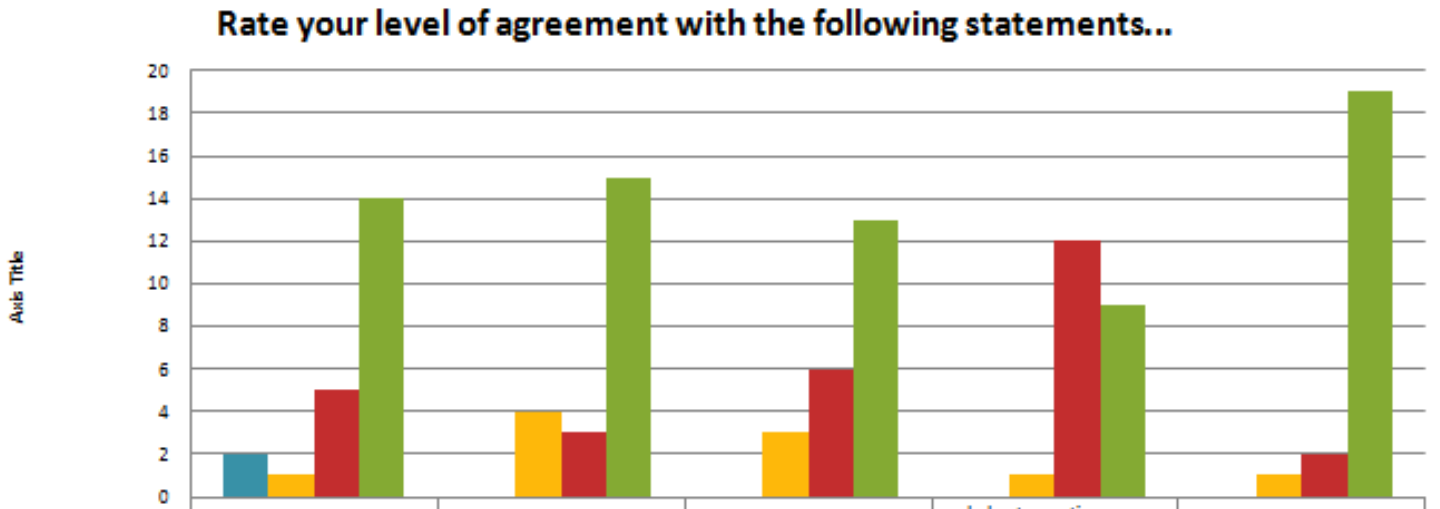
	I feel close to people at this school.	I am happy to be at this school.	I feel like I am part of this school.	The teachers at this school treat students fairly.	I feel safe at my school.
Strongly Disagree	0	0	0	0	0
Disagree	1	1	1	1	1
Neither Disagree Nor Agree	4	7	5	7	2
Agree	4	2	6	4	3
Strongly Agree	13	12	10	10	16

Pre Test Survey



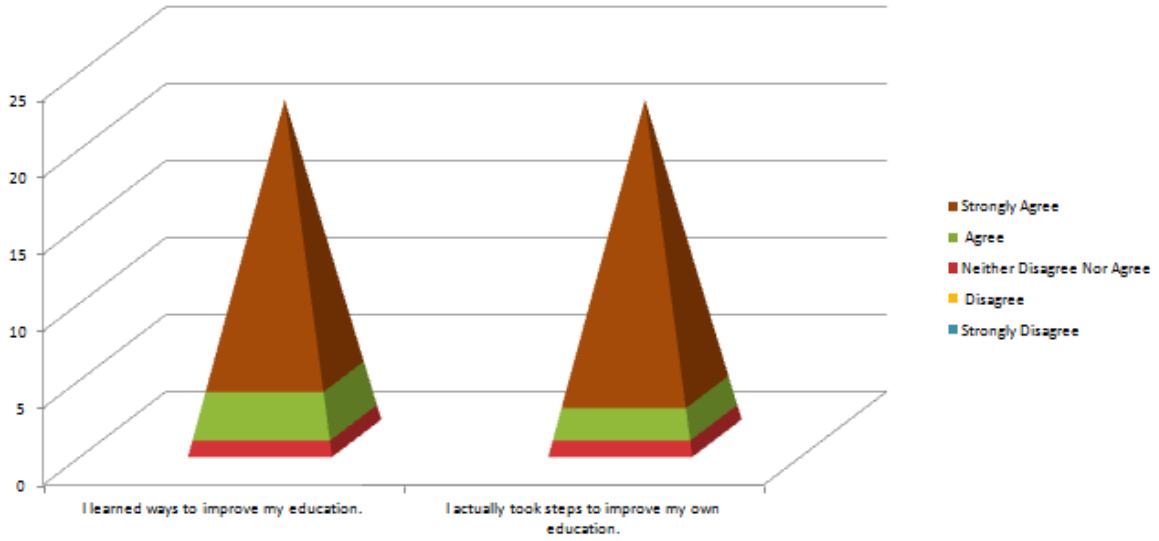
	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	1	0	1	0	0
A Little True	5	6	7	5	9
Pretty Much True	6	9	5	7	6
Very Much True	10	7	9	10	7

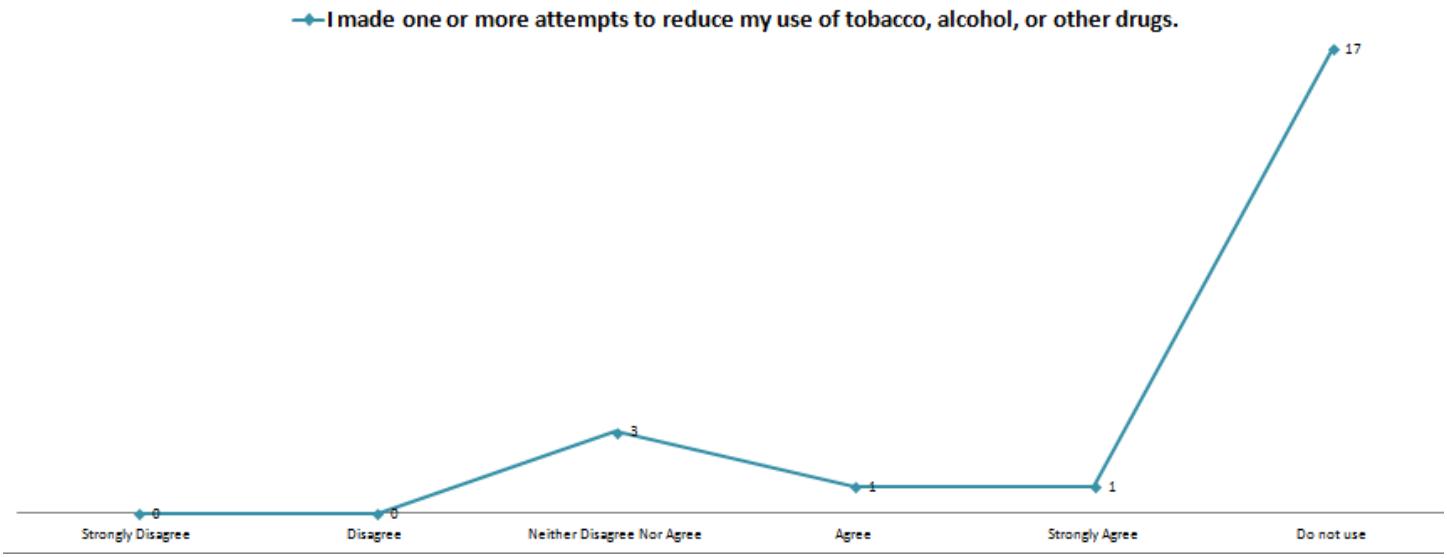
Post Test Survey

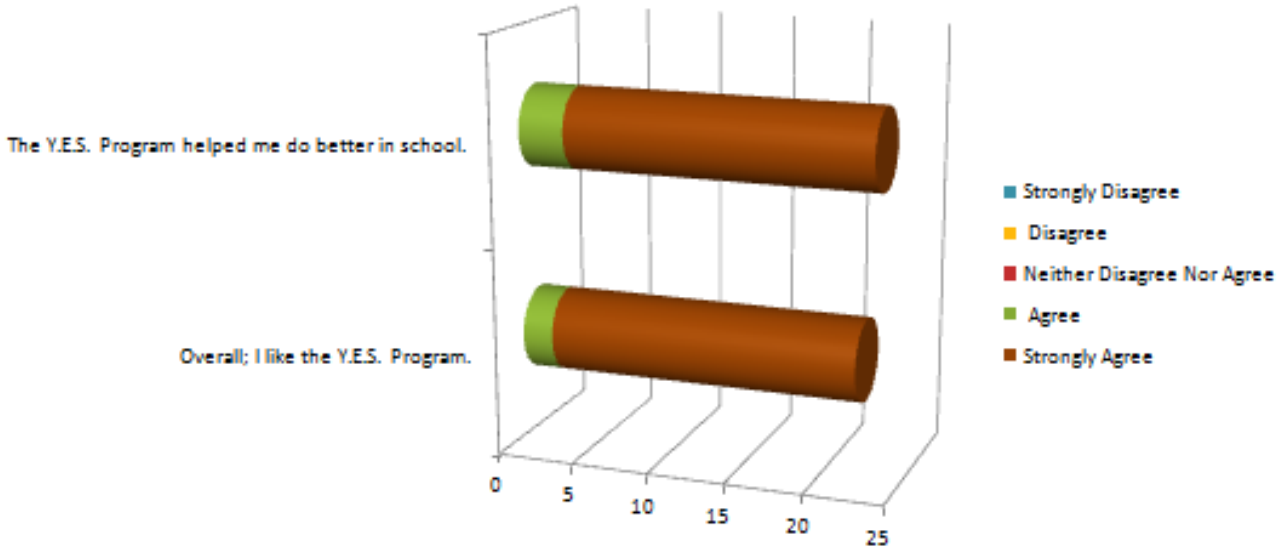


	In general, I'm doing well in school.	I come to school regularly.	I plan to finish high school.	I plan to continue my education after high school	I have goals and plans for the future.
Not at All True	2	0	0	0	0
A Little True	1	4	3	1	1
Pretty Much True	5	3	6	12	2
Very Much True	14	15	13	9	19

Post Test Survey







ACKNOWLEDGEMENTS

Research and writing assistance for this report including design and photography, was provided by the Staff of Dr. John Wynn and Associates; Edith, William, Meryl, Jeremiah and Farrah. We thank them for their expertise and tireless efforts.

Permission to copy, disseminate or otherwise use information from this progress report is granted as long as appropriate acknowledgment is given.

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1202 Hillboro Avenue
Reno, Nevada
www.doctorjohnwynn.com

YOUTH EMPOWERED TO SUCCEED

1202 Hillboro Avenue
Reno, Nevada 89512
(775) 232-4297
Fax: (775) 284-0808

Program Name:

Youth Empowered to Succeed (Y.E.S.)

Target schools 2012/2013 Pilot:

- The Y.E.S. Program was offered at five schools in the Washoe County School District: Washoe Inspire Academy, Washoe Innovations High School, Spanish Springs High School, Sparks High School and Dilworth Middle School.

Target Population:

- Students from ages 12 to 18 with 3 or more risk factors**.**

Purpose of Program:

- To encourage students to improve their opinion of themselves, complete high school, and continue their education through vocational training, cosmetology, the military or college; offering guidance while instilling the importance of education, self-awareness, student engagement and continuous academic success.

Successful Strategies Used in Program:

- Students were given tools to remove mental roadblocks that prevent them from achieving their goals.
- Students were given direction on what road to take that will allow future success.
- Students were given the opportunity to explore their vocational and educational strengths by the use of guest speakers, UNR and TMCC recruiters, and Military Representatives.
- Students were encouraged to develop a support team, build a Dream Wall; and make a collage of how they see their future.
- Students received a Certificate of Completion with some schools offering ½ elective credit.

Data Source:

- Pre-Test Survey and Post-Test Survey – 16 week program
- Student Essay: Topic "Student's Opinion about College and Career Readiness"
- Program Attendance Sheets
- Fall 2012 Data: Student Demographics, # of Special Education Students, Average Daily Atttendance, Class Attendance, Discipline, Average # of Credits Earned, G.P.A., State CRT & HSPE test results

Data Information

Demographics

Race/Ethnicity	WCSD (Count Day 2012-2013)		Students in Y.E.S.	
	N	%	N	%
African American	1536	2%	5	6%
American Indian	1043	2%	1	1%
Asian	2814	5%	2	3%
Hispanic	23799	38%	54	68%
Multiracial	3190	5%	2	3%
White	29467	47%	16	20%
Pacific Islander	575	1%	0	0%
Total	**62424**		**80**	

Grade Level	WCSD (Count Day 2012-2013)		Students in Y.E.S.	
	N	%	N	%
7	4741	8%	9	11%
8	4674	7%	12	15%
9	4825	8%	7	9%
10	4644	7%	5	6%
11	4620	7%	7	9%
12	4341	7%	37	46%
13	234	0%	3	4%
UG	62	0%	0	0%
Total	**62424**		**80**	

Gender	WCSD (Count Day 2012-2013)		Students in Y.E.S.	
	N	%	N	%
Male	32341	52%	48	60%
Female	30083	48%	32	40%
Total	**62424**		**80**	

Special Programs

Special Programs	WCSD (Count Day 2012-2013)		Students in Y.E.S.	
	N	%	N	%
IEP	8365	13.4%	16	20%
FRL	26842	43.0%	48	60%
LEP (ELL)	9988	16.0%	11	14%
Former LEP			31	39%
**Total number of students in Y.E.S. program = 80 Students*				

Average Daily Attendance

ADA	WCSD (Official Accountability Report – (11-12)	Students in Y.E.S.
	%	%
ADA	94.90%	87.92%

Y.E.S. Classroom Attendance

	Attendance Percentage	Students in Y.E.S.
		N (%)
	100%- 90%	**53 (66.2%)**
	89% to 80%	2 (2.5%)
	79% & Under	25 (35.4%)

Discipline

Discipline	WCSD (Count Day - 11-12)		Students in Y.E.S.	
	N	%	N	%
Suspended at least once	3656	6%	10	12.5%
Suspended more than once	1144	2%	3	3.8%
In School Suspension (ISS)	1701	3%	0	0%
ISS More than once	448	1%	0	0%

Average Number of Credits Earned during the Fall 2012
2.24 Credits

Average GPA during the Fall 2012
1.83

Assessment

CRT		Students in Y.E.S.	
Based on CRT -2011-2012 data		Average Scale Score	Pass Rate
7th Grade (9 Students)	Reading	383.9	88.9%
	Math	352.2	88.9%
	Science	-	-
8th Grade (12 Students)	Reading	320.7	58.3%
	Math	311.9	75.0%
	Science	-	-

HSPE	Students in Y.E.S.		
Based on HSPE data as of the fall 2012 - Highest score	Average Scale Score	Pass Rate	
		N	%
Reading	271.3	25	51.0%
Math	214.8	22	44.9%
Science	277.9	22	44.9%
Writing	6.4	21	42.9%
Passed ALL 4		13	26.5%
Total # Students(11th, 12th, 13th)	49 Students		

Current Funding: Title ID Grant - Delinquent & Neglected

It is projected in 2013/2014 school year there will be a decrease in funding due to 2 factors, 1) Decrease of total student numbers resulting from Briarwood Residential Facility closing and McGee Center "Girls Program" cut from the Juvenile Justice budget, 2) Due to State Budget cuts it is projected there will be a projected 5% to 8% cut in funding.

Conclusion:

Students who participated in the program had a positive experience, better focus of what they wanted from their education and changed their perceptions about teachers and school. (refer to Y.E.S. Survey)

Recommendations

- Expand the program to address the social / emotional needs for high school and/or middle school students who have 3 or more risk factors.
- Continue to expand the efforts and educational options to better prepare WCSD students to be college and career ready.

Contact: Dr. John Wynn, Y.E.S. Program Director, 1202 Hillboro Avenue, Reno, NV. 89512 Phone: 775.232.4297

Alex Kovacs

15385 Bonanza Lane • Reno, NV 89521 • alex_kovacs123@yahoo.com • (775) 772-4487

SUMMARY OF QUALIFICATIONS

- More than 11 years of experience in Accounting and Finance.
- Organized, focused and productive with proven ability to complete projects on time.
- Knowledgeable in the use of Office Suite, MAS 500, ABM, Infinium (AS400), FAS, SAP.
- Efficient in managing and motivating a team to meet tight monthly deadlines.

PROFESSIONAL EXPERIENCE

RENO-TAHOE AIRPORT AUTHORITY, Reno, NV, September 2008 – Present
Financial Analyst

- Coordinate the budgeting process for all departments.
- Forecast passenger traffic and non airline revenues.
- Prepare monthly Operating Statement, Parking and Passenger Traffic Statistical Reports.
- Update, monitor and maintain all grant files.
- Prepare quarterly PFC(Passenger Facility Charge) statements.
- Prepare various quarterly and annual reports for the Department of Taxation.

FITZGERALDS CASINO-HOTEL, Reno, NV, April 2003 – September 2008
Accounting Manager
Financial Analyst

- Prepared and ensured a smooth ownership transition.
- Prepared and reviewed monthly financial statements on a timely bases.
- Created and maintained Excel worksheets for accrual, prepaid and inventory accounts. Prepared monthly, and annual journal entries.
- Reconciled all GL accounts at the end of each accounting period, ensured balancing with related department reports (A/P, A/R, Payroll, Marketing, F&B).
- Coordinated all auditing, regulatory and compliance activities.
- Prepared and reviewed taxes, licenses and gaming reports.
- Monitored and maintained the company fixed asset listing in FAS.
- Prepared daily profit & loss statements.
- Supervised 14 audit and accounts payable personnel.

INTERNATIONAL GAME TECHNOLOGY, Reno, NV, May 2007 – October 2007
Accounting Associate

- Invoiced and monitored monthly recurring revenue and related royalty liabilities.
- Prepared monthly and quarterly journal entries.
- Reconciled multiple material GL accounts.

FITZGERALDS CASINO-HOTEL, Reno, NV, 2001, 2002 (summer job)
Sr. Vault Cashier
Cage Cashier

- Handled all cash in and cash out transactions for customers and team members.

CEDAR POINT, Sandusky, OH, 2000 (summer job)
Store Manager
Sales Associate

- Kept up inventory, arranged the store merchandise display, supervised 3 associates.
- Operated cash register, restocked and provided customer service.

EDUCATION

BA, Business and Administration, USAMV University, Cluj-Napoca, Romania, 2003.

APRIL VANDERGRIFF

2200 N. D'Andrea Pkwy apt 1513, Sparks, NV 89434 | W: 775-682-2527 | C: 336-971-4476 | april.vandergriff@crl.com

Professional Overview

Lead Technical Scheduler and experienced researcher with expertise in data collection and study management. Analytical, detail-oriented, exceptional communicator who works well on diverse teams as well as individually.

Core Qualifications

- Toxicology knowledge
- Database management
- MS Office proficiency
- Superb time management skills
- Effective communicator
- Expert in data analysis
- Process improvement
- Organized
- Detail-oriented

Accomplishments

- Helped to roll out new scheduling procedures in order to provide consistency amongst teams.
- Helped lead in a new ECG process improvement in order to provide better data to the clients.
- Lead several studies for high profile clients that ended in successful outcomes.
- Became a Covance Diversity Ambassador in order to serve as a basis for how to work with each other, create a supportive environment for all to achieve their fullest potential, strengthen company relationships with clients and serve the communities in which we live.

Education

Bachelor of Science: **Animal Science** **2007**
North Carolina Agricultural and Technical State University Greensboro, N C, US
Coursework in Chemistry, Microbiology, and Medical Terminology
Advanced Biology and Clinical Pathology coursework
Member of Aggies against AIDS
Member of the Animal Science Pre-Veterinary Club

Experience

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Scheduler, Team Lead **11/2013 to current**
Charles River Laboratories. **Reno, NV**
Serve as lead scheduler in all protocol-required tasks for in-life studies, ensuring proper placement of employees into specific study activities based on competency and responsibilities. Additionally, schedule employee, department, and global trainings, as well as coordinate the department level study schedule and resources. Work with the Reboot Scheduling project in order to lower costs and better utilize staff by combing various tasks in order to limit animal handling and room entry. Currently working on the dose box team to help with safer animal handling, better dosing ease and better safety for the handler and the animal.

Technical Scheduler **01/2012 to 11/2013**
Covance Laboratories Inc. **Madison, W I**
As a Technical scheduler I was responsible for scheduling the in-life phases of a study and assigning the appropriate resources to the tasks. I work with other schedulers to ensure all tasks are appropriately scheduled each day and evaluate and understand workload and staffing resources for each supervisor's team and interpret protocols and create accurate study schedules. I have knowledge and understanding of various study types being scheduled including specialty work (e.g. Safety Pharmacology, Ocular, Infusion and Neurotoxicology). I also worked with leadership to

address training needs, scheduling conflicts, and change requests while also effectively managing my own time deadlines. Attended various Pre-study meetings with Clients to discuss obstacles and concerns with the In-Life portion of the study as well as possible side effects that could possibly be seen. Helped assist with client visits for several studies in order to be able to explain and address anything that was happening in the lab.

Study Technician (Level 1-3 and Sr. Technician) **07/2008 to 01/2012**

Covance Laboratories Inc **Greensboro, N C**

As a study technician, I was responsible for collecting, documenting, and managing pertinent data including animal observations, test material administration, and clinical sample collection in compliance with SOP's, GLP's and regulatory agency guidelines. I monitored animal health and welfare in compliance with the Animal Welfare Act and helped maintain facilities in compliance with AAALAC. I was responsible for independently carrying out technical phases of most toxicology studies, including study management, data organization, QA audit response, internal and external client communications and quality check procedures. I performed advance dosing and clinical sampling techniques as well as reviewed my own data and that of others. I was able to identify potential problems, also train, assist and instruct new employees. I was also involved in client tours and client interaction during study initiations. I became a key trainer in order to mentor and assist new employees while also training them on specialty procedures.

Biotechnology Intern **08/2007 to 12/2007**

North Carolina Agricultural and Technical State University **Greensboro, N C**

As an intern, I prepared reagents such as plasmids, antibiotics, restriction enzymes, various buffers and Petri for bacteria growth and DNA extraction. I gained experience with laboratory equipment such as centrifuge machines, water baths, micro-pipettes, and incubation devices. I was also in charge of setting of gels for electrophoresis

Presentations

- The Covance Diversity Ambassadors were asked to speak to students at the University of Wisconsin (Madison) regarding options for students in the science field beyond teaching and medical/ veterinary school. During this presentation, I presented my job as a technical scheduler and explained my science background and along with my journey from Intern to Study Technician all the way to my current role. Not only did it educate students but it also brought interest to the company.

- Internally with Covance I was asked to help present and Electrocardiography project to improve the data on our current process. Through this presentation I was allowed to work with a staff veterinarian and one of our ECG Associates to come up with a process so collect better data for our clients and also look out for the well being of our animals. Once we got together our plan of action measures were put into place the process was executed and the end result was a successful data and a better anesthesia recovery process for the animals.
- The Aggies Against Aids group at North Carolina Agricultural and Technical State University have several speaking engagements in which as a member I would go to several colleges and high schools throughout North Carolina to educated students on Sexually transmitted diseases and the importance of abstinence and safe sex.

EDITH M. WYNN

3810 Herons Landing Dr. ▪ Reno, Nevada 89502 ▪ (775) 232-4374 ▪ MrsEWynnWith8@aol.com

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OBJECTIVE: To secure a challenging position with a well established organization that will utilize my skills and enables me to make a positive contribution to the organization.

QUALIFICATIONS SUMMARY:

- 24 years of Professional Administrative Experience
- 20 years of Working with Non Profit Organizational Board
- 12 years of Professional Business Consulting Experience
- Detailed Insight in Business Operations and Management
- Extensive Experience in Report Production
- Provides Professional Internal Support and Excellent Customer Service
- Demonstrated Computer Competency

EXPERIENCE:

Edith M. Wynn
3810 Herons Landing Drive
Reno, Nevada 89509

PROFESSIONAL BUSINESS CONSULTING
July 2002 to Present

Provides very involved client work related to individual professional services. Maintains technical proficiency, sharing knowledge throughout the firm through tool development, template enhancements, methodology enhancements, and by identifying and implementing improvements in existing processes and procedures. Provides strong attention to detail and technical writing skills while offering confidentiality throughout the term of the contract. Expert in establishing new businesses; creation and enhancement by consulting through the city, state and federal application process. Very knowledgeable in complete new business start up and guidance which includes but not limited to; articles of incorporation, by-laws, non-profit status, policies and procedures, insurance, human resource, marketing, publishing, desk top design, business management, accounts payable, billing, computer set and application programming, office, store and classroom set and design as well as staff orientation and training classes.

CLIENTS OF EDITH WYNN:

Charles Schwab Bank - Reno, NV
Community Services Agency (CSA) - Reno, NV
KPS3 Marketing Firm - Reno, NV
International Church Fellowship (ICF) - Las Vegas, NV
Washoe County School District - Reno, NV
Reno Police Department - Reno, NV
United Way of Northern Nevada - Reno, NV
United Way of Southern Nevada - Las Vegas, NV
African American Clergy Council of Northern Nevada (AACCONN) - Reno, NV
Nor Cal Metropolitan Jurisdiction - Hayward, CA
Pentecostal Temple - Las Vegas, NV
Greater Harvest Church - Reno, NV

Word of Life Ministries - Reno, NV
Tabernacle of Praise - Sacramento, CA
New Believer's Christian Ministry - Reno, NV
Progressive Baptist District - Reno, NV
New Beginnings Church - Sparks, NV
Greater New Refuge Church - Fallon, NV
John Wynn for School Board Campaign - Reno, NV

KPS-3 Marketing
50 W. Liberty Street #640
Reno, Nevada 89501

MARKETING CONSULTANT
May 2013 to June 2014

Represents The Silver State Health Insurance Exchange also called Nevada Heath Link; (a state agency created to oversee the marketing, advertising and registration of Nevada residents) responsible for marketing and announcing the October 1, 2013 enrollment of the Affordable Care Act for all Nevadan's. About 592,600 Nevadans - 22 percent of the population - lack health insurance coverage. Responsible for attending events, businesses, workshops, seminars, nonprofit organizations and businesses; training passing out brochures with information about the enrollment processes, answering questions and encouraging people to visit the website to enroll.

Also represented the Reno Airport Authority in managing staff performance including work schedule as they ask travelers to complete a survey about the changes in the Reno/Tahoe Airport.

Greater Nevada Credit Union
451 Eagle Station Lane
Carson City, Nevada 89701

ADMINISTRATIVE ASSISTANT
January 2011 to September 2012

Primarily responsible for providing administrative support to four members of the Senior Management Team of Greater Nevada Credit Union and Greater Nevada Mortgage Service; this includes, maintaining schedules, making travel arrangements, taking minutes of committee meetings/events, and producing monthly and periodic reports as directed by members of the Senior Management Team. Responsible for supporting assigned Vice Presidents in the completion of audits and required compliance reviews; preparing broker applications as well as taking mortgage payments from members. Maintains a calendar to ensure Vice Presidents are working within stated time frames for completed Strategic Business Plan action steps, both Grater Nevada Credit Union and Greater Nevada Mortgage Services.

New Levels Community Development Corporation/New Levels Child Care Center
4980 Powell Avenue
Las Vegas, Nevada 89121

EXECUTIVE DIRECTOR
July 2004 to July 2010

Supervised 25 staff members and was responsible for payroll, new hire training, employee orientation and authorizing background checks. Responsible for the compliance state of all Unemployment Insurance and Workman's Compensation Insurance issues. Directed the childcare center and was responsible for enrolling new students into the center. Responsible for billing the State of Nevada and other vendors for

tuition payments and was responsible for accepting tuition payments from the parents. Responsible for being the liaison between the Clark County Business License, Clark County Building Inspector, Health Department and Las Vegas Metro Police Department for current Licenses and Permits for the Childcare Center.

Nevada Community Foundation
1635 Village Center Circle, Suite 160
Las Vegas, Nevada 89134
(702) 892-2326

EXECUTIVE ASSISTANT
August 2002 to July 2004

Supported the President and Vice President of the corporation and assisted the Board of Directors. Responsible for organizing the Board's Annual Retreat, Monthly Board Meetings as well as other Board Functions and Events. Scheduled meetings, managed three calendars, designed projects, coordinated special events and created and organized meeting packets.

Sutter Medical Center, Sacramento
2801 L Street
Sacramento, California 95816
(916) 454-2222

ADMINISTRATIVE ASSSITANT
April 1999 to July 2002

Responsible for supporting the Area Director of Materials Management; who was over five Area Hospitals as well as supported the Department Director of Materials Management. Managed large volumes of data through Microsoft Excel and was responsible for creating and managing reports/data for the entire department. Responsible for scheduling meetings, creating meeting packets, recording and transcribing meeting minutes, as well as managing four calendars and scheduled appointments, meetings and events.

EDUCATION & TRAINING:

Ashford University — **Clinton, IA**
BA in Organizational Management — 2012-Present

Fresno Community College — **Fresno, CA**
General Education — 1987-1988

Fresno High School — **Fresno, CA**
General Education — 1984-1987

PROFESSIONAL DEVELOPMENT COURSES:

Financial Stability Partnership of Northern Nevada, Reno, Nevada
Learning Cluster Training 2013

Bridges Out of Poverty Train the Trainer Certification, Reno, Nevada
National Bridges Training 2013

American Management Association San Francisco, CA
Building Better Work Relationships: New Techniques for Results-Oriented Communication, 2012

New Horizon Computer Learning Center Phoenix, AZ
MS Excel 2007 – Level 4, 2012

College of Southern Nevada Las Vegas, NV
Computer Information Systems & other computer-related coursework, 2003

Sutter Memorial Hospital Sacramento, CA
Personal Adjustment & Development, 1999, 2000, 2001
Business Finance, Policies & Practices

Microsoft, Inc Sacramento, CA
Computer Information Systems & other computer-related coursework, 1998

NACO West Resort Company Fresno, CA
Business Management & Office Administration coursework, 1990
Financial & Managerial Accounting

SKILL LEVELS OF EXPERIENCE

WORD PROCESSING 23 YEARS:
Microsoft Word, Word Perfect

SPREADSHEET 23 YEARS:
Microsoft Word, Microsoft Excel

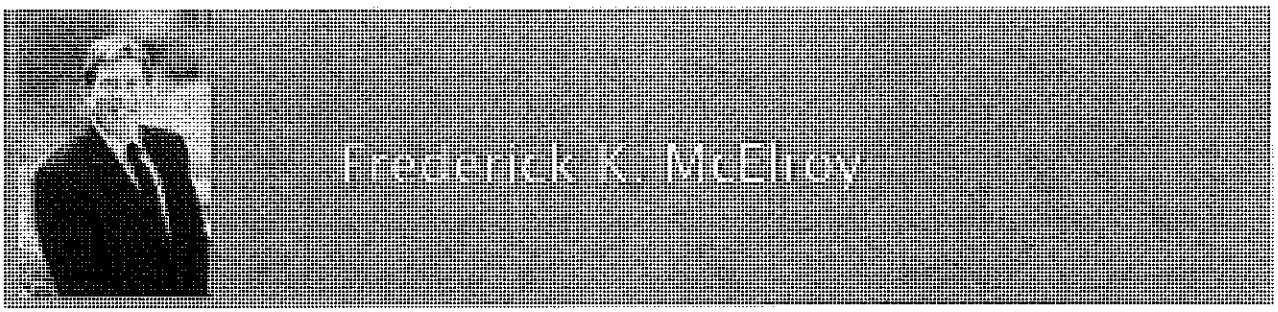
PRESENTATION 18 YEARS:
Microsoft Publisher, Microsoft PowerPoint, Adobe Photoshop, Adobe PageMaker, Adobe Acrobat

INTERNET 18 YEARS:
Microsoft Explorer/Windows, Mac Safari

ABILITIES:

- Ability to organize, execute, supervise and coordinate office operations
- Ability to communicate at multiple levels with management, employees and customers
- Ability to communicate effectively, be well organized and detailed oriented
- Ability to handle conflicts, solve critical problems, and determine a successful outcome

References Available Upon Request



Frederick K. McElroy

July 2014

5017 E Albuquerque Rd Reno, Nevada 89511
775-742-1966 info@fredmcelroy.com

OBJECTIVE

- *To utilize my skills & abilities to direct & guide, leadership, students, board of directors of the YES Academy. To bring both the private, school and business community of Northern Nevada, a better awareness of the opportunities that exist through the YES Academy. To assist in the search for physical location for the charter school*

QUALIFICATIONS

- Large network of professional relationships with Northern Nevada political and business leaders
- 8 years of comprehensive marketing, promoting new technology and quality customer service
- Ability to deliver effective marketing strategies to the Northern Nevada business communities
- Political and legislative experience emphasizing local and regional needs
- Leadership in local, state and national real estate industry.
- Ability to develop and work with strategic plans
- Ability to understand and interpret specific corporate goals
- Experience presenting to small and large groups

EDUCATION

- University of Nevada Reno-Bachelor of Arts in Education
- University of Nevada Reno-Graduate work in Sports Management
- State of Nevada Real Estate Brokers License
- State of Nevada Property Management License
- State of Nevada Title License experience

- **Dickson Realty** *Direct of Agent Services/Recruiter 2011-present*
- Reno, Nevada Damonte Ranch Branch
  Responsible for agent training
  Recruiting new agents to company
  Assistant Broker responsibility
  Property Manager

- **Coldwell Banker Select** *Broker Manager 2009-2011*
  Reno, Nevada, Galena Branch
  Manage & train 22 real estate sales agents Real Estate Agent
  Property Manager

- **Western Title Co.** *Regional Marketing Manager 2001-2008*

- Increased number of branches offices from 6 to 12 throughout rural Northern Nevada
- Increased re-sale market share from 16% to 21% within first year of hire
- Assisted in the design & creation of an interactive customer focused website that won a national ADDI Award
- Instituted advance technology within escrow/title industry

- **RE/MAX Realty Professionals** *Broker/Salesman 1991 – 2001*

- Represented Sierra Pacific Power Company in the negotiation and sale of Alturas Project right-of-way properties & provided property management services
- Developed and implemented the conversion of the current Northern Nevada Multiple Listing Service, to a web based Internet system, linking 7900 members statewide
- Assisted in the purchase & construction of the current Reno/Sparks Association of Realtors facility
- Consistent Top Producer and winner of the Remax 100% Club
- Obtained and managed contract with Relocation Services of Washington DC, specializing in government employees FBI, special agents, DEA

- **Fountain Realty**
  Broker/Salesman

- Coordinated Sales for Barker Dev (Barker/Coleman Dev) Subdivisions in NW Reno & The Vistas-Sparks
- Assisted in the development of multi-family units in Northwest Reno with Wade Development
- Worked on water rights issues for development projects with Washoe County Utilities & TMWA

- **Supreme Court Athletic Club** *Owner/Managing Partner*

- Increased membership from 980 to 2000 within first 2 years of operation
- Created multi level condition programs
- Managed a staff of 25 people

- **Washoe County School District** *Secondary Education Teacher*

- Biology, Science, Health, Nevada History, Math, PE and Driver Education
- Coached baseball, basketball, track, football, volleyball, skiing
- Athletic Director Vaughn Middle School

- **Nevada Air National Guard** *Photo Reconnaissance*

Affiliations

- Reno Sparks Association of Realtors
  - Chairman Political Affairs Committee 2004,2008, 2013
  - Affiliate of the Year-2002, Realtor of the Year-2001
  - President 2000
  - Chairman Budget & Finance Committee 1998
  - Director 1997-2000
- National Association of Realtors
  - License Law Committee 1999
- Nevada Association of Realtors
  - State Director 1998-2001
- Economic Development Authority of Western Nevada
  - Marketing Committee 2002 – 2008
- WIN-member Western Industrial Nevada
- Habitat for Humanity
  - Board of Directors 2000
  - Coordinated donation of land from Sierra Pacific Power
  - Coordinated the fundraising for the last 10 years from Reno Sparks Association of Realtors

George Allen Hardaway

3424 Good Hope Lane · Sparks, Nevada 89434 · Phone: (775) 626-0322 Home · (775) 303-5298 Cell

Education Experience

6/1980 - 8/1983	University of Nevada, Reno:	Degree: EAHE + 32
6/1975 - 8/1976	University of Nevada, Reno:	Degree: Master of Education
9/1968 - 6/1971	University of Nevada, Reno:	Bachelor of Science in Education Minor: Social Studies and Physical

Education

9/1966 - 6/1968	Columbia Basin College, Pasco:	Degree: Associate of Arts in Education
9/1963 - 6/1966	Weaver High School, Hartford, CT:	General Education

Employment Experience

4/2012 - 6/2014	Acting In Community Together In Organizing Northern Nevada (ACTIONN) - Organizer
6/2008 - Present	Retired from the Washoe County School District after 36 years.
5/2009 - 5/2012	Volunteered with Big Brothers Big Sisters of Northern Nevada
9/2009 - Present	Volunteer with the Boys and Girls Club (Tutoring)
9/2006 - 6/2008	Earl Wooster High School Administrator: Attendance
8/2000 - 6/2005	Edward C. Reed High School Administrator: School Safety and Security, Student Relations Office (Discipline), Peer Court, Conflict Resolutions, Parent Involvement, Evaluations, Select the Best, Transportation (Buses) and WCSD School Police
7/1993 - 8/2000	Earl Wooster High School Administrator: Discipline, Student Activities, Building and Grounds, Athletics, Attendance, Grants, School Police, Evaluations, Buses, Keys, Survival Handbook, Student Assistance Program, Violent Intervention Program, Substance Abuse Intervention Program, Community Service, Washoe County Truancy Task Force, WSCD Gang Task Force committee, Summer School Coordinator, Selection Committee for WCSD Police Department and Testing and Research Department, Minority Recruiting for WCSD, Interviewing and Hiring Committee for Wooster High School, and Make

Hardaway's Resume' continue:

	A Wish Foundation for Wooster High School.
6/1990 - 11/1991	NSEA- Nevada State Education Association: Coordinator for Joe Johnson's Assembly District 28 Campaign
1/1980 -7/1993	United States Department of Education: Field Reader
6/1977 - 7/1990	Summer School Teacher (American History)
9/1971 - 7/1993	Procter Hug High School: Dean of Students: Discipline, Newsletter, Campus Safety and Security, Teacher: Social Studies Department, American History, World History and Sociology, Hug High Hall Fame Committee, Hug High Athletic Hall of Fame, Curriculum Committee, Career Education Committee, Sociology Club Advisor, Human Relations Club Advisor. Coach: Head Girls Basketball, Former: Head Boy's Track and Field Coach, Head Boy's Cross Country Coach, Assistant Sophomore Football, Head J.V. Football, Assistant Varsity Football, Assistant Track and Field
6/1973 - 8/1973	Sears Roebuck and Company (Auto Service) no longer at the location.
6/1970 - 7/1973	University of Nevada, Reno, Upward Bound Program: Tutoring and Counseling, Teacher: History, Sociology and Multicultural Education, Coach: Track and Field, Director of Recreation
1/1969 - 5/1970	University of Nevada, Reno, Cooperative Extension Service Food and Nutrition Specialist: Education
6/1969 - 8/1969	City of Reno, Parks and Recreation-Supervisor
6/1966 - 8/1968	Suisman and Blumenthal Inc., (Summer work) Hartford, Connecticut
6/1965 - 8/1965	City of Hartford, Parks and Recreation – Supervisor, Hartford, Connecticut
Personal:	Born: October 18, 1947 Age: 64 years old Height: 5' 10" Weight: 207 lbs. Marital Status: Married Number of Children: Two Number of Grand- children Five Health: No physical or emotional disability

Hardaway's Resume' continue:

Interests:	Reading, Volunteering, Collecting biographies, Worship and fellowship, Human beings, Tutoring students, Public speaking (motivational), Campaigning, Spending time with family, Community organizing, Listening to jazz, Working out and Sports.
Organizations:	Sparks City Charter Committee, Truckee Meadows Community College-Multicultural Community Advisory Board, Nevada Black History Project, Second Baptist Church, Nevada Humanities Committee (Oral History), Neighborhood Advisory Group member, Northern Nevada Regional Track Facility, National Education Association, Nevada State Education Association, Washoe County Teachers Association, National Association for the Advancement of Colored People (NAACP), Northern Nevada Black Cultural Awareness Society (NNBCAS), UNR Special Service Program Board of Directors, UNR's Alumni Association, Northern Nevada Coaches, Northeast Reno Outreach Council, College of Arts and Science Advisory Board-UNR, Truckee Meadows Community College Advisory Board, Nevada State Department Task Force Advisory Board, UNR-Blue Key, Nevada State Housing Authority, Washoe County Juvenile Probation Committee and Wittenberg Hall Selection Committee for Employment.
Awards:	Northern Nevada Black Cultural Awareness Society- Community Service Award-1990, Alf Sorenson Youth Service Award, AYSO Youth Soccer Award, Black Students Organization Award-UNR, Sunday School Teacher Award-Second Baptist Church, The Senior Award of 1971-UNR, WCSD Special Education Service Award, Child Assault Prevention Project of Washoe County Award, Superintendent's Accommodation Award. The Henry Albert Senior Public Service award for giving "significant" public service both to the University and to the Community-UNR, June, 1971, Who's Who among Teachers - 1992.

JASON D. GUINASSO, ESQ.
Guinasso Law, Ltd.
190 W. Huffaker Lane, Suite 402 · Reno, NV 89511 · (775) 853-8746
Jason@guinassolaw.com

ADMITTED

Nevada Bar, 2003
Federal District Court of Nevada, 2004
California Bar, 2005

LEGAL EXPERIENCE

Guinasso Law, Ltd., Managing Shareholder
December 2008 to Present

- Advocate for employers, insurers and third party administrators. Practice focuses almost exclusively on employment and labor law with an emphasis on workers' compensation advice and litigation.
- Maintains a significant appellate practice, which has included preparation of petitions for judicial review of administrative decisions, extraordinary writs, and appeals to the Nevada Supreme Court.
- Also advises clients on workplace safety, investigations, employee discipline, and employee handbooks and policies and counsel my clients on the interaction of workers' compensation laws with state and federal laws prohibiting discrimination due to disability and/or laws mandating medical leaves of absence.
- Teaches focused courses, lecture at seminars and provide training to managers, claims examiners, and lawyers on a broad range of employment-related subjects.
- Dedicated to contributing to community by providing pro bono legal services to faith-based organizations, non-profits, and civic organizations. Actively involved in a number of organizations that minister to people in need, influence the development of law and policy, and provide leadership.

Littler Mendelson, P.C., Associate Attorney
May 2006 to November 2008

- Primary practice area: employment and labor law with emphasis on workers' compensation defense; experience handling almost every variety of workers' compensation case; regularly appeared before workers' compensation administrative Hearing Officers and Appeals Officers; significant appellate experience, including petitions for judicial review, extraordinary writs, and appeals to our Nevada Supreme Court.

- Specific regular activities of practice included providing clients with advice on how to administer and manage claims; preparing pleadings, motions, briefs, and legal memoranda; preparing case status letters to clients; reviewing medical records and communicating with doctors; analyzing risk of exposure to liability under various claims; assessing a claimant's entitlement to temporary total disability, vocational rehabilitation, and permanent partial disability (PPD) ratings under the *5th Edition to the AMA Guides to the Evaluation of Permanent Impairment;* contribute to a wide variety of Littler Mendelson publications.; contribute commentary on employment law issues in local newspapers and journals.

Thorndal, Armstrong, et. al., Associate Attorney
January 2004 to May 2006

- Workers' Compensation Defense, Administrative Law, Commercial Real Estate, Business Law, Wills and Trusts, Family Law.

OTHER EXPERIENCE

Nevada Disability Advocacy & Law Center, Rights Advocate/Legal Intern
06/18 - 08/17/01

- Researched legal issues and theories; wrote legal memoranda; conducted investigation of group homes which culminated in sanctions being imposed on provider; collaborated with other protection and advocacy agencies on key issues affecting people with disabilities; attended state committee meetings; gave presentation concerning the effects of important legislation on people with disabilities and the organizations that serve them.

City of Reno Office of the City Manager, Internship
12/99 – 06/00

- Improved constituent relations and customer service by implementing a constituent contact and response program.
- Researched issues and reported findings to Mayor and City Council.

Art Associates Advertising, Marketing & Public Relations, Director of Public Affairs
04/98 – 12/98

- Executed the strategy, tactics and fundraising for several political campaigns.
- Clients included: Kenny Guinn for Governor, Norman Frey for Assembly, Greg Brower for Assembly, Sue Camp for County Commissioner, Jeff Griffin for Mayor, Chuck Schembri for City Council.

EDUCATION

University of Oregon School of Law, Doctor of Jurisprudence, 2003

- Moot Court: National Appellate Advocacy Competition - Western Regional Competition (One of four students selected to represent the Law School); Client Counseling Competition – Finalist; Negotiation Competition – Semi-Finalist.
- Law School Dean Search Committee.
- Dean's Student Advisory Committee.
- Christian Legal Society Member.

University of Nevada, Reno, Graduate Program – Public Administration, 1999-2000

- Political Science Teaching Assistantship.
- Completed one year of graduate studies before beginning law school.

University of Nevada, Reno, Bachelor of Arts – Political Science *cum laude*, 1998

COMMUNITY SERVICE

Warehouse Christian Ministries, 1992 to Present
- Board Member.
- Deacon.
- Tuesday Night Bible Study Leader.
- Past service: Youth Leader; Community Outreach; Mission Trip to Honduras.

Nevada Libertas (Non-Profit Organization Defending Religious Liberty) May 2011 to Present
- Legal Advisor and panel presenter.

Nevada Life (Issues Forum and Education) 2005 to Present
- Legal Advisor.

Crisis Pregnancy Center (CPC) June 2012 to Present
- Ex Officio Board Member.

Transformed International
- Ex Officio Board Member.
- Kenya Mission Trip December 2011 to January 2012 (outreach to widows and orphans in Kitale Region; Served at Rehema/In-Step Orphanage).

Reno/Sparks Chamber of Commerce, 1998 - 2000, 2008-2012
- Public Affairs Committee.
- Reno/Sparks Leadership 2000 Program.

Boy Scouts of America

- Cub Master, Pack 154, February 2005 to 2006.
- Den Leader, Den 7, Pack 154, 2003 to 2004.

Washoe County Court Appointed Special Advocate (CASA) Program

- President of the Board of Trustees, 1999 – 2000.
- Advocate for Children in Family Courts, 1998 – 2000.

Advocate for the Disabled, 1999

- *Olmstead v. L.C. & E.W.*: Worked with disability rights advocates to promote the position that the ADA requires integrating individuals with disabilities into community based homes rather than institutionalization.

Lighthouse Youth Ministry, 1990 - 1994

- Live-in mentor in a group home serving at-risk youth.

PROFESSIONAL ASSOCIATIONS AND AFFILIATIONS

- Nevada State Bar - Administrative Law Section; Labor and Employment Law Section; Young Lawyers Section.
- California State Bar - Workers' Compensation Section; Labor and Employment Law Section, Litigation Section.
- Northern Nevada Human Resources Association - Board Member.
- Nevada State Society of Human Resources Managers - State Legislative Director
- Associated, Builders and Contractors - Government Affairs Committee.

PERSONAL INTERESTS

- Married for 18 years to my wife, Kim, with two children, Robbie (18) and Adeline (11).
- Outdoor activities including hiking, fishing and camping.
- Participating in pick up basketball games at the gym and park.
- Avid reader – generally nonfiction books, current events, biographies, theology and politics.
- News and Current events junkie.

December 14, 2014

State Public Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

Re: Y.E.S. Academy of Performing & Fine Arts Charter School

Dear Board Members,

My name is Marcelo F. Vazquez and it is an honor to provide you with this letter on how I will support the Y.E.S. Academy Charter School.

My, our, vision for the college competitiveness preparation at Y.E.S. will be for every student to not only be eligible for college but also competitive for college admissions. Preparing for competitive university admissions is very different from college preparation practices as it prepares students for the most competitive university admissions standards (i.e., USC, UCLA, Harvard, UC Berkeley, etc.). We want our Y.E.S. students to be competitive for the University of Nevada, Reno, as well as out-of-state options.

We want to create a competitive college going culture in the Y.E.S. Academy. The hallways will be named after universities. Each classroom will have a "college corner" to highlight a university destination for the students. Parents and teachers will be taught on how to build a college going culture in the house and in the classroom. College aspirations will be promoted not as a strategy but as the culture of the school.

My budgetary experience will provide a level of expertise to help guide the fiscal vision of the school. Currently as the Associate Dean of Student, I oversee five departments with a total budget of $1,955,000. In my previous position from 2007 to 2012 at California State University, Los Angeles, I managed a $10,000,000 budget in assisting middle school and high school students prepare for competitive university admissions.

Thank you for your time in reading this letter of support for Y.E.S. Academy. I am committed to making this school set a standard for all schools in focusing high school students to be competitive in all their postsecondary aspirations. Should you have any questions, please feel free to call me at 775-784-4296.

Sincerely,

Marcelo
Associate Dean of Students
The University of Nevada, Reno

Marcelo F. Vazquez, Ed.D.

2401 Harvard Way, #156, Reno, NV, 89502 MarceloHigherEd@gmail.com, 818-606-5073 (c)
www.unr.edu/student-services/student-life-services/associate-dean
www.linkedin.com/in/marcelofvazquez

STUDENT AFFAIRS, ACADEMIC AFFAIRS, AND COMMUNITY PARTNERSHIP HIGHLIGHTS

- Building on-campus and off-campus partnerships and collaborations towards undergraduate persistence and graduation success.
- Experience in California State University (CSU) Student Affairs, University of California (UC) Academic Affairs, and University of Nevada, Reno (Nevada) Student Services.
- Developed, lead, managed and implemented access and undergraduate persistence services involving such areas as Outreach & Recruitment, Financial Aid, Academic Advisement, Career Services and Disability Resources.
- Currently provide administrative oversight for six university offices.
- Enrollment, retention and graduation management experience at the CSU and UC systems and the Nevada campus.
- Five-year budget management experience with a $2.4 million yearly budget and current experience with a $1.955 million yearly budget.
- Currently mentoring and leading 13 full-time professionals, four part-time professionals and 87 part-time staff.
- Partnerships and collaboration with university offices such as Disability Resource Center, Financial Aid, Student Development and Activities, Counseling Services, Academic Counseling, International Student Services, Cultural Centers, Testing Center, Admissions, Recruitment, University Housing, University Police, Student Health Center, General Counsel Office, Provost Office and various academic colleges and departments.
- Partnerships and collaboration with off-campus partners such as LAUSD, Washoe County School District, Mt. Rose Elementary (NV), hospitals, city police, health services, and cultural organizations like Nevada Bureau of Indian Education and the NAACP.
- Currently hold national and regional leadership positions in Student Affairs professional organizations such as NASPA and the Western Regional Careers in Student Affairs Day.

EDUCATION

Doctor of Education – Higher Education Administration, 2008
The University of Southern California (USC)

Master of Arts – Environmental Studies, 1996
Prescott College, AZ.

Bachelor of Arts - Psychology, 1994
California State University, Northridge (CSUN)

POSTSECONDARY STUDENT AFFAIRS & ACADEMIC AFFAIRS EXPEREINCE

Associate Dean of Students

University of Nevada, Reno, Office of the Associate Dean of Students, August 2012 to Present.

- As the Associate Dean of Students at Nevada, I focus on three key themes in serving the students; Inclusivity, Persistence, Graduation.
- Provide administrative oversight and leadership for five departments focused on strengthening the college persistence and graduation culture. The departments are Office of Student Conduct, Office of New Student Initiatives, Office of Fraternity & Sorority Life, Tutoring Center and Office of Student Persistence Research. The result is each area is now aligned to the Division of Student Services mission and university goals.
- Lead and help train a staff of eight full-time professionals, four part-time professionals and 79 part-time staff amongst five departments (mentioned in first bullet point above). The result is the delegation and dissemination of training services for staff, focused on (a) four-year graduation, (b) national leadership and partnerships and (c) diversity.
- Provide administrative oversight of a $1,955,147 budget for the Office of the Associate Dean of Students. The result is the accurate and timely budget management of funds for the staffing and college graduation services for 18,773 university students.
- Mentoring the leadership of the Office of New Student Initiatives (in charge of programming for new student, freshman and sophomore years) to create the university's first Spanish-language orientation program for 12 two-day summer orientation sessions. The result is new campus collaborations built to serve off-campus and on-campus needs.
- Mentoring the leadership of the Office of Student Conduct in building a collaborative partnership with our Athletic Department, which recently hired a new Athletic Director and Head Football Coach. The result is the creation of a new campus collaboration that helps student athletes become more aware of university student conduct policies and be trained as student conduct ambassadors.
- Mentoring the leadership of the Office of Student Persistence Research by providing guidance and training for 22 Student Services departments in developing undergraduate persistence-focused learning outcomes and implementing quantitative measures for their specific services. The result is over 90% of the departments developed quantitative measures to track impact of these learning outcomes via their respective services.
- Mentoring the leadership of the Office of Fraternity & Sorority Life in creating a culture of community and academic excellence for all Nevada fraternities and sororities. The result is overall fraternity and sorority GPA is the highest since being recorded and the highest membership number and percentage (10% of undergraduates) in the university's history.
- Mentoring the leadership of the Tutoring Center in presenting at national conferences about how their on-campus partnerships provide supplemental instruction services. The result is the Director has been accepted to present at the 8th International Conference on Supplemental Instruction in Chicago, IL, May 23-25, 2014.

- Created a partnership with the Principal of Mount Rose Elementary School in Reno, NV, to develop a competitive college admissions preparation pipeline starting in the school's K-8 grades. The result is all students, parents and teachers have access to monthly workshops designed to empower students to act on the three tenets of how to become competitive for university admissions; Academics, Leadership and Community Service.
- Presented MAP-Works quantitative data to academic colleges on the persistence levels of their incoming first-time freshmen students. The result is colleges were provided tools on how to provide persistence-counseling services to students likely to drop out of college.
- Chaired the Student Intervention Team (SIT), comprised of a partnership including a Vice Provost, a Social Worker, a Police Commander, two Directors, and the Assistant Dean of Student Conduct, in addressing campus-based student-of-concern issues. The result is the successful diffusing of all issues of concern and training the SIT membership on utilizing the newly installed Symplicity Advocate database system.

Interim Director for the Center for Student Cultural Diversity
University of Nevada, Reno (Nevada), July 2013 to June 2014.

- Leading and training a staff of five full-time professionals and 8 part-time staff in providing multicultural programming and retention services to all undergraduate and graduate students. The result is the development of new campus partnerships that strengthened educational access and persistence services with partnerships including Career Studio, Disability Resources Center, Financial Aid, and university recruitment.
- Lead a redesigning of a national award winning retention program, *College Life 101* (CL 101). The result is the first-ever implementation of student-persistence focused learning outcomes, designed around quantitative data practices to track and support the graduation of first-generation, mostly under-represented students at Nevada.
- Partnered and collaborated with the Washoe County School District, Reno-Sparks Branch of the NAACP and the Nevada Bureau of Indian Education in providing educational access events such Family Access Days and Youth Leadership Summits. The result is close to 1,500 K-12 students and families are provided information on how to access a postsecondary education.

Director, CSULA Project GEAR UP
California State University, Los Angeles (CSULA), September 2007 to August 2012.

- Managed, trained and supervised 12 full-time staff, eight Manager/Director-level positions and 55 university student staff members stationed at CSULA and four high schools in East Los Angeles to provide college preparation services to approximately 3,100 high school students. The result was the delegation and dissemination of college preparation services to high school students, their parents, school counselors and administrators.
- Managed and lead the admissions and academic counseling services for over 300 community college applicants in the Los Angeles area. Through strategic partnerships among Los Angeles based community colleges, result was all community college-bound students were connected to targeted campus-based resources, thus strengthening persistence and graduation efforts.

- Successfully managed two separate federal grants, one totaling $500,000 and the second totaling approximately $10,000,000. The result was the accurate and timely budget management of funds for the staffing and college preparation services for designated East Los Angeles students. Budget management also led to our grant securing 2.4 million yearly dollars from the Department of Education to CSULA.
- Organized, delegated and designed the professional development training of 55 university student part-time staff, eight Manager/Director-level positions and 12 full-time staff members.

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- Wrote and received a funding award to implement the University of California Transcript Evaluation Service at a high school in East Los Angeles. This resulted in receiving $4,000 to strengthen community partnerships towards promoting university access.
- Organized and established quarterly communication between CSULA Project GEAR UP and nine select government and non-profit community agencies. The result was the re-connecting, strengthening, and expansion of community partnerships with Project GEAR UP to service middle school and high school students in the East Los Angeles area.
- Guided the creation of assessment tools focused on learning outcomes. The result was assessment tools were created for student, parent and administrative services, which provided us data for WASC assessment and for improvement of departmental services.

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- Represented the Vice President of Student Affairs at Parent Institute for Quality Education (PIQE) events/ceremonies where a presentation was needed to address parents, community members and K-12 personnel in attendance.

Campus Hearing Officer
CSULA, November 2008 to August 2012.

- In partnership with the Judicial Affairs Office, conducted six hearings with the student charged and the Student Conduct Administrator, regarding student conduct and academic dishonesty that was in violation of Title V of the California Code of Regulations. Reports recommending action and resolution were sent to the University President regarding recommendations for the student in moving forward after the hearing. Hearings and reports were always approached in a manner that promoted a positive environment and a learning experience for the student.

Supervisor/Coordinator of Admissions & Academic Advisement, UCLA Dodd Humanities.
University of California, Los Angeles (UCLA), February 2005 to September 2007.

- Spearheaded and coordinated the partnership between the Art History faculty and student support areas at UCLA to develop new articulation agreements between the UCLA Department of Art History and targeted community colleges in California. The result was a new partnership between the staff of the Office of Undergraduate Admissions & Relations with Schools and the faculty of the Art History Department which streamlined the transfer process for UCLA undergraduate applicants.
- Envisioned, developed and initiated the first admissions and recruitment partnership between the Center for Community College Partnerships and the Dodd Humanities Group, providing admissions and academic advisement to students at Glendale, Pierce, Los Angeles Valley, El Camino, and Pasadena Community Colleges.

- Managed, trained and supervised two professional staff and three university student staff. This lead to the successful coordination of recruitment, application processing and academic counseling of both undergraduate and graduate students.
- Enrollment, retention and graduation management activities and meetings were attended to analyze applicant and enrollment data. This lead to successful faculty and administrator collaboration to reach enrollment/retention goals.
- Created, implemented and managed new academic counseling services, focused on student-learning outcomes for 240 undergraduate and 76 Masters-level and Doctoral-level students. This lead to students having a better understanding of how to graduate on time, finance their education and prepare for successful admission to graduate school.
- In charge of budget management for a $1,000,000+ graduate student financial aid account. The result was a new collaboration with faculty and a complete overhaul of graduate student financial aid data, leading to the most up-to-date graduate financial accounting data in the history of this UCLA academic department.
- Developed and managed the active-participation of faculty, students, and campus partnerships into the recruitment and academic advisement procedures for UCLA undergraduate and graduate students. This lead to the integration of new advisement tools focused on strengthening the matriculation, retention and timely graduation for undergraduate and graduate students.
- Collaborated with the Dashew Center for International Students & Scholars, Financial Aid, Student Activities Center and Housing Services to ensure the international students in my department were connected to the resources they needed to succeed and persist at UCLA.

Regional Recruitment/Admissions/Outreach Coordinator
California State University, Northridge (CSUN), November 1996 to February 2005.

- Trained full-time staff and student-staff members to present CSU early outreach, admissions, financial aid, and motivational workshops for alumni, students and parents in over 100 elementary, middle and high schools and community colleges in Los Angeles and Ventura Counties**.** The result was helping the Department of Student Outreach & Recruitment Services (SOARS) meet enrollment management goals by increasing first-time freshman/transfer applications from 15,271 in Fall 1997 to 28,858 in Fall 2005.
- Participated in retention and graduation committees from 2003 to 2005. This work was done servicing an undergraduate population that had significant numbers of first-generation college bound, underrepresented and low socio-economic students.
- Created and presented university admissions workshops for such cultural organizations as the Aga Khan Education Board (Pakistan, India, Bangladesh, Kenya, Uganda, Tanzania, Armenian and Tajikistan Cultures), Young Black Scholars, the Los Angeles Hillel Council and Adelante Mujer Latina Conference. This lead to the strengthening of CSU admissions services for culturally based organizations in the Los Angeles area.

- Trained and managed select staff for the *Community Admissions Day Collaborative*, a partnership between CSUN and five other CSU campuses, serving the admissions needs of underrepresented, low-income and high remediation high school populations in select communities. Result was approximately 1,500 paper applications being processed in one day, including an increase of applications from underrepresented populations to CSUN.
- Collaborated with Greek Life, New Student Orientation and Substance Abuse Prevention Workshops to connect with in-coming undergraduate students as some of the many options for the students to be involved in and establish support networks at the university.
- Assisted in coordinating and managing the event *College: Making It Happen! (CMIH)*. English, Spanish and Armenian-language Parent Workshops were provided at this event. The largest CMIH in California at the time, the result was 30 guest speakers were invited to conduct college preparation workshops for over 1,000 parents and students.
- Coordinated various activities for "Welcome Back" week for over 30,000 returning undergraduate, graduate and international students. Activities coordinated involved concert logistics, food delivery logistics, promotion, and staffing.
- Envisioned, launched and directed the creation of new guidance and admissions tools for CSUMentor, designed by XAP Corporation. The result was the first-ever pilot testing of CSUMentor with high school students and the creation of the first ever Counselor/Educator Tutorial for counselors to teach how to use CSUMentor.
- Assisted in the design and implementation of recruitment and outreach publications for 1st grade through community college, as well as marketing material for the Division of Student Affairs. The result was the creation of school-segment specific materials used to service the college preparation needs of K-12 and the promotion of on-campus services for undergraduate and graduate students at CSUN.

Academic Advisor.
CSUN College of Social & Behavioral Sciences (S&BS) Educational Equity Center, 1991-1994.
CSUN College of Humanities Comprehensive Learning Experience Program, 1988-1991.

- Conducted academic advisement for continuing students and transfer students. The result was my assigned students from both colleges were provided with proper academic advisement leading to an average graduation time of less than five years.

UNIVERSITY & COMMUNITY LEADERSHIP and PARTNERSHIPS

NASPA REGION V Board Member, serving the states of Alaska, Alberta, British Columbia, Idaho, Montana, Nevada, Oregon, Utah and Washington; April 2014.

NASPA Latino Knowledge Community, National Public Policy Chair; 2012-2014

Leadership Reno/Sparks Program 2014 class member. One of 27 selected in both Nevada cities to build partnerships and collaborations to benefit both cities; 2013/2014.

Inaugural CSU Leadership Academic 2012 member. One of 28 mid-level management leaders chosen for training towards administrative advancement within the CSU. A partnership between CSU Los Angeles, Long Beach and Dominguez Hills, this program provided management and leadership seminars for select mid-level managers chosen from the three campuses.

Mentor and Committee Member to three doctoral students at California State University, Los Angeles; 2011.

Mentor and Committee Member to two doctoral students at USC; 2011 to 2012.

Student in three NASPA Mid-Level Manager Institutes; 2008, 2010, and 2011

Planning Committee Member for the Western Regional Careers in Student Affairs Day (WRCSAD) Conference; 2011-2013.

California State University, Los Angeles, Inaugural Student Affairs Professional Development Conference Committee Member; 2009.

The National Association for College Admissions Counseling (NACAC) Los Angeles College Fair Consortium; member from 2004 to 2012.

Sub-Committee Chair for the Diversity, Equity & Access Speakers Bureau of the Western Association of College Admissions Counselors (WACAC); 2006-2007.

The Santa Barbara Cal-SOAP (California Student Opportunity and Access Programs) Consortium Committee Member; 1999 to 2004.

The National Association for College Admissions Counseling (NACAC) Ventura Tri-County College Fair Consortium; 2001 to 2004.

The Western Association for College Admissions Counseling Diversity Committee; member from 2005-2007.

NAACP Saturday School – California Lutheran University - Community Board Member; 1990-1992.

ACADEMIC/COMMUNITY DISTINCTIONS

CSULA Representative to the Parent Institute for Quality Education (PIQE). Assigned as the designated alternate for Vice President of Student Affairs Dr. Anthony R. Ross at PIQE graduations where a local CSU representative was needed to address the parent graduates.

James Irvine Foundation Fellow with the Educational Leadership Institute (Sacramento, California). One of 25 academic professionals chosen statewide for professional development in social justice and educational equity issues in higher education.

Certificate of Special Congressional Recognition from Congresswoman Hilda Solis. Received for being chosen as a James Irvine Foundation Fellow with the Educational Leadership Institute.

NAACP Saturday School – California Lutheran University Certificate of Completion for being a Language Arts Teacher for 7th grade students between 1989 and 1991.

City of Los Angeles Certificate of Recognition, Alex Padilla, Councilmember, 7th District. Given in recognition for helping coordinate *College: Making It Happen* on the CSU Northridge campus, a trilingual-event (Spanish, English and Armenian) that serviced approximately 1,500 parents and students from LAUSD middle school and high schools.

PROFESSIONAL CONFERENCE PRESENTATIONS

From Good to Great: Implementing Quantitative Measures to Demonstrate Retention and Graduation Success for the National Award Winning College Life 101 Program.
NASPA Assessment and Persistence Conference, June 2014, San Antonio, TX.

Strengthening Social and Cultural Capital Amidst Changing Demographics at the University of Nevada. Exploring Diversity & Equity Conference, March 28, 2014, University of Nevada.

College Life 101: Redefining and Strengthening a Nationally Recognized Retention Program for First-Generation Students. Exploring Diversity & Equity Conference, March 28, 2014, University of Nevada.

Considering the Doctorate in Student Affairs/Services: The Ed.D. & Ph.D.
NASPA National webinar, April 30, 2013.

Ed.D. or Ph.D.? Considering the Doctorate in Student Affairs
Western Regional Careers in Student Affairs Day
California State University, Pomona; October 2012
University of Southern California; October 2011
UC Irvine; October 2008.

Linking Programs, Practice, and Proficiency: A GEAR UP Case Study
The National Council for Community and Education Partnerships National Conference
Washington, D.C.; July 2010.

Considering the Doctorate in Student Affairs
CSULA Student Affairs Professional Development Conference; 2009 and 2010.

ADS Planner: Academic Development (AD) Planner for High School Students
The National Council for Community and Education Partnerships National Conference
San Francisco, California; July 2009

Problem –Based Learning and Its Influence on High School College Readiness
College Board *Prepárate* Conference
Orlando, Florida; April 2009.

No 'I' in TEAM: Early Action Collaborative Among Five California State University Campuses.
National Association for College Admission Counseling (NACAC) 59th National Conference, Long Beach, California; 2003.

California State University Community Admissions Day Collaborative.
ACT Institutional Effectiveness Conference
Las Vegas, Nevada; 2003.

Sithtra Chhay

5301 Longley Lane B36, Reno, NV 89511
775.220.2111

Objective: To secure the position of Treasurer on the Board of Director for Y.E.S. Academy of Performing & Fine Arts Charter School.

Education: Carson High School – Diploma
University of Reno, Nevada – 90 of 120 credits completed

Employment: Chhayco Inc. dba Kona Gold Coffee
President/Shareholder – December 2013 to present

- Formed corporation, purchased and operates Kona Gold Coffee shop
- Increased profitability immediately by cutting expenses by 30%
- Oversees Books-keeping, Payroll, Hiring, Licenses and Permits, Marketing, Accounts Payable and Receivables, Inventory control, and Operations
- Expansion into wholesale market, tripled sales and Net 300% more profits
- Introduction into K-cup market and creating a production line
- Provides the only Fire-Roasted Kona Coffee in the nation

Sky Imports Incorporated
CEO/President/Shareholder – June 2011 to present

- Formed corporation to import agricultural commodities into the United States
- Created "Majesty Brand" which is being sold to Sysco Foods, Alpine Foods, Pacific Gourmet, Google, Calvada Foodservice, and Pitco Foods, which are distribution centers that further sells products to end markets
- Expanded into international markets across the globe which sells rice as a commodity; markets include countries in Europe, Asia, Northern America, and South America
- Obtained a Rice Mill in Cambodia and continuing to expand its operation beyond milling which include, Rice Bran Processing, Rice Bran Oil Processing, Brown Rice Syrup Processing, Rice Protein Extractions and Bio-Mass Power-plant
- Currently building new Processing Factory in China
- Won for "World's Best Jasmine Rice" in the past two consecutive years

JMJ Sales Incorporated (AT&T U-verse sales office)
Regional Sales Manager – February 2010 to August 2012

- Managed multiple offices of salespersons whom sold AT&T U-verse
- Hired over 300 employees
- Top sales office across the nation while retaining best retention ratings
- Created most profitable offices and trained 13 General Managers in 9 States
- Most effective in motivation, sales procedures, sales management, and high sales ratio

Skills: Strong utilization of Microsoft Word, Excel, PowerPoint, QuickBooks, Adobe Photoshop, Negotiation, Marketing Skills, Motivational Speaking, Management Accounting, and Strategic Management

References: Upon Request

Luthene Andrews

7626 Rhinestone Circle · Reno, NV 89509 · (775) 851-0187 · luthene.andrews@hud.gov

Objective To obtain employment with a company that will help sharpen my skills and provide me with the experience needed to become an asset in a great company.

Qualification Summary

- 15 years of Administrative Experience with the Federal Government
- Demonstrated Computer Competency
- Provides Professional Customer Service

Experience **US Department of Housing and Urban Development**
745 Moana Lane Suite 360
Reno, Nevada 89509
(775) 824-3701

Customer Service Representative
September 12, 1999 - Present

Responsible for receiving, scheduling, referring, and contacting members of the staff, agency, and persons outside the agency ranging from other government agencies to the general public. Regularly involved in high level contacts with visitors and callers from such organizations as: congressional offices, members of the news media, state and local officials, high ranking officials in the field or industry, public action groups, attorneys, presidents or major national or international firms or organizations, and/or leading representatives of foreign governments. Actively participates in the office's programs outside of the office.

Responsible for providing a broad range of administrative and technical support functions associated with community outreach initiatives and programs within the assigned discipline. Responsible for utilizing proficient skills to support in resolving various types of customer complaints and analyzing customer service trends.

Responsible for assisting in the coordination of updating community profiles and assisting in the coordination of integrated service plans for locations. Responsible

for performing community research and analysis and develops general information concerning community outreach programs, standards and/or procedures. Responsible for providing technical assistance to foster local public/private partnerships to achieve community goals and coordinates customer service correspondence for the office.

Responsible for establishing and maintaining current customer service desktop databases, as well as other inner/outer information office databases. Responsible for ensuring that timecards and other automated documents are prepared accurately to meet the standards and deadlines established by the Department. Responsible for maintaining and processing time and attendance records for the staff.

Skill Levels of Experience

Word Processing 15 Years:
Microsoft Word

Spreadsheet 15 Years:
Microsoft Word, Microsoft Excel

Presentation 15 Years:
Microsoft Publisher, Microsoft PowerPoint

Internet 15 Years:
Microsoft Explorer/Windows

Abilities

- Ability to organize and execute office operations
- Ability to communicate at multiple levels with management and customers
- Ability to communicate effectively and ll organized and detailed oriented
- Ability to handle conflicts, solve critical problems, and determine a successful outcome

Thomas A. Bailey
Resume Cover Letter

20 November 2014

YES Academy Board of Directors
Reno, Nevada

Dear Board members,

In reviewing an academic vision for the start of this exciting program, I think it is important to begin with expectations. These expectations extend not only to students but to parents and staff. I envision a rigorous curriculum that will allow students to obtain college credits before graduating. This will be designed in a collaborative manner with the staff. The course offerings will be presented to the parents and the counselor will meet with each student and parent to determine their career or college path.

But the real issue is convincing the students of the importance of furthering their education and making them believe they can achieve their goals. Too often in first generation or low social economic households even graduating from high school is a lofty goal. So as educators we must strive to turn that perception into a confident will to succeed. This comes with a daily dose of confidence and expectations.

In my current situation, I encourage students by plastering the walls with college materials from posters to pennants. Field trips to colleges are taken so that students who have never been on a campus can feel comfortable. We bring in recent graduates to talk about their college or trade school experiences. Every Friday, staff wears college attire and they discuss their experiences. This helps stimulate their desire to further their education.

But the most important element comes when they complete a HS course that also grants them a college credit. This is proof that they can meet the academic demands of college. Their eyes become open to the fact that they do have the skills to reach their goals. At this point they start to take true ownership of their academic path and their future.

This also helps convince their parents that this is not a wasted pipe dream. Their son or daughter has the necessary skills to move to the next level. Those big dreams can become reality. The expectations we set for their child now, become their expectations.

I am convinced that if we establish this type of culture and climate from the beginning, we can reach our goal of career or college readiness for each student.

Tom Bailey

Thomas A. Bailey

P.O. Box 4535
933 Buttercup Road
Hailey, ID 83333

Work- (208) 578-5070
Cell- (208) 481-2385

CAREER OBJECTIVE

I seek a position as an educational leader that will allow me to fully utilize my leadership and administrative strengths: communication, participatory goal setting, construction management, staff supervision and evaluation, budget development, and curriculum innovation in articulating an educational vision of excellence for all children.

EDUCATION

E.S. 2006	Education Specialist Degree, Superintendent University of Idaho
E.S. 2002	Education Specialist Degree, Principal University of Idaho
2001	Completed course work for educational administration certification: University of Nevada, Reno and University of Idaho
M.S. 1982	Indiana University, Bloomington, Indiana Major: Physical Education Administration
B.S. 1976	Indiana University, Bloomington, Indiana Major: Physical Education/Health Minor: Biology

CERTIFICATES

2006	Idaho State Superintendent Credential
2004	Idaho State Principal Credential
2001	Nevada State Professional Administration Credential

PROFESSIONAL EXPERIENCES

2003 – Present
Principal, Hailey Elementary School
Blaine County School District #61, Hailey, Idaho

- Develop, implement, and maintain the mission and vision of the school.
- Responsible for the overall academic success of the school program.
- Provide instructional leadership to the school staff to promote an effective learning environment for students from diverse ethnic, social, and economic backgrounds.
- Implemented visionary instructional strategies to reduce the NCLB subgroup deficits from seven to one.
- Implemented all the components of a Professional Learning Community into the climate and culture of the building.
- Building and facility management
- Work with students, staff, and community to provide a school climate that promotes student growth and learning.
- Administer the school budget.
- Led successful fund raising projects
- Responsible for staff selection, observation, and evaluation for over 100 allocations.
- Analyze student achievement results, plan, set, and implement goals to improve student achievement.
- Demonstrate skills in verbal and nonverbal communication with school community.
- Communicate effectively with students, parents, community, faculty, and staff. Demonstrate integrity in meeting commitments with all stakeholders in a variety of settings.
- Create a safe, orderly, and healthy environment to ensure successful teaching and learning.
- Use student achievement data to initiate constructive change and make instructional decisions.
- Demonstrate proficiency in electronic communication and technology.
- Train strong assistant administrators to be capable of assuming leadership responsibility in the school.

Other District Duties

Athletic Advisory Board Chairman

- Provide leadership for the district athletic board comprised of coaches, athletic administrators, club sports, and parents. Established policies and procedures for school and club sports to work in collaboration to benefit all children.

Community Drug Coalition Chairman

- Led a community-wide movement to create awareness and seek options that would reduce the abuse of drugs and alcohol in the community. Administer representatives from over 50 community agencies in a collaborative environment dedicated to seeking strategies that will decrease the tide of drug and alcohol in the valley.

Community Justice Council

- Represents the district on the council designated to form a collaborative environment for schools, law enforcement, judicial system, and probation to reduce crime in the community.

Local Emergency Planning Committee

- Represents the school district on the committee dedicated to address all aspects of emergency planning. Working together with Homeland Security, first responders, police, fire, and local city officials planned emergency response procedures in a collaborative manner to ensure a safe community.

Safe and Drug Free Schools Representative

- Represents the district on a committee designed to fund local programs that provide opportunities to individuals and groups to enhance the character of the valley residents. The programs range from building student assets to professional development opportunities.

2001 - 2003
Assistant Principal, Wood River Middle School
Blaine County School District #61, Hailey, Idaho

- Exercised vision and provided leadership that appropriately involved staff, parents, students, and community in the identification and accomplishmen1 schools mission.
- Encouraged and developed the leadership of others.
- Worked to bond the school community through shared values and beliefs. Initiated and managed constructive changes including the block schedule
- Provided leadership to the athletic department.
- Supervised and evaluated both certified and classified staff.
- Provided guidance and vision to the counseling department while implementing the Student Assistance Program.
- Set high expectations for students, staff, and parents while articulating effective classroom management and planning.
- Administered all realms of discipline policies and procedures.

1998 - 2001
Instructor of Physical Education and Coach
Coeur d' Alene School District #271, Coeur d' Alene, Idaho

- Supervised all aspects of the athletic department while an administrative intern.
- Responsible for student discipline while acting vice-principal for discipline during internship.
- Created, developed, and implemented new curriculum plan for weight training classes.
- Developed new curriculum for life skills recreation classes.
- Advised new construction committee for $12 million renovation and new construction project.
- Administered athletic budget from deficit to positive balance.
- Led successful fund-raising projects.
- Selected as USA Wrestling National Team Coach.
- Represented district at the National Conference for Quality Education.

1987-1998
Instructor of Anatomy and Coach
Washoe County School District, Reno, Nevada

- Established Student Assistant Programs for Washoe County Schools.
- Created and administered drug and alcohol counseling programs for students and faculty.
- Developed and implemented innovative curriculum for at-risk students. Conducted in-service training of staff in areas of drug recognition.
- Worked closely with citizen groups to establish long and short-range program goals.
- Facilitated statewide conference for networking of juvenile treatment facilities, county agencies and school personnel.
- Developed trust relationship between community leaders.
- Served as a resource for district counseling teams.
- Participated on the curriculum team responsible for writing and aligning new International Baccalaureate curriculum.
- Administered and taught in the LB. program.
- Team leader for successful Northwest Accreditation Review.
- Team leader for successful International Baccalaureate review and accreditation. Taught AP Anatomy and LB. Theory of Knowledge classes.
- Team leader for rezoning of school boundaries committee, establishing new zones countywide.
- Advisory panel for new building projects concerning all aspects from design to completion.
- Team leader for successful $38 million bond.
- Coached four teams to State Wrestling Championships.

1985 - 1987
Founder/Director Maheo Corporation
Residential Drug Treatment Facility, San Diego, California

- Administered all aspects of a successful program providing treatment on five sites to over 200 residents with a staff of 45 and an annual budget of $600,000.
- Designed written treatment program fulfilling all licensure regulations.
- Coordinated a rewording of state regulations between judicial and state legislators for a successful adoption by California Legislation.
- Negotiated contract with several Indian Tribes for use of land.
- Supervised all aspects of construction of facilities.
- Aligned innovative curriculum for at-risk students.
- Interviewed, trained, supervised, and evaluated all staff.
- Performed budget forecasting and development.
- Developed and implemented all corporate policies and procedures.
- Led successful public relations and media campaigns.
- Directed curriculum in an alternative setting for grades 1-12.
- Led fund raising campaign for new expansion raising $300,000.

1972 - 1985
Classroom teacher of Science, Anatomy and Health and Coach

- Landrum Junior High School, Houston, Texas
- Indiana University, Bloomington, Indiana
- Morristown High School, Morristown, Indiana
- Brown County Adult Education, Nashville, Indiana
- United States Army, Aberdeen, Maryland

1976 - Present
Coaching Career

- International: Member USA Wrestling National Coaches Pool, International Dual meet record 36-0-1. I have coached National teams against Australia, Japan, New Zealand, France, Sweden, and Russia.
- College: Assistant Coach Indiana University, Head Freestyle Coach, San Diego State and University of Houston.
- High School: 1994 National Coach of the Year Runner-up, 5x Nevada Coach of the year, 4 State Team Championships, 34 Individual State Champs, 6 Northern Zone Titles, 8 Conference Dual Meet Championships, Dual Meet Record 438120.
- Junior High: Vaughn Junior High School Dual Record 60-0.
- Youth Club Coach: coach athletes from age 5-15 in wrestling and football.

Professional Memberships

- American Association of School Administrators
- Idaho Association of School Administrators
- American Alliance of Health, Physical Education, Recreation and Dance
- National Wrestling Coaches Association

Professional References

John Blackman, Asst. Superintendent.
Blaine County School District #61
118 N. Bullion
Hailey, Idaho 83333
(208) 578 5000

Ms. Debi Gutknecht, Dir. Spec. Ed. .
Blaine County School District #61
118 N. Bullion
Hailey, Idaho 83333
(208) 578 5000

Dr. Jerry Hutchins,
Blaine County School District # 61
Hailey, Idaho 83333
(208) 578 5000

Mr. Brad Henson, Principal
Woodside Elementary School
Hailey, Idaho 83333
(208) 578 5000

Mr. Eric Beye, Director of Student Services
Washoe County School District
425 E. 9th Street
Reno, Nevada 89520
(775) 690 0693

Ms. Kathy Baker, School Board
Blaine County School District #61
118 N. Bullion
Hailey, Idaho 83333
(208) 578 5000

THE EDUCATIONAL PHILOSOPHY
OF
THOMAS A. BAILEY

Education is preparation for life. It is the learning process that allows us to grow and develop into individuals with distinct talents and interests. As educators our role in the process is crucial, but we are still only one piece of the complete picture. Parents and families are certainly the first and most important educators of a child. As educators we must never forget the role of the family and the community in the educational process. We are all partners in the educational process and it is up to us to insure that this partnership is productive and healthy. The success of all educational goals is irrevocably linked to the cooperation, understanding and support of the family and the community. Cultivating this relationship is a significant part of being a competent educator.

Education involves gaining knowledge, the acquisition and refinement of skills, the nurturing of talents, and participation in experiences that incorporate life's challenges in a safe environment. A result of these planned experiences is the development of the unique human trait of thinking, and the ability to solve complex problems. A rich educational environment leads students into making connections and finding that the world is a magnificent place to be discovered, a place where dreams come true, a place of hope and a place that needs them.

Schools must provide opportunities that will allow students to discover and realize their talents, skills and overall potential. Kids learn by doing and therefore, our schools must be active and alive. Our curriculum must be carefully developed and implemented with an understanding of the benchmarks that students need to meet, as well as an understanding of human development. The structure of schools must be flexible to meet the broad spectrum of individual needs. All kids, from the severely disabled to the most gifted, must have the chance to meet their own potential, to discover their own talents and to individually shine. Schools must create an environment that is safe, comfortable, and one that allows students to build a foundation of confidence and self-esteem.

ENDORSEMENT & REGISTRATION 0F CERTIFICATES

The board of trustees of each school district shall cause the certificates of each holder to be beginning service for the first time with the district. or (b) in the first year after a new or re

Registered For Use In:

School District No._____

Date____/_____/____Signed _____

School District No. _____

Date____/____/____Signed _____

School District No. _____

Date____/____/____Signed _____

School District No. _____

Date____/____/____Signed _____

School District No. _____

Date____/____/____Signed _____

RENEWAL REQUIREMENTS

All Idaho Education Credentials must be renewed. Application for renewal must be on forms supplied by the state Department of Professional-Technical Education. Applications may e made anytime during the year in which the credential expires. Credentials shall be renewed by forwarding a completed application packet consisting of the following.

1. Completed application and appropriate fee.
2. Official transcripts verifying a total of at least (6) semester credit hours (nine quarter hours) earned within the five-year validity period of the credential. Up to three credits (45 clock hours) of Idaho district approved in-service participation may apply toward the requirement of six (6) semester credits.
3. Coursework at the 100 level or above which appears on an official transcript from an accredited college or university will e accepted. Credits must be verified by official transcripts. Credits may not be held from one renewal period to the next.
4. Action of the State Board of Education and /or the Idaho Legislature may result in additional coursework and/or testing being required to renew an Idaho Education Credential. Please contact the Teacher Certification Office or the website www.sde.state.id.us/certification for details.

CERTIFICATION REQUIREMENTS ARE SUBJECT TO CHANGE. THE CERTIFIED PROFESSIONAL IS RESPONSIBLE FOR BEING KNOWLEDGEABLE ABOUT CURRENT AND REVISED REGULATIONS.

IDAHO EDUCATION CREDENTIAL

THOMAS A. BAILEY

has fulfilled requirements of State law and the State Board of Education and is issued the following certificates and endorsements.

Standard Secondary
P.E. K/12
P.E. & Health 6/12
Administrator
School Principal Pre-K-12
Superintendent

Valid 09/01/2003-09/01/2018
Issued 09/20/2006

Marilyn Howard, ED. D.
State Superintendent of Public Instruction

THE UNIVERSITY OF IDAHO

Student No: 992-52892

Date Issued: 24-AUG-2006

Record of: Thomas Alan Bailey

Page: 1

Issued To: Tom Bailey
PO Box 4535
Hailey, ID 83333

Course Level: Non-Degree

Current College : Non-Degree
Current Major : Non-Degree

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	RPTS
Fall 2000					
EDAD 598	INTERN:Building Level	2.00	P	0.00	
	Total Earned Credits 2.00				
	Good Standing				

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	2.00	0.00	0.00	0.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	2.00	0.00	0.00	0.00

********** END OF TRANSCRIPT **********

AN OFFICIAL SIGNATURE IS WHITE ON A BLUE BACKGROUND

This officially sealed and signed transcript is printed on blue SCRIP-SAFE® paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied, the word COPY should appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED. To verify: translucent globe icons must be visible when held toward a light source.

REJECT DOCUMENT IF SIGNATURE BELOW IS DISTORTED

Nancy Krogh, Registrar

TRANSCRIPT GUIDE ON REVERSE SIDE

THE UNIVERSITY OF IDAHO

Student No: 992-52892

Date Issued: 24-AUG-2006

Record of: Thomas Alan Bailey
Level: Graduate

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	RPTS
Institution Information continued:					
	Total Earned Credits 3.00				
	Good Standing				
Summer 2006					
EDAD 598	INTERN:Superintendency	3.00	P	0.00	
	Total Earned Credits 3.00				
	Good Standing				

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	44.00	36.00	135.00	3.75
TOTAL TRANSFER	42.00	0.00	0.00	0.00
OVERALL	86.00	36.00	135.00	3.75

********** END OF TRANSCRIPT **********

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Nancy Krogh, Registrar

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THE UNIVERSITY OF IDAHO

Student No: 992-52892

Record of: Thomas Alan Bailey

Date Issued: 24-AUG-2006

Page: 1

Issued To: Tom Bailey
PO Box 4535
Hailey, ID 83333

Course Level: Graduate

Current College : Graduate Studies
Current Major : Unclassified

Degree Awarded : Ed.S.Ed.Ldrshp 17-MAY-2003
Major : Educational Leadership

Non-Thesis Requirement
Completed: 6-27-02

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	RPTS
1989&1998	UNIV OF NEVADA RENO				
	Total Earned Credits 9.00				
1981-82	INDIANA UNIV BLOOMNG				
	Total Earned Credits 33.00				
Spring 2000					
EDAD 534	The Principalship	3.00	A	12.00	
	Total Earned Credits 3.00				
	Good Standing				
Summer 2000					
EDTE 511	Plan & Admin Curriculm	3.00	A	12.00	
	Total Earned Credits 3.00				
	Good Standing				
Spring 2001					
EDAD 590	Prsnl Supervsn/Evaluat	3.00	A	12.00	
EDAD 598	INTERN:Elem/Secondary	1.00	P	0.00	
	Total Earned Credits 4.00				
	Good Standing				
Summer 2001					

********** CONTINUED ON NEXT COLUMN **********

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	RPTS
Institution Information continued:					
EDAD 592	School-Community Relat	3.00	A	12.00	
	Total Earned Credits 3.00				
	Good Standing				
Spring 2002					
EDAD 509	Ed Administration	3.00	A	12.00	
	Total Earned Credits 3.00				
	Good Standing				
Summer 2002					
EDTE 581	Sys & Obj Analy Instrc	4.00	P	0.00	
	Total Earned Credits 4.00				
	Good Standing				
Fall 2002					
EDAD 502	DS:Ldrshp Stdy/Schl Admin	3.00	A	12.00	
EDTE 530	Ethical Ldrshp:Law/Ed	3.00	A	12.00	
	Total Earned Credits 6.00				
	Good Standing				
Summer 2004					
EDTE 513	Hist of Educ Thought	3.00	A	12.00	
	Total Earned Credits 3.00				
	Good Standing				
Fall 2004					
EDAD 513	Admin Special Educ Law	3.00	B	9.00	
EDAD 594	Theory In Ed Admin	3.00	A	12.00	
	Total Earned Credits 6.00				
	Good Standing				
Fall 2005					
EDAD 586	Advanced Sch Finance	3.00	B	9.00	
	Total Earned Credits 3.00				
	Good Standing				
Spring 2006					
EDAD 587	The Superintendency	3.00	B	9.00	

********** CONTINUED ON PAGE 2 **********

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Nancy Krogh, Registrar

INDIANA UNIVERSITY
ACADEMIC RECORD

Record of: BAILEY, THOMAS ALAN

Address: 5800 E 18TH
INDIANAPOLIS, IN 46218

Date of Birth: 11-29-50

Record Date: 05-09-2001

ID Number: 304-56-2870

Parent(s): MR ROBERT L BAILEY

High School: CATHEDRAL HS, INDIANAPOLIS, IN

Record Status: INACTIVE RECORD

Descriptive Title	Dept	Crs	Hrs	Gr
UNIV OF DAYTON 1969-70				
MAN AND THE BIOLOGICAL WORLD	BIOL	L100	4.0	
ELEMENTARY COMPOSITION 1	ENG	W131	3.0	
LITERARY INTERPRETATION	ENG	L202	3.0	
EUROPE SINCE 1500 2	HIST	H214	3.0	
HISTORY OF THE ANCIENT NEAR EAST	HIST	C383	3.0	
RELIGION OF ANCIENT ISRAEL	REL	R210	3.0	
PUBLIC SPEAKING	SPCH	S121	3.0	
Transfer Hrs 22.0				
USAF ARMY 1971-74				
BASIC INSTR IN PHYS ED FOR MEN	HPER	M130	2.0	
BASIC MIL	MIL	UNDI	4.0	
Transfer Hrs 6.0				
BLOOMINGTON SCHOOL OF HPER 1ST SEM 1974-75				
COACHING OF BASKETBALL	HPER	A362	1.5	W
FIRST AID	HPER	H160	2.0	B
COACHING OF TRACK & FIELD	HPER	A364	1.5	A
EFF IN SPCH&HEARING FOR TCH CERT	EDUA	S100	0.0	S
EXAMINING SELF AS TEACHER	EDUC	F200	3.0	S
INTRO TO PHYSICAL EDUCATION	HPER	P180	2.0	A
TEACHING OF GYMNASTICS	HPER	M131	1.0	A
STUDIES IN WORLD HIST FOR TCHS 1	HIST	B391	3.0	B
INTRODUCTORY PSYCHOLOGY 1	PSY	P101	3.0	A
PLANT BIOLOGY	PLSC	B101	5.0	W
TEACHING OF TENNIS & ARCHERY	HPER	M151	1.0	A
Sem. Hrs. 13.5 Pts. 49.0 GPA 3.63 Hrs. Passed 16.5				
BLOOMINGTON SCHOOL OF HPER 2ND SEM 1974-75				
COACHING OF BASEBALL	HPER	A363	1.5	B
TEACH OF GROUP GAMES & RYTHMICS	HPER	M132	1.0	A
TEACHING OF BOWLING & GOLF	HPER	M152	1.0	B
TEACHING OF JUDO & WRESTLING	HPER	M231	1.0	A
COACHING OF FOOTBALL	HPER	A361	1.5	A
HUMAN DEVELOPMENT & LEARNING	EDUC	P280	5.0	B
CHEMISTRY	CHEM	C100	3.0	B

--- Record continued in next column ---

Descriptive Title	Dept	Crs	Hrs	Gr
BASIC HUMAN ANATOMY	ANAT	A215	5.0	B
Sem. Hrs. 19.0 Pts. 60.5 GPA 3.18 Hrs. Passed 19.0				
BLOOMINGTON SCHOOL OF HPER 1ST SUM 1975				
KINESIOLOGY	HPER	P397	3.0	A
PHYS EDUC IN THE ELEM SCHOOL	HPER	P290	2.0	A
Sem. Hrs. 5.0 Pts. 20.0 GPA 4.00 Hrs. Passed 5.0				
BLOOMINGTON SCHOOL OF HPER 2ND SUM 1975				
BASIC MAMMALIAN PHYSIOLOGY	PHSL	P215	5.0	C
ENVIRONMENTAL CONSERVATION	GEOG	G315	3.0	C
ELEMENTARY CHEMISTRY LAB 1	CHEM	C121	2.0	B
Sem. Hrs. 10.0 Pts. 22.0 GPA 2.20 Hrs. Passed 10.0				
BLOOMINGTON SCHOOL OF HPER 1ST SEM 1975-76				
RHETORIC OF SOCIAL MOVEMENTS	SPCH	S237	2.0	A
HEREDITY EVOLUTION & SOCIETY	BIOL	L369	3.0	B
TEACHING OF VOLLEYBALL & SOCCER	HPER	M232	1.0	B
RESEARCH IN PHYS EDUC & ATHLETIC	HPER	P499	1.0	A
COACHING OF BASKETBALL	HPER	A362	1.5	A
METH OF TCH PHYS EDUC FOR MEN	EDUC	M456	3.0	A
Sem. Hrs. 11.5 Pts. 42.0 GPA 3.65 Hrs. Passed 11.5				
BLOOMINGTON SCHOOL OF HPER 2ND SEM 1975-76				
STUDENT TCH IN THE SECONDARY SCH	EDUC	M480	8.0	S
TESTS & MEASUREMENTS IN PHYS ED	HPER	P493	3.0	C
ISSUES IN PHYSICAL EDUCATION	HPER	P444	3.0	A
PRINCIPLES OF SECONDARY EDUC	EDUC	S485	3.0	B
Sem. Hrs. 9.0 Pts. 27.0 GPA 3.00 Hrs. Passed 17.0				
BLOOMINGTON SCHOOL OF HPER 1ST SUM 1976				
PERSONAL HEALTH	HPER	H363	3.0	B
AMERICAN HIST GENERAL COURSE 1	HIST	H105	3.0	C
THE STRATEGY OF LIFE	BIOL	L360	3.0	D
Sem. Hrs. 9.0 Pts. 18.0 GPA 2.00 Hrs. Passed 9.0				
BLOOMINGTON SCHOOL OF HPER 2ND SUM 1976				

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OFFICE OF THE REGISTRAR

INDIANA UNIVERSITY

INDIANA UNIVERSITY
ACADEMIC RECORD

Record Of: BAILEY, THOMAS ALAN
Student No.: 304-56-2870

Page: 2
Record Date: 05-09-2001

Descriptive Title	Dept	Crs	Hrs	Gr
DISCUSSION & GROUP METHODS	SPCH	S229	3.0	P
BASIC INSTR IN PHYS ED FOR MEN	HPER	M130	1.0	A
ADAPTED PHYSICAL EDUCATION	HPER	P398	3.0	A
ARTS AND CRAFTS	HPER	R273	2.0	B

Sem. Hrs. 6.0 Pts. 22.0 GPA 3.67 Hrs. Passed 9.0

-----INDIANA UNIVERSITY DEGREE-----
BLOOMINGTON CAMPUS
B.S. IN PHYSICAL EDUCATION
AUGUST 31, 1976

Undergraduate GPA Summary

I.U. GPA Hrs. 83.0 GPA Points 260.5 GPA 3.14
Transfer Hrs. 28.0 Total IU Hours Passed 97.0

BLOOMINGTON HPER GRAD DIV 1ST SEM 1981-82

RECREATIONAL SPORTS PROG & ADMIN	HPER	P540	3.0	A
MECH ANAL OF HUMAN PERFORMANCE	HPER	P638	3.0	A-
PUBLIC RELATIONS	HPER	T593	3.0	A-
THE ROLE OF SPORTS IN SOCIETY	HPER	P630	3.0	A-

Sem. Hrs. 12.0 Pts. 45.3 GPA 3.78 Hrs. Passed 12.0

BLOOMINGTON HPER GRAD DIV 2ND SEM 1981-82

ADMIN THEORY COMPET SPORTS PRO	HPER	A583	3.0	B
ADV THEORIES HIGH LEV PERFORM	HPER	P530	3.0	B
THE PHYSICAL EDUC CURRICULUM	HPER	P545	3.0	A-
PSYCHOLOGICAL ASPECTS OF SPORTS	HPER	P639	3.0	B+

Sem. Hrs. 12.0 Pts. 39.0 GPA 3.25 Hrs. Passed 12.0

BLOOMINGTON HPER GRAD DIV 1ST SUM 1982

SEM:INNOV APPROHS COED PHYS EDUC	HPER	P647	3.0	A-
SEM:PERSPEC IN HLTH & SAFETY EDU	HPER	H617	3.0	B+

Sem. Hrs. 6.0 Pts. 21.0 GPA 3.50 Hrs. Passed 6.0

BLOOMINGTON HPER GRAD DIV 2ND SUM 1982

ENTOMOLOGY	BIOL	Z373	3.0	B-
INTRO TO RES IN HLTH P ED & RECR	HPER	T590	3.0	B

Sem. Hrs. 6.0 Pts. 17.1 GPA 2.85 Hrs. Passed 6.0

--- Record continued in next column ---

Descriptive Title	Dept	Crs	Hrs	Gr

-----INDIANA UNIVERSITY DEGREE-----
BLOOMINGTON CAMPUS
MASTER OF SCIENCE IN PHYSICAL EDUCATION
MAJOR: PHYSICAL EDUCATION
AUGUST 31, 1982

Graduate GPA Summary

I.U. GPA Hrs. 36.0 GPA Points 122.4 GPA 3.40
Transfer Hrs. 0.0 Total IU Hours Passed 36.0

---END OF RECORD---

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ISSUED AT: BLOOMINGTON CAMPUS
R. GERALD PUGH, REGISTRAR
Certified on 05-09-2001.

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OFFICE OF THE REGISTRAR
INDIANA UNIVERSITY

Blaine County School District #61

118 *West Bullion Street - Hailey, Idaho* 83333
www.blaineschools.org
Phone (208) 578-5000 - Fax (208) 578-5110

1-19-14

To Whom It May Concern:

I have known and worked with Tom Bailey for almost six years now as he has filled positions in our district as Assistant Principal at Wood River Middle School and Principal at Hailey Elementary School, his current assignment.

I was initially impressed by Tom's ability to be a calming influence in a middle school that was experiencing some growing pains as it reacted to a change in leadership. Tom was able to support, encourage and guide the staff without undermining the building principal. He appeared to manage a very difficult balancing act in this difficult situation and to remain loyal to the principal even as the staff turned to him for leadership.

I then had the opportunity to seem him effect a multi-faceted change in position as he moved from middle to elementary level and from assistant principal to principal. Tom appeared to make this change with the same calm and ease. His school team very quickly made the transition to his leadership and he managed to effect some major changes with apparent ease. He has led this school through the changes that needed to be made in relation to both the district's Mileposts process and the federal No Child Left Behind processes. His staff appears to be solidly behind his leadership.

At Administrative Council meetings Tom has been a thoughtful contributor. He most often listens carefully before he contributes. When he does contribute he is calm and deliberate and considers the district perspective as well as that of his assigned school. He provides leadership and direction for the team in areas related to his specific strengths, particularly substance abuse issues and athletics. His knowledge and involvement in areas outside of Hailey Elementary often surprise me. He has also been involved in separate meetings of the elementary principals group.

When Tom participates in team meetings for students with special needs he listens carefully to the team discussion, shares what he knows has worked for students, offers suggestions for how particular needs might be met, and summarizes team reflections quite

well. He makes sure by summarizing that people leave with a clear picture of what has been agreed to, where the team is headed and who is responsible for what task. On the rare occasions he has needed specific direction he has shown that he is willing to listen to it.

Tom is loyal to his staff and his colleagues. I do not remember him having anything bad to say about others in general discussion. In shared discussions related to personnel we co-supervise he balances discussion of a person's weaknesses with discussion of their strengths.

Tom has a broad background of both knowledge and experience in educational arenas. His resume indicates a dedication to both his profession and his community.

Tom is a pleasant person. He is affable in social situations, has a good sense of humor, a positive outlook and a pleasant demeanor. He has very good communication skills and is able to relate to others well. He is dedicated to his family.

Tom has not yet experienced life as a superintendent. However, his general leadership abilities and background indicate that he is equipped to be one. He has provided leadership and vision in the two positions in which I have had opportunity to observe him and I have no reason to doubt his future abilities. I would recommend Tom to you as a solid candidate for any position for which he is certified.

Sincerely,

Blake T. Walsh
Student Services Director

Blaine County School District #61

118 *West Bullion Street - Hailey, Idaho* 8333
www.blaineschools.org
Phone (208) 578-5000 - Fax (208) 578-5110

January 21, 2014

Dear Members of the Hiring Committee:

It is with pleasure that I write this letter of recommendation for Mr. Tom Bailey. I have known Mr. Bailey in my capacity as Superintendent of Schools for six years when Mr. Bailey was hired as the Assistant Principal at Wood River Middle School. He subsequently applied for and received the Principal ship at Hailey Elementary School for the 2003-2004 school year.

Over the past six years, I have observed Mr. Bailey and found him to have an exceptional work ethic as evidenced by the many hours he dedicates to his building, his staff, and his students. In addition he is focused and dedicated, possess solid team building skills, is committed to his family, and is consistently involved in the community both as a parent and a leader/organizer in a myriad of School District functions.

Mr. Bailey has consistently demonstrated his solid leadership abilities by being the Chairman of the Blaine County School District Drug Task Force, as Chairman of the District wide Athletic Advisory Board, and his vital role in the Neighborhood Schools planning process. He enthusiastically and willingly participates in any committee process that is asked of him.

I wish Mr. Bailey well in his aspiration to become a Superintendent of schools.
I have enjoyed working with him as a Blaine County School District Administrator and feel he would be an asset to any school district.

Sincerely,

James L. Lewis, Ed.D.
Superintendent of Schools

William Resko
105 East Gulch Road
Hailey, Idaho 83333
(208) 788-2534

January 16, 2014

To Whom It May Concern:

It is an honor and a privilege to write a recommendation for Tom Bailey. As a retired Blaine County Administrator, I have had the pleasure of working with Tom for the past five years. During that time he worked in the capacity of Assistant Principal at Wood River Middle School and Principal of Hailey Elementary. Throughout those years, we also served on many committees together. Tom has grown into an effective and efficient administrator for Blaine County. Tom's intelligent and calm approach to patrons, peers, staff, and students has gained him respect across the district. He has the ability to work effectively with difficult teachers, parents, and students. He exhibits the qualities of confidence, discretion, confidentiality, good judgment, shared decision-making, and loyalty to the district.

Tom is a skilled communicator who demonstrates his greatest strengths in his ability to listen to concerns and then work with people to resolve them. He is a leader in consensus building and problem solving. He also has the strength to stand up for what is right for Blaine County, Hailey Elementary parents, staff, and students. He demonstrates a learned approach to curriculum issues and is responsive to current trends in the field of education. Tom has many contacts in the valley and has a strong knowledge base regarding the current focus of professional development directed by the Superintendent and the Board of Blaine County.

I feel Tom Bailey would be a valuable addition to any school district in a leadership capacity.

Sincerely,

William R. Resko

Blaine County School District #61

118 *West Bullion Street - Hailey, Idaho* 83333
www.blaineschools.org
Phone (208) 578-5000 - Fax (208) 578-5110

February 12, 2014

Dear Committee,

This letter is on behalf of Tom Bailey's application. Tom's resume speaks for itself. There you will see the breadth and depth of his education and experience. Here I will give you my perspective on his abilities and focus as a building principal.

I've known Tom for a little over four years, first as vice-principal at Wood River Middle School and then as principal at Hailey Elementary School. At the middle school, he was widely respected for the sense of order he brought to a fractured situation. I know many of the staff would have liked for him to have been the school's principal. The impact of a vice-principal is naturally limited. However, he was able to be very effective in re-directing the school.

When Tom took over as principal at Hailey, he instituted changes to clarify the school's identity, heal old wounds, and move the school toward greater success in academics and character building. He made these changes slowly after learning the school culture and staff while being careful not to make too many changes too quickly. Tom has created a new culture with his staff so that the school is now a loving, caring, learning environment.

Tom has been a strong supporter of technology in the classroom and at the district level. He has devoted funds from standard school accounts as well as those raised through events such as the school "Mathathon" toward purchasing technology for classroom use. Tom has a firm understanding of test scores and how they can be used to improve instruction. He has displayed considerable balance in finding ways to encourage higher student performance while accommodating the needs of teachers and the concerns of parents regarding "over testing" students or stressing them over their achievement.

I feel that Tom has many solid qualities that make him a viable candidate for a Superintendent position. Please call me if you have any questions.

Sincerely,

Dr. Gerald L. Hutchins
Director of Technology, Testing, and Database Development Blaine County School District
(208) 578-5000

Blaine County School District #61
118 West Bullion Street- Hailey, Idaho 83333
www.blaineschools. org
Phone (208) 578-5000- Fax (208) 578-5110

October 5, 2014

Dear Hiring Committee and Board of Trustees,

It is with great honor that I write this letter of recommendation for Tom Bailey as he applies for a position in your School District. I have known Mr. Bailey for ten years in several different capacities. Whether as my direct supervisor, fellow committee member, or respected administrative colleague, Tom's remarkable personal qualities and values have remained steadfast. First and foremost, Mr. Bailey values family. The term family extends beyond that of his immediate family. He effortlessly brings his staff, students, and parents into a larger family- the family of Hailey Elementary. With his open-door policy, calm demeanor and welcoming spirit, Mr. Bailey creates a tone of respect for all patrons. Yet he balances this tranquility with energy, courage, and strong belief that all students will experience success.
These values are clearly stated through face-to-face interactions, ongoing written communications, and in group settings. Mr. Bailey's fearlessness is often expressed through his commonly spoken saying, "No worries", as he works through any situation to find a win-win outcome for all.

Mr. Bailey's professional achievements are many in number.Most recently, as educational leader, he has led Hailey Elementary to AYP proficiency status. As we all know, this is no easy feat as the height of the bar has been raised from year to year. It is with school-wide determined effort, shared responsibility and teamwork that Tom has built his legacy. By initiating new instructional strategies such as Math Chains, uncovering the expertise within his staff, and the direct use of data driven decision making have earned Mr. Bailey a high level of respect and have led Hailey Elementary to success. Additionally, Tom encouraged his staff to explore Project-Based Learning (PBL) before it became a district initiative. Mr. Bailey's foresight to the future came as a result of his background in the International Baccalaureate (IB) program as both programs engage learners in pursuing the answers to essential and driving questions. It is clearly Tom's philosophy that active participation is the key to inspire students and teachers to become life-long learners.

Mr. Bailey has been a leader in technology in Blaine County School District for the past several years.With a vision of the importance for technology to engage learners, improve student performance, and build a global understanding, Tom actively researches and puts into practice the latest technological advances in school settings. It is common to see the teachers at Hailey Elementary skyping another classroom in North Carolina or India, watching formerly reluctant readers immersed in reading a novel on a Nook or Kindle, observe colleagues sharing their most recent lessons using the promethean board and witness students collaborating as they research, create, and present projects using technology as the basis of their learning.

Please feel free to contact me.
John Blackman
Interim Superintendent

Ernest Hemingway Elementary
111 Eighth Street West
Post Office Box 298
Ketchum, Idaho 83340
208/578-5050

To Whom It May Concern; October 1, 2014

It is my pleasure to write this letter of recommendation for Tom Bailey in support of his application with your school district. I have known Tom for the past nine years and worked closely with him as an administrative colleague. I think that Tom is well known and respected in all of our schools and that he would be an ideal choice for this position.

As Districts move forward with its vision of being a model school district with a focus on 21st century skills and curriculum, I believe that Tom Bailey is highly qualified to help guide us there. As an administrator with Blaine County Schools, Tom has already been a part of the development and implementation of our current curriculum. In the coming years, the emphasis will be less on re-creating curriculum, and more on imbedding 21st century skills into the curriculum. For the past 2 years, Tom has chaired the Goal 1 committee of our Strategic Plan – 21st Century skills. Tom would come in to the position of curriculum director not only being thoroughly knowledgeable about our current curriculum, resources and history, but with a considerable head start on embedding 21st century skills and creating 21st century curriculum.

Another asset that Tom brings to the position of curriculum director is his practical experience with the International Baccalaureate program. During his high school teaching career, Tom was an IB teacher in an IB school.

Over the years that I have know Tom I have found him to have the vision to look down the road and not only see the potential benefits but also the potential problems. He is efficient and effective in getting jobs done. Tom has been a leader in our schools in already encouraging the complete implementation of 21st Century skills and technology into the classrooms. Tom has the background to provide a perspective from every educational level. He has experience as a high school teacher, as an assistant principal at the middle school level and is currently a principal at the elementary school level. The combination of Tom's history with BCSD curriculum, and leadership in the curricular areas of our strategic plan make Tom Bailey the best candidate for assuming the role of Curriculum Director.

Sincerely,

Don Haisley
Principal

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.2.2, Committee Members' Response to Questionnaire

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.2.2, Committee Members' Response to Questionnaire** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority. **Committee to Form the Charter School:**

- Alex Kovacs: Proposed Board Member - Financial Services
- April Vandergriff: Proposed Board Member - **Secretary** ~~Community Leader~~
- ~~Brian Cooper: Proposed Board Member - Secretary~~
- Edith Wynn: **Application Writer** Execu~~tive Director~~
- George Hardaway: Proposed **History Teacher** ~~School Principal~~
- Fred McElroy: Proposed Board Member - Retired Teacher
- Jason Guinasso: Proposed Board Member - Law
- John Wynn: Proposed Board Member - President
- Marcelo Vazquez: Proposed Board Member - Teacher
- Sithtra Chhay: Proposed Board Member - Treasurer
- ~~Tasha Tau: Proposed Board Member - Parent~~
- **Luthene Andrews: Proposed Board Member - Parent**
- **Thomas Bailey: Proposed Executive Director/Principal**

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

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

Yes, I affirm.

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

Mr. John Wynn told me there was a committee being formed to establish a charter school for middle and high school students in Washoe County. Since I have worked with Mr. Wynn on other projects through the Leadership Reno Sparks program, he asked if I would like to serve on the board for the proposed Y.E.S. Academy.

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

I am concerned about the current state and the future of education in our community. As a father and member of this community I want to learn and be actively involved in the education of our children. They are the future!

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

I have never served on a board. For the past several years I have been part of the prestigious Knights of Columbus Organization, where I served as Youth Director. I have experienced both, the American Education System and also the one in my native country of Romania, have gone through various life experiences by immigrating to America and feel that I can have a good input when it comes to forming our young men and women. On a professional level, I have the experience to offer input into some of the financial aspects of running a business.

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

My understanding is that the board members offer advice and counsel to the administrators and staff of the school. Board members are responsible for governing and overseeing all of the charter school policies, procedures and shape the direction the school will take.

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

I currently work for an organization governed by a Board of Trustees and have a good understanding of how a Board functions. As a Board member, I will use my over ten years of accounting and finance experience to help with overseeing the financial success of our charter school while providing a high quality education experience to our students.

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

At the end of the first year, I see this charter school proving to the community that we offer good quality education in a non discriminating, welcoming, encouraging environment.

In four years I see the school growing and establishing itself as a good alternative to the traditional public education. I see successful graduates carrying our flag proudly into college or other career paths that they may choose.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

My understanding of the school's mission is provide uniquely skilled students interested in the arts with an environment to excel academically with smaller classrooms in order to receive more hands on instruction from the teachers. The school's education program is focused on both the academic and arts subjects.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes. I would describe it as a well balanced educational and arts model that can be used throughout the entire school district. I am very excited that there will be a school of this magnitude in our community offering such a great educational program for all students.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school is one that allows and encourages students to learn in an environment that promotes high standards and allows the students to work towards their future educational goals.

The board needs to focus on providing the school's staff and students all the tools necessary for a good learning experience. It has to be actively involved in the community to promote the school through various performances and other events. After the first year, do an evaluation of the program and make the necessary adjustments.

III. Conflict of Interest Disclosure

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

I know John Wynn through the Leadership Reno Sparks program.

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

No

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

No

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

N/A

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

N/A

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

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
No

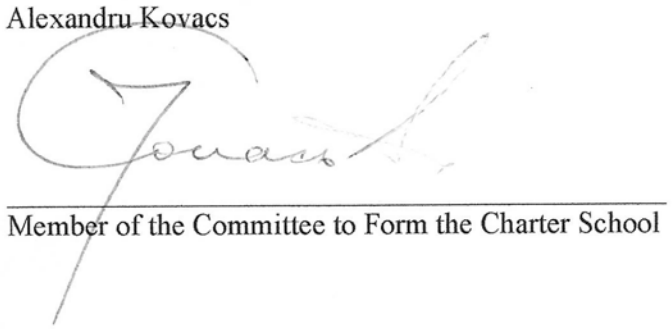
18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangement involving that materially benefit the board member, his or her friends.)?

I would ask that a meeting be called with all of the board members brief everyone of the situation and bring the appropriate action in order to stay in compliance with all of the state laws.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Alexandru Kovacs



Member of the Committee to Form the Charter School

APRIL VANDERGRIFF

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

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

I affirm that I will be at least eighteen years old by January 1st of the year in which the proposed charter school will open.

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

Dr. John Wynn asked if I would be on the committee to form the charter high school and become a board member after we receive an approval from the state to open the school.

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

I would like to serve on the board because I am very passionate about education. I feel I can offer assistance on the board to ensure the school's vision, mission and goals are carried out. I believe the school's direction will have a direct impact on the graduation rate in Washoe County.

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

I have never served on a board before, however I think this is the perfect time for me to do so. I enjoy this community, and serving in other capacities has made me want to work more and give back to the youth and educational system in this community.

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

To advise, govern, oversee policy and direction, and assist with the leadership and general promotion of the charter school.

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

I am still quite young and have worked with youth on various occasions. I have been told the hardships of being a student in an environment where it is hard to learn as well as having experienced these hardships on my own. With that view I hope to help be the student voice that also needs to be heard while being a member of the board. I also have a scientific background in which I plan to use for the analytical aspects to ensure that all sides of decisions are seen.

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

Towards the end of the first year, my image of how the school will look is that there will be 100% promotion of all 7th and 8th grade classes, the school will have a waiting list for 7th, 8th and 9th grade enrollments, the staff will have embraced the concept of a public charter school and have confidence that the school will continue to be successful for years to come.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

My understanding of the school's mission is improve the academic achievement of students by offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes I am very familiar with the school's proposed education program. I would describe it as a great model for middle and high school education.

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?

I think the characteristics of a successful school are having students that are eager to learn and not just sit in a class room. You do this by selecting teachers who have the same passion. In doing so, you create a student that is willing to learn and is open to the curriculum at hand hence broadening their horizons and abilities to be able to function in and out of a classroom setting.

I think the steps the board needs to take to ensure the school is successful is to make wise investments to assure the long term stability of the school, to continue advertising and recruiting students to enroll in 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.

I know John Wynn, Proposed Board Member and Edith Wynn, CFS member. I met them both at church when I relocated to Reno.

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

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. **NO**

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**").

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

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. **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. **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 arrangement involving that materially benefit the board member, his or her friends.)?

I would bring it to the attention of the Governing Board and discuss the policies and procedures that were put in place by the charter school in accordance with state laws.

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

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

Yes. I affirm that I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

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

For years my husband, John Wynn has told me of his desire to open a public charter school in order to give parents and students other options for their educational success, in an environment that they may have never experience. Knowing my previous experience of establishing non-profit organizations, childcare centers, working with Clark County and Washoe County School Districts and my experience working with Boards of several different companies; he asked if I would consider being a member of the Committee to Form the Charter School and help complete the charter school application. If the application is approved, I will resign as a committee member at the first board meeting.

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

I am not interested in serving on the governing board of the charter school after its approval. I am serving as a member of The Committee to Form the Charter School because I want to assist in the development and implementation of the charter school's programs and activities that are going to help students succeed. I am able to offer my expertise with the application, in the organization and creation of the school as the Application Writer.

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

I currently serve on the Opportunity Alliance of Nevada and the Nevada Asset Building Coalition. I am very familiar with how a nonprofit board operates, and is structured because I have over 20 years experience in working with non-profit and for-profit boards. I am currently obtaining my Bachelors of Arts Degree in Organization Management at Ashford University. In addition, I have many years of experience assisting several Board Presidents as an Executive Assistant for companies such as Sutter Hospital in Sacramento, California, Nevada Community Foundation in Las Vegas, Nevada and Greater Nevada Credit Union in Carson City, Nevada.

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

My understanding of the appropriate role of a public charter school board member is to make sure I conduct all of the schools activities in accordance with the schools bylaws, all applicable local, state and federal 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.

Manage the schools business, affairs; and property including the budget and submit it to the state sponsor. Create and change policies as well as other duties as assigned.

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

I will bring to the board fundraising experience of working with local business and community stakeholders to raise money for non-profit organizations. I will bring my marketing experience to ensure the school keeps a waiting list for our enrollment. I will bring my knowledge of the NAC and NRS regulations. I will also bring the knowledge and experience of raising and educating my own 8 children; 6 of which are currently attending college here in Reno and Sparks. I will also bring my experience of net working with community leaders and stakeholders who have a heart and desire to help students succeed in education in this community. From May 2013 to June 2014, I was the Outreach Coordinator of Northern Nevada for Nevada Health Link, through KPS3 Marketing. During this time I was fortunate enough to established relationships with hundreds of nonprofit organizations who specifically work for the betterment of youth and families. I am still in contact with many of these organizations who are very eager to support and give back to this community by helping students graduate and go to college.

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

My image of how the school will look towards the end of its first year is that it will be growing rapidly to meet the demand of families across the Reno and Sparks areas of Washoe County. Student will be enjoying the performing and fine arts curriculum and academic instruction. They will be learning practices that develops critical thinking, reading, writing, and math skills, while also engaging in the joy of discovery and learning. After four years - in 2018 the charter school will need to submit an amendment to the application requesting a larger enrollment; because of the need to expand to separate campus' having a separate middle school and high school campus. All while achieving incredible academic results.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

My understanding of the school's mission is to create an diverse learning environment for middle school and high school students who have a strong personal interests in the arts, so they can graduate then go on to successfully pursue a higher education or a career in performing arts.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, I am familiar with the school's proposed educational program and I would describe it as an educational plan for grades 7th through 12th; with only 7th and 8th starting the first year. The school will offer a performing and fine arts environment for all students including at risk, special education and gifted and talented students. The charter school will operate on the same school calendar as the Washoe County School District and follow all of the standards and legal requirements set forth by the charter school sponsor, local, state and federal laws and regulations. The charter school will also list each policy and procedure for the services and programs it will provide in written manuals which the sponsor, parents and student will have access to in print or on the school's website.

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?

I think the characteristics of a successful school is when a school has frequent teacher feedback, has data driven instruction, has high-dosage tutoring, has increased instructional time and has relentless focus on academic achievement. The steps the board needs to work towards in the first year is to follow the school's mission, work with the administrators, teachers, parents and the community in every aspect of the school from the budget, academia, performing arts to the supportive services, ensuring student receive an innovation in education.

III. Conflict of Interest Disclosure

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

My spouse knows all of the CFS members. Prior to the CFS being established, I only knew the following CFS members:

1. **John Wynn / My Husband**
2. **Fred McElroy / Met four years ago; a longtime friend of my husband's–40 years**
3. **April Vandergriff / I met her 1 year ago when her job relocated her to Reno**
4. **Sithtra Chhy / Owner of Kona Gold Coffee Shop that I frequent & I met 10 months ago.**
5. **George Hardaway / A community leader who I met a 4 years ago**
6. **Jason Guinasso / An attorney I met 1 year ago at a Human Resource Conference**

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.

George Hardaway is the only prospective employee that I knew prior to the charter school being formed. He is the Proposed History Teacher. Mr. Hardaway is a well known and respected community leader that everyone knows. I met him 4 years ago, but I wouldn't say we have a pre-existing relationship. I just know of him and his work in the community, in the school district and the stories they tell of him playing football for UNR many years ago. I have not had any previous opportunity of working with him. However, I do count is an honor and look forward to working with him if the charter school's application approved.

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

No

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

N/A

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

N/A

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

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

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 arrangement involving that materially benefit the board member, his or her friends.)?

I would immediately contact the Board Chair and request a meeting with all Board Members to bring the situation to the Board.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School
Edith Wynn

GEORGE HARDAWAY

Y.E.S. Academy of Performing & Fine Arts Charter School Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **I affirm that I was born on October 18, 1947.**

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **Dr. John Wynn informed me of the proposed charter school and the opportunity to serve as principal.**

3. Explain why you would like to serve on the board. **I'm currently serving on several boards in the Reno-Sparks community and I have over 36 years of educational experience in Public School Education. Bottom line, I love making a difference in student's educational experience.**

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. **I'm the current President of the Northern Nevada Black Cultural Awareness Society (NNBCAS) and the 3rd Vice President of the National Association for the Advancement of Color People (NAACP). I have served as an Administrator with the Washoe County School District for 16 years, also.**

5. What is your understanding of the appropriate role of a public charter school board member? **My understanding of the appropriate role of a public charter school board member is to develop and endorse school policy and advice on operational procedures in the school.**

6. What relevant knowledge and experience will you bring to the board? **I will bring over 36 years of knowledge and experience to the board in regards to School Operational principles, The School and Community Relationship, Firm but Fair philosophy regarding discipline, Staff Development, Curriculum Development, Improving Learning techniques and Management of Supporting Services.**

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? **My image of how the school will look towards the end of the first year is as follow: The school will be in a full operational mode with a**

myriad of outstanding successes in its first year. After four years, we will be in a new facility with a huge waiting list of students to be enrolled.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? **To develop a diverse charter school to improve the academic achievement of all students by offering a unique balance of rigorous academic instruction and intensive instruction in the performing and fine arts, thereby, graduates will have the option of pursue further studies in either the arts or academics at two-year of four-year institutions of higher learning.**

9. Are you familiar with the school's proposed educational program? How would you describe it? **The school's proposed educational program is very relevant, innovative and can play a big part in developing our communities' diverse human potential. This educational program will focus on how students can discover their skills and talents in the areas of performing on stage and in fine arts classes. The students will discover career and college opportunities, also.**

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 school requires total support from everyone involved in developing a culture that includes all students in the educational process. This school has established an atmosphere of mutual respect, place a premium on communication, approach life at school with a positive attitude, and provide students and staff with the freedom to learn. A successful school is where you give our children a vision of the possibilities which lie ahead and endeavor to enlist their loyalties and enthusiasms in the realization of the vision.**

The board must have a strategic plan representing the school's mission statement in place. It is imperative that we have a strong parental involvement from the beginning. An important ingredient for the success of both elementary and secondary school principals operating in this dynamic setting is that they bring to the position a solid foundational base that will give them perspective about out changing society.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship. **Yes, I've had an outstanding working relationship with individual members of the Wynn family over the past 40 years in the Reno-Sparks community.**

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. **No, we do not.**

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. **No, we do not.**

No

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

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

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. **This will be determined by the Governing Body Members and Staff.**

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. **None**

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 arrangement involving that materially benefit the board member, his or her friends.)? **Reiterating the point that I made in question #10, we must place a premium on communication and continue to emphasize trust, respect and building a positive relationship with each individual board member.**

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School

FRED MCELROY

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

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

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
   I was contacted by the Rev John Wynn

3. Explain why you would like to serve on the board.
   I have a passion for education & the arts. I would like to continue to give back to Washoe County by supporting the YES Charter Academy

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

5. What is your understanding of the appropriate role of a public charter school board member?
   To provide alternatives to existing educational offerings to those students who learn from different modalities.

6. What relevant knowledge and experience will you bring to the board?
   Previous Washoe County Educator, coach, adult instructor, Junior Achievement Instructor

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
   Provide alternative education for Performing Arts, awareness from Washoe County School District & the Northern Nevada Community. Own our own building. Stable enrollment

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
To prepare 7th-12th grade students with strong personal interests in fine arts, to pursue higher education or careers on all levels of Performing Arts.

9. Are you familiar with the school's proposed educational program? How would you describe it?
Yes.
Provide an alternative choice for those students who would like to pursue a career in performing & fine arts. Serving students 7th-12th grade. To improve academic achievement by offering a balance of academic instructions & intensive instruction in the area performing & fine arts

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?
Good energy, forward thinking respected by school district and community, desired by students, as the GO TO place for Performing Arts. Marketing & Prompting a first class opportunity for Performing Arts education.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.
Yes,
John & Edith Wynn-Friends
George Hardaway-Colleague

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

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
No

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

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

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
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.
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 arrangement involving that materially benefit the board member, his or her friends.)?
Remove myself from the decision making process. Abstain from voting

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School

JASON GUINASSO

Y.E.S. Academy of Performing & Fine Arts Charter School Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

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.

Answer: Yes, I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

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

Answer: I was asked by Pastor John Wynn to be a part of this Board.

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

Answer: I would like to serve on the Board to strengthen the educational options for students in Washoe County.

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.

Answer: I have served and continue to several non-profit Boards. Please see my resume and my website for a description of my experience.

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

Answer: Good

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

Answer: I am an attorney who has severed several non-profit boards for over ten years.

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

Answer: I do not have any preconceived notions about what success will look like for this school. I am here to serve those with that vision with my legal skill, education and knowledge.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

Answer: To prepare students for success in the arts and academics at the community college level or university level.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Answer: College preparation.

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?

Answer: I do not have any preconceived notions about what success will look like for this school. I am here to serve those with that vision with my legal skill, education and knowledge.

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.

Answer: 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.

Answer: No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
No

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

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

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

Answer: 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.

Answer: 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 arrangement involving that materially benefit the board member, his or her friends.)?

Answer: I would provide legal advice and counsel to the President of the Board and the Board regarding the issue and the steps that would need to be taken to address the issue.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

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

Yes. I affirm that I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

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

For years I have wanted to start and organize a new charter school that offered performing and fine arts for student who might not otherwise be able to experience an education in that type of environment. I foresee a charter school for all students from diverse backgrounds which includes; At Risk, Special Education and Gifted and Talented. I felt like this is the perfect time to do so.

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

I know from experience that we are better when we work together. Our school system is the bedrock of our community and I am passionate about bringing people together to find solutions that will strengthen our schools, and improve opportunities for all students because our community's well being depends upon it.

I would like to serve on the board of this charter school to be able to have a direct impact on the educational success rate of students in this community. I would be honored to serve on such a diverse board with people who have a deep passion regarding our students' education; a group of men and women with unique backgrounds and experiences but all who serve selflessly for the youth in our community.

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

Yes, I currently serve on the following boards and commissions that are concerned about youth and education and focus on academic achievement, community partnerships, and workforce development: The Education Alliance of Washoe County; which is a part of the Washoe County School District, The P-16 Advocacy Council, The Reno Chief of Police Advisory Board, International Church Fellowship and African American Clergy Council of Northern Nevada. I am also Chaplain for the Reno Police Department and a proud member of The Chamber's Leadership Reno/Sparks Program, Class of 2014.

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

My understanding of the appropriate role of a public charter school board member is to make and change policies, rules and regulations in accordance with the law and the bylaws of the charter school. Manage and control the school's 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.

Enter into agreements and contracts for any lawful purpose and hire, supervise and direct an individual who will be responsible for the day-to-day operations of the school. Develop and approve the annual budget and financial plan of the school and cause an annual inspection or audit of the accounts of the school, as well as any other audits required by law. Ensure ongoing evaluation of the school and provide public accountability, uphold and enforce all laws related to charter school operations. Improve and further develop the school, strive for a diverse student population, reflective of the community, and ensure adequate funding for operation. Establish and approve all major educational and operational policies. Keep a complete record of all the minutes, acts and proceedings of the board; solicit and receive grants and other funding consistent with the mission of the school with the objective of raising operating and capital funds and carry out other duties as required or described in the school.

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

Having been involved in education for over 20 years and having six of my own children currently in college; I have long worked for student achievement and made an impact on the graduation rate through the Y.E.S. Program, which I offered through the Washoe County School District. I believe there are workable solutions available that will allow all our students to graduate and be college or career ready so they can succeed and achieve their goals. There is a great deal of work to do here in Washoe County and I believe I bring a number of strengths to help get the job done.

The relevant knowledge I will bring to the board comes from my experience in working directly with students in the classroom as well as my experience on non profit boards promoting student achievement such as setting polices and managing budgets. I have experience in managing businesses and I believe in fiscal responsibility; being creative and doing more with less is a big part of my job. I will also bring my knowledge and experience of fundraising and bringing community stakeholders together to meet the needs of students in and outside of the classroom. I have served in the community volunteering in countless events such as the Washoe County School District "Door to Door for Student Achievement" campaign and the Education Alliance of Washoe County "Run for Education" fundraising campaign.

I believe it takes the charter school's Board Members, Executive Director, Principal, Staff, the Business, Academic, and Faith-based Communities, as well as our Parents to work together to inspire "all of our Students" to believe that it is possible to: graduate from high school, obtain higher education, succeed in a highly skilled career and achieve their goals.

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

Towards the end of the first year, I would like to see the student's tests that were conducted at the beginning of the school year, significantly improve or exceed their goal in mathematics and reading. In addition to the in-school testing, I would like the school to have significant academic progress overall. I would like to see the students who were not doing as well in their previous school, excited about the decision they made to attend the charter school. I would like to have full enrollment with a waiting list of students who want to attend our second year. I would also like to have board members and staff excited about working in an environment that is changing the mindset of this generation.

After four years, I would like to see contributions large and small from volunteers in the community helping providing supplies and instruments to contribute to the student overall educational success. I would like to see parents working at events and performances, showing up to support their children, sharing their talents, problem solving, discovering and brainstorming the "what ifs." I would like to see the board members and staff supporting our work in countless ways and providing the resources to do what we dream and know is good for children.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

My understanding of the school's mission is to prepare 7th through 12th grade students with strong personal interests in the arts to successfully pursue entry into an institute of higher learning and/or a career in performing arts by channeling their unique skills and talents through an intense, integrated academic and arts program which focuses on a whole-person developmental approach to learning in unity with high academic and artistic standards.

We want students to be college and/or career ready. College and Career Ready means that a high school student is ready to pursue preparation for a highly skilled career, and is admissible to and prepared to succeed in first-year, credit bearing classes without remediation at a 2- or 4-year college, technical or trade school, or apprenticeship program. A "career" differs from a "job" in that a career offers opportunity to advance and develop professionally.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, I am familiar with the school's proposed educational program and it consists of providing education for all middle and high school students grades 7th through 12th including those who are At Risk, Special Education and Gifted and Talented. The charter school will start the first year by enrolling 7th & 8th grade students and add an additional grade each year up to grade 12 in the 5th year of operation. The school anticipates a total of 150 students the first year, 75; 7th grade students and 75; 8th grade students during the first year of operation.

The charter school will operate on the same school calendar as the Washoe County School District, including the number of legal holidays observed, the beginning and ending of each term and will have the same number of days of instruction and be in accordance with the requirements set forth in NRS 388.090. The charter school is a free public school therefore no fees will be charged to the families for enrollment. The charter school will progress towards the mission and goals of the school and will be measured by the governing board to ensure we are doing so.

The charter school will also follow the same state standards for; each course taught, credits for each course, transcripts, diplomas, requirements for graduation and keep the same requirements for promotion to each grade level. The charter school will have a schedule of classes that meet the requirements for courses and required courses of study that are set forth by the state. The charter school will be aligned with any schedules of examinations of achievement and proficiency which are published by the Washoe County School District and meet all of the requirements and other local, state and federal laws and regulations. A description of the manner in which the charter school will provide services and programs, as well as concerning everything stated above are listed in written policies that are in place in the following charter school policy manuals; Student Policy Manual, Special Education Policy Manual, Financial Policy Manual and Personnel Policy Manual.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The characteristics of a successful school are; smaller school size, active character education programs, wrap around support services, strong, supportive learning environments, positive culture of high expectations for all students to attend college, skills taught for mastery, data driven instruction, parent and community involvement.

The steps the board needs to work towards in the first year is to ensure we apply quality to all of our endeavors: quality professional development and support for our teachers and school leaders, quality implementation of educational support services and programs for all of our students and quality programs to promote safe schools that will allow all of our children to feel safe and focus on their education.

III. Conflict of Interest Disclosure

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

I know all the following prospective board members and CFS members. When I decided to form the charter school, I thought about who I would meet with for council, and who I would ask to help serve to form the school. The people I selected below are all professionals in their field and represent the diverse community in which we live in. They are community leaders and business people who all have a heart for youth and education.

1. **Edith Wynn, my wife** (Who will resign after the charter is approved.)

2. **Fred McElroy, friend for over forty years**
3. **April Vandergriff, a friend I met last year**
4. **Sithtra Chhy, local business owner I met seven months ago**
5. **George Hardaway, Community leader I have known for over 40 years**
6. **Jason Guinasso An attorney who I have known of since high school**
7. **Alex Kovacs, member of my Leadership Reno/Sparks Class of 2014**
8. **Marcelo Vazquez, member of my Leadership Reno/Sparks Class of 2014**
9. **Luthene Andrews, a friend I have known for many years**

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.

- **George Hardaway is the proposed Social Studies/History Teacher, he worked with my father years ago when he was attending UNR. I was just a child but I remember the great work he did in the community even back then in the 70's.**

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

No

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

N/A

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

N/A

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

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

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 arrangement involving that materially benefit the board member, his or her friends.)?

A member of the governing board is held to something stricter than the morals of an ordinary business. Not just in honesty but also in their behavior. The board members should perform their management responsibilities to the adherence of the bylaws and therefore all laws. Therefore if a board member's abuse of such power results in a breach of the duty to the charter school, it should result in grave consequences and a meeting of the board should be called immediately to handle to the situation.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School
John Wynn

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Marcelo Vazquez

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.

Answer: Yes, I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

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

Answer: I was asked by Pastor John Wynn to be a part of this Board.

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

Answer: To strengthen the K-12 college preparation pipeline in WCSD

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.

Answer: I have not served on a board before. I wish to serve in this capacity because my 18 years of university admissions experience will be an asset for a school that will strengthen the college preparation pipeline the City of Reno needs in supporting the Smarter Region initiative and the new "College Town" Reno is wanting to become.

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

Answer: Good

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

Answer: Eighteen years of experience of university administrative experience, 18 years of K-16 college preparation experience, nine tears of competitive university admissions experience from UCLA, USC and consulting K-12 professionals on competitive university admissions.

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

Answer: After four years, we should have a 90% high school graduation rate. After the first year, all students will be knowledgeable of competitive university admissions and will have chosen at least one university to attend after high school graduation.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

Answer: To prepare students for success in the arts and academics at the community college level or university level.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Answer: College prep focused.

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?

Answer: One key characteristic is to have a college going culture. Some of the key steps in ensuring the school is on solid footing are:

1. **Establish what it means to support a college-going culture at every staff level.**
2. **Every student must have a college preparation plan.**
3. **College Counselors will have a college prep file for every student.**
4. **Students, parents and school staff will be aware of the admissions requirements of the University of Nevada, Reno, the California State University system and the University of California system.**
5. **Students will spend at least three hours every month on a leadership opportunity.**
6. **Students will spend at least three hours every month on a community service opportunity.**

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.

Answer: 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.

Answer: No

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
No

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

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

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

Answer: 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.

Answer: 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 arrangement involving that materially benefit the board member, his or her friends.)?

Answer: Report this action to the President and Board.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School

SITHTRA CHHAY

Y.E.S. Academy of Performing & Fine Arts Charter School
Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

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

Yes, I affirm.

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

I was notified and appointed by John Wynn on a committee being formed to establish a charter school for middle and high school students in Washoe County. Because of my background in business, we saw a fit for the position as a Treasurer of the board.

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

My passion for education is why I would like to serve on the board. Not only for the sake of my own children but also for the future of many others that will be influenced in the education process. Also, my responsibility as the Treasurer is important that a stringent budget is in place and that every dollar will be utilized properly.

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

I have never served on a board for a school district but I have served on the board for several companies including, Sky Imports Incorporated, Chhayco Inc, JMJ Pacific Sales (AT&T Uverse Sales), and Cambodia Rice Export Association. My understanding for numbers and being able to control budgets is why I wish to serve on the board.

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

My understanding is that the board members give advice and counsel to the administrators and staff of the school. Board members are responsible for governing and overseeing all of the charter school policies, procedures and the direction in which the school should take.

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

My knowledge in controlling budgets will be the most relevant knowledge that will be beneficial to the board. Being able to foresee the financial stability is an important aspect of any entity.

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

At the end of the first year, I see that we will fill our goal of forming the school with at least 150 students enrolled and excitement in the community for students to attend the school. After four years, many more students are enrolled with a waiting list for new applicants to get into the school. By this time, there will also be a Y.E.S. High school in place for ongoing education for the students.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

My understanding of the school's mission is provide students with an environment for them to excel academically with smaller classrooms in order to receive more hands on instruction from the teachers. The work being a little more rigorous but it will balance itself before of the enjoyment the students will receive through the instruction of the performing fine arts.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes, the goal of the proposed school is to have a higher graduation rate and have students that can sharpen their special talents. Post-graduation, they will be confident in finding employment and have a prosperous career.

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?

I think the characteristics of a successful school is one that allows students to learn in an environment of excellence with high standards and allows the students to work towards their future educational goals.

Within the first couple of years, the school needs to assess the needs of the students and their desire to learn beyond the standard foundation. Providing that we will search for teachers that are eager to teach and with the proposed smaller classrooms, we will involve the teachers and students to a higher degree.

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.

N/A

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.

N/A

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

No

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

N/A

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

N/A

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

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
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 arrangement involving that materially benefit the board member, his or her friends.)?

I would bring it to the attention of the board and rectify the situation.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School

Y.E.S. Academy of Performing & Fine Arts Charter School Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

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

Yes, I affirm this to be true.

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

I was contacted by Dr. John Wynn, the Proposed President of Y.E.S. Academy Charter School, who asked if I would be interested in becoming a member of the governing board in the role of a parent.

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

I would like to serve on the board because I am very passionate about education. Not just for my children but for this entire community. I am concerned about the future of education in this community for all children and I am interest in representing the Parents who are also concerned about their children's education and future. I have been a parent with children in the Washoe County School District for the past 21years. In the past I have sought out alternative educational options but none prove to have assisted my children. Being part of the Y.E.S. Academy Charter School will allow me to take part in academic growth for other children in Reno Nevada.

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.

No I do not have any previous experience serving on a board; however I have worked with non profits in the community. I believe my past and current experiences as a parent in Washoe County School District will bring an informative insight as parent.

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

My understanding is that the board members are the governing body of the charter school and supervises the Executive Director/Principal. Board members are responsible for governing and overseeing all of the charter school policies, procedures and the direction in which the school should take. The board members are also required to conduct all of the school activities in accordance with the schools bylaws, all regulations applicable to the operation of the State Public Charter School Authority.

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

The relevant knowledge and experience I bring to the board in addition to my learned knowledge of being a parent in the public school system for the past 21 years is the experience I will bring to the board of working with parents in the community and working with other nonprofit organizations. I also have an understanding of how meetings are ran, structured and organized. I have experience in community fundraising as well.

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

My image of the school after a year is that it will have a greater enrollment with a waiting list. High parent participation in the development of their child's education for currently enrolled students. Children, who are currently enrolled in the school, will look for great anticipation for their future year at the school. Students will be excited and eager to use the academics taught, the Performing & Fine Arts they've learned and been cultivated at Y.E.S.

After four years, the school will have growth and will have exceeded its enrollment. There will be a waiting list that will prompt the expansion of another Y.E.S Charter school in other surrounding cities. The graduation rate will exceed the traditional public schools. The graduates will be fully prepared for higher education in a College of the choice or they will obtain a job in a Career.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

My understanding of the school's mission is provide students with an environment for them to excel academically with smaller classrooms in order to receive more hands on instruction from the teachers. The work being a little more rigorous but it will balance itself before of the enjoyment the students will receive through the instruction of the performing fine arts

9. Are you familiar with the school's proposed educational program? How would you describe it?

Yes. I would describe it as a well balanced educational model that can be used throughout the entire school district. I am very excited that there will be a school of this magnitude in our community offering such a great educational program for all students.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

I think the characteristics of a successful school is one that allows students to learn in an environment of excellence with high standards and allows the students to work towards their future educational goals. The steps the board needs to work towards in the first year is to continue making the community aware of the schools performance, enrollment,

population; and to have performing arts events to invite the community so they can see the great work that is being done in the school. Word of mouth is a good way this school is going to be advertised because there is no other school like it in this community. I believe people are going to hear about it and not only enroll their children, but tell other they need to do the same.

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.

John Wynn/Proposed President and Edith Wynn/CFS are both friends I have known for years.

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.

Edith Wynn, Proposed Office Manager

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
No

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

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

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
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.
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 arrangement involving that materially benefit the board member, his or her friends.)?
Bring the situation before the Board Chair and Board Members immediately.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Member of the Committee to Form the Charter School

Y.E.S. Academy of Performing & Fine Arts Charter School Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
Yes I will be at least 18 by Jan 1, 2015

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
I was introduced to Dr. Wynn and his wife Edith by a mutual friend who was assisting them in establishing the YES Academy. Having been in education for over 35 years I offered my expertise to their cause. I feel it is extremely important to offer alternative settings in order to meet the needs of all students.

3. Explain why you would like to serve on the board. I am only serving as a member of the Committee to Form the School. I want to assist with the development and organization of all aspects of the school. I think it is imperative to offer alternative school settings so that each child can have the best opportunity to succeed. Those students who are gifted in the performing arts should be able to expand their talents and pursue their dreams. This school setting will encourage them to soar.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
I have served on the board of a not for profit community coalition board responsible for the reduction of drug and alcohol use among teens. This experience will help me provide guidance to the YES Academy board by demonstrating the responsibilities of a board member and the organization of the membership. I am familiar with all aspects of board protocol.

5. What is your understanding of the appropriate role of a public charter school board member?
I understand that the role of a public charter school board member is to conduct all business according to the bylaws of the school, and all local ,state and federal laws. I understand that there are specific regulations according to the State of Nevada Dept of Education regarding the procedural operations of charter school boards which must be followed. I have no problem conducting business under these guidelines.

6. What relevant knowledge and experience will you bring to the board?
I have been a teacher and administrator in education for the past 35 years. Therefore I will bring a strong background in school organization and curriculum, to help establish policies and procedures that will define the culture and climate of the school.I am very familiar with the teacher recruitment and interview process. I also have a rich background in the supervisory and evaluatory process.
I am also familiar with how to advertise and recruit students, parents and community support.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
At the completion of the first year the YES Academy will be a vibrant institution with an enrollment of 300 7th and 8th grade students. It will be ready to start the HS curriculum with incoming freshman. It will have begun to establish itself as having excellent performing arts opportunities. With productions that attract and impress the community.
At the end of its 4th year, the YES Academy will be growing and attracting students from all over the region. It will be known for blending strong academics with quality performing arts opportunities and productions that compliment the arts community of Washoe County.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
The mission of the school is to provide a rigorous academic curriculum and opportunities for students to develop their talents in the performing arts.

9. Are you familiar with the school's proposed educational program? How would you describe it?
The school plans to open with 7th and 8th graders, thus offering a curriculum which compliments the State standards. It is open to a diverse population with no restrictions. Students will have the opportunity to enhance their talents in the performing arts to build upon 21st century skills and set them on a path to career and college readiness.
The school will develop relationships with parent and community members to help expand the opportunities for students.
It will operate on the same calendar schedule as the local school district.

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?
Successful schools engage students in active relevant learning. It sets high expectations for learning and provides support and scaffolding to insure each child will succeed. It provides for the social and emotional growth of students with caring adults in a positive setting. Decisions are made based on data and frequent monitoring of student progress. It establishes a partnership between students , teachers, parents and community to establish a commitment to 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.
I only know George Hardaway because I taught at HUG HS with him.

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.
My wife and I will apply to be employees of the school once the charter is established.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
No

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

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

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
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.
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 arrangement involving that materially benefit the board member, his or her friends.)?
I would make the entire board aware of the situation at the earliest opportunity.

This completes my responses to questions set forth in the 2014 Call for Quality Charter School Application.

Sincerely,

Thomas Bailey

Member of the Committee to Form the Charter School

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.2.4, Assurances

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.2.4, Assurances** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Committee to Form the Charter School:

- Alex Kovacs: Proposed Board Member - Financial Services
- April Vandergriff: Proposed Board Member - **Secretary** ~~Community Leader~~
- ~~Brian Cooper: Proposed Board Member - Secretary~~
- Edith Wynn: **Application Writer** Execu~~tive Director~~
- George Hardaway: Proposed **History Teacher** ~~School Principal~~
- Fred McElroy: Proposed Board Member - Retired Teacher
- Jason Guinasso: Proposed Board Member - Law
- John Wynn: Proposed Board Member - President
- Marcelo Vazquez: Proposed Board Member - Teacher
- Sithtra Chhay: Proposed Board Member - Treasurer
- ~~Tasha Tau: Proposed Board Member - Parent~~
- **Luthene Andrews: Proposed Board Member - Parent**
- **Thomas Bailey: Proposed Executive Director/Principal**

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

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The goal of all public schools, including charter schools, is to enable pupils to achieve the academic content standards identified by the state. State and federally mandated testing is the ultimate measure of whether schools have achieved this goal. Just as poorly performing traditional schools may be restructured, or even closed, by authorities outside the school, so may charter schools be restructured or closed. Additionally, charter schools:

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392.4655. Removal of a pupil from a charter school, except for suspension or expulsion pursuant to NRS 392.466, is solely the decision of the parent or guardian of the pupil. Any removal of a pupil from a charter school against the wishes of the parent or guardian must comply with NRS 392.467.

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- NRS 41.032 and 41.0337. Charter school governing body members, like school board trustees, are protected by these statutes from personal liability and provided immunity if they are acting within the scope of their public duties as charter school governing body members.

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AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of WASHOE)

COMES NOW ALEXANDRU KOVACS, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 15385 BONANZA LANE, RENO, NV, 89521

2. I intend to serve on the governing body of Y.E.S. ACADEMY, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 26th day of August, 2014.

Signature: _____

SUBSCRIBED and sworn to before me by: ALEXANDRU KOVACS

this 26th day of August, 2014.

_____, Notary Public

MAIRA AGUILAR
NOTARY PUBLIC
STATE OF NEVADA
APPT. No. 06-109420-2
MY APPT. EXPIRES JAN. 20, 2017

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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;
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   - 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	ALEXANDRU KOVACS Name Printed
BOARD MEMBER Title	8/26/14 Date

STATE OF NEVADA
COUNTY OF WASHOE

Subscribed and sworn to before me

MAIRA AGUILAR
NOTARY PUBLIC
STATE OF NEVADA
APPT. No. 06-109420-2
MY APPT. EXPIRES JAN. 20, 2017

This 26th day of August 2014
date month year

(Notary Public Seal)

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AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW April Vandergriff, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 2200 N D'Andrea Pkwy apt 1513 Sparks, NV ~~8943~~ 89434

2. I intend to serve on the governing body of Y.E.S. Academy, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

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7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 27 day of August, 2014.

Signature: [signature]

SUBSCRIBED and sworn to before me by: APRIL VANDERGRIFF

this 27 day of August, 2014.

[signature], Notary Public

JAMES ELLIS
Notary Public, State of Nevada
Appointment No. 04-92908-2
My Appt. Expires Oct 11, 2016

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Signature of Certifying Charter School Official

April Vandergriff
Name Printed

Student Recruitment
Title

27 Aug 2014
Date

Subscribed and sworn to before me

This 27 day of August 2014
date month year

(Notary Public Seal)

JAMES ELLIS
Notary Public, State of Nevada
Appointment No. 04-92908-2
My Appt. Expires Oct 11, 2016

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AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW Edith Wynn, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 3810 Herons Landing Dr. Reno, Nevada 89502

2. I intend to serve on the governing body of Y.E.S. Academy, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 13 day of August, 2014.

Signature: [signature]

SUBSCRIBED and sworn to before me by: Edith Wynn

this 13th day of AUG., 2014.

Donna M. Flanigan, Notary Public

DONNA M. FLANIGAN
Notary Public, State of Nevada
Appointment No. 11-5464-2
My Appt. Expires Aug 26, 2015

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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

Edith M. Wynn
Name Printed

Executive Director
Title

8/13/14
Date

Application Writer

Subscribed and sworn to before me

This 13th day of AUG. 2014
date month year

Donna M. Flanigan
(Notary Public Seal)

DONNA M. FLANIGAN
Notary Public, State of Nevada
Appointment No. 11-5464-2
My Appt. Expires Aug 26, 2015

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

Charter Schools are Public Schools

A charter school is a public school, supported by public funds, and is subject to most of the terms and conditions applicable to other publicly funded entities, including traditional public schools. A charter school's freedom from regulation is the freedom to use educational methods that are allowable by law, but not available in the school district in which the pupil resides.

The goal of all public schools, including charter schools, is to enable pupils to achieve the academic content standards identified by the state. State and federally mandated testing is the ultimate measure of whether schools have achieved this goal. Just as poorly performing traditional schools may be restructured, or even closed, by authorities outside the school, so may charter schools be restructured or closed. Additionally, charter schools:

- "Belong" to the public, the sponsor, and the governing body of the school. Charter schools do not belong to the "founder" of the school, or to any individual, group, foundation, educational management organization or other entity that was instrumental in the formation of the school; they do not belong to the school's administrator. Charter schools do not belong to individuals or other entities that donate funds to the school, regardless of the size of the donation.

- Must be non-religious in their programs, admission policies, governance, employment practices, and all other operations. The curriculum must be secular, and charter schools may not provide religious instruction.

- Must inform students in the community of the school's existence, and give all pupils an equal opportunity to attend the school. They may not discriminate on the basis of race, color, national origin, gender or disability. They may not "screen out," "counsel out," otherwise exclude, or inappropriately withdraw academically low-performing pupils. Except where specifically stated in law or regulation, they are subject to the same open-enrollment requirements as traditional public schools. Enrollment lotteries may be used only if the school is over-subscribed, and may not be manipulated to exclude low-performing pupils.

- May not require pupils and/or their parents or guardians to sign "contracts," "commitments," or other documents that can result in the removal, withdrawal, suspension or expulsion of the pupil from the school for reasons other than the reasons for suspension or expulsion stated in NRS 392.466. Those reasons are battery on an employee of the school, possession of a firearm or dangerous weapon, sale or distribution of a controlled substance, or status as a habitual disciplinary problem as defined by NRS

A conflict of interest is defined as an actual or perceived interest in an action that results in, or has the appearance of resulting in, personal, organizational or professional gain. A conflict of interest occurs when a governing body member acts on a school matter that could benefit or harm him or his immediate family members personally. This means:

- No employees of the school or their spouse may serve on the governing body of the school;
- No contractors with the school or their spouse may serve on the governing body of the school;
- The school may not purchase anything from a governing body member, and may not lease a facility from a governing body member.

Furthermore:

- There may be no more than two persons representing any particular organization or business on the governing body of the school;
- No governing body may serve more than one charter school. There may be no more than one person who serves on the governing body of two or more charter schools.

Use of Advisory Committees

A charter school may have an advisory committee that advises the governing body. For example, a Finance Advisory Committee could meet regularly and advise the governing body. Such a committee, appointed by the governing body and advising or making recommendations to the governing body, must abide by the Open Meeting Law. It is irrelevant whether all the persons on any *advisory* committee are affiliated with the same business or organization. There is nothing prohibiting any employee such as a classroom teacher from being on an advisory committee.

Miscellaneous

- Governing body members may not receive stipends for their service on charter school governing bodies unless authorized by law that defines the amount of the stipend.
- Diverse segments of the local community should be included in the initial organization and operation of the charter school's governing body. A governing body on which a majority of members are parishioners of a particular church, for example, or are related, should be avoided.

392.4655. Removal of a pupil from a charter school, except for suspension or expulsion pursuant to NRS 392.466, is solely the decision of the parent or guardian of the pupil. Any removal of a pupil from a charter school against the wishes of the parent or guardian must comply with NRS 392.467.

- Must provide special education services to pupils who qualify for such services.

Role of the Governing Body

The governing body of a charter school governs the school, maintains overall control of the school, and is responsible for the operation of the school. The school's administrator and all other employees and contractors, including educational management organizations, serve under the governing body, and are subject to the rulings of the governing body. The governing body critically evaluates the performance of the school's administrator and any contractors with the school, and replaces the administrator or contractor if he is not performing duties or providing services in a satisfactory manner.

Personal Liability

The Nevada Department of Education can only give general advice regarding personal liability for charter school governing body members; governing body members are advised to consult their legal counsel for specific legal advice.

In general, charter school governing body members receive the same protection from personal liability that school district boards of trustees members receive. These protections are stated in Chapter 41 of the Nevada Revised Statutes (NRS). Interested parties are referred to:

- NRS 41.307, which adds employees of charter schools to the definition of "employee" as used in Chapter 41 (as used in NRS 41.0305 – 41.039, the word "employee" includes employees of charter schools), and;

- NRS 41.032 and 41.0337. Charter school governing body members, like school board trustees, are protected by these statutes from personal liability and provided immunity if they are acting within the scope of their public duties as charter school governing body members.

Open Meeting Law

Charter school governing bodies must comply with the provisions of Nevada's Open Meeting Law. A guide to the Open Meeting Law may be obtained from the Nevada Attorney General's website: ag.state.nv.us

Compliance with the Local Government Purchasing Act and Avoidance of Conflict of Interest

AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

ANGELA M. TAYLOR
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 13-11632-2 - Expires September 1, 2017

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW Frederick K. McElroy, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 5017 E Albuquerque Rd
Reno, NV 89511

2. I intend to serve on the governing body of YES Academy, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 14 day of August, 2014.

Signature: McElroy

SUBSCRIBED and sworn to before me by: Angela M. Taylor

this 14 day of August, 2014.

Angela M. Taylor, Notary Public
Angela M. Taylor

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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;
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   - 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	Frederick R. McElroy Name Printed
Director Title	8/14/14 Date

Subscribed and sworn to before me

This 14 day of August, 2014 Angela M. Taylor Notary Public
date month year

(Notary Public Seal)

ANGELA M. TAYLOR
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 13-11632-2 - Expires September 1, 2017

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

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- The school may not purchase anything from a governing body member, and may not lease a facility from a governing body member.

Furthermore:

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Role of the Governing Body

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- NRS 41.032 and 41.0337. Charter school governing body members, like school board trustees, are protected by these statutes from personal liability and provided immunity if they are acting within the scope of their public duties as charter school governing body members.

Open Meeting Law

Charter school governing bodies must comply with the provisions of Nevada's Open Meeting Law. A guide to the Open Meeting Law may be obtained from the Nevada Attorney General's website: ag.state.nv.us

Compliance with the Local Government Purchasing Act and Avoidance of Conflict of Interest

AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW George Hardaway, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 3424 Good Hope Ln., Sparks, Nevada 89434

2. I intend to serve on the governing body of Y.E.S. Academy of PFA, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 13 day of August, 2014

Signature: George L. Hardaway

SUBSCRIBED and sworn to before me by: George Hardaway

this 13 day of August, 2014.

Maria L. Arias, Notary Public

MARIA L. ARIAS
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 12-7919-2 - Expires May 9, 2016

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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:

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   - Describe suspensions and expulsions; and
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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.

Joseph Hardaway — George A. Hardaway

Signature of Certifying Charter School Official — Name Printed

School Principal — 8/13/2014

Title — Date

PROPOSED HISTORY TEACHER

Subscribed and sworn to before me

This 13 day of August 2014

date month year

Maria L Arias

(Notary Public Seal)

MARIA L. ARIAS
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 12-7919-2 - Expires May 9, 2016

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

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- Diverse segments of the local community should be included in the initial organization and operation of the charter school's governing body. A governing body on which a majority of members are parishioners of a particular church, for example, or are related, should be avoided.

AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of WASHOE)

COMES NOW Jason Guinasso, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 190 Huffaker lane, Suite 402 Reno, NV 89511

2. I intend to serve on the governing body of Y.E.S. Academy, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 28th day of August, 2014.

Signature: _____

SUBSCRIBED and sworn to before me by: Jason Guinasso

this 28th day of August, 2014.

_____, Notary Public

EMILY ANN LADOUCEUR
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 00-62374-2 - Expires October 1, 2016

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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

Jason Guinasso
Name Printed

Attorney
Title

August 28, 2014
Date

STATE OF NEVADA

COUNTY OF WASHOE

The foregoing instrument was subscribed and sworn before me this 28 day of August, 2014, by Jason Guinasso who is personally known to me.

Notary Public

(Seal)

EMILY ANN LADOUCEUR
Notary Public - State of Nevada
Appointment Recorded in Washoe County
No: 00-62374-2 - Expires October 1, 2016

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

Charter Schools are Public Schools

A charter school is a public school, supported by public funds, and is subject to most of the terms and conditions applicable to other publicly funded entities, including traditional public schools. A charter school's freedom from regulation is the freedom to use educational methods that are allowable by law, but not available in the school district in which the pupil resides.

The goal of all public schools, including charter schools, is to enable pupils to achieve the academic content standards identified by the state. State and federally mandated testing is the ultimate measure of whether schools have achieved this goal. Just as poorly performing traditional schools may be restructured, or even closed, by authorities outside the school, so may charter schools be restructured or closed. Additionally, charter schools:

- "Belong" to the public, the sponsor, and the governing body of the school. Charter schools do not belong to the "founder" of the school, or to any individual, group, foundation, educational management organization or other entity that was instrumental in the formation of the school; they do not belong to the school's administrator. Charter schools do not belong to individuals or other entities that donate funds to the school, regardless of the size of the donation.

- Must be non-religious in their programs, admission policies, governance, employment practices, and all other operations. The curriculum must be secular, and charter schools may not provide religious instruction.

- Must inform students in the community of the school's existence, and give all pupils an equal opportunity to attend the school. They may not discriminate on the basis of race, color, national origin, gender or disability. They may not "screen out," "counsel out," otherwise exclude, or inappropriately withdraw academically low-performing pupils. Except where specifically stated in law or regulation, they are subject to the same open-enrollment requirements as traditional public schools. Enrollment lotteries may be used only if the school is over-subscribed, and may not be manipulated to exclude low-performing pupils.

- May not require pupils and/or their parents or guardians to sign "contracts," "commitments," or other documents that can result in the removal, withdrawal, suspension or expulsion of the pupil from the school for reasons other than the reasons for suspension or expulsion stated in NRS 392.466. Those reasons are battery on an employee of the school, possession of a firearm or dangerous weapon, sale or distribution of a controlled substance, or status as a habitual disciplinary problem as defined by NRS

A conflict of interest is defined as an actual or perceived interest in an action that results in, or has the appearance of resulting in, personal, organizational or professional gain. A conflict of interest occurs when a governing body member acts on a school matter that could benefit or harm him or his immediate family members personally. This means:

- No employees of the school or their spouse may serve on the governing body of the school;
- No contractors with the school or their spouse may serve on the governing body of the school;
- The school may not purchase anything from a governing body member, and may not lease a facility from a governing body member.

Furthermore:

- There may be no more than two persons representing any particular organization or business on the governing body of the school;
- No governing body may serve more than one charter school. There may be no more than one person who serves on the governing body of two or more charter schools.

Use of Advisory Committees

A charter school may have an advisory committee that advises the governing body. For example, a Finance Advisory Committee could meet regularly and advise the governing body. Such a committee, appointed by the governing body and advising or making recommendations to the governing body, must abide by the Open Meeting Law. It is irrelevant whether all the persons on any *advisory* committee are affiliated with the same business or organization. There is nothing prohibiting any employee such as a classroom teacher from being on an advisory committee.

Miscellaneous

- Governing body members may not receive stipends for their service on charter school governing bodies unless authorized by law that defines the amount of the stipend.
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392.4655. Removal of a pupil from a charter school, except for suspension or expulsion pursuant to NRS 392.466, is solely the decision of the parent or guardian of the pupil. Any removal of a pupil from a charter school against the wishes of the parent or guardian must comply with NRS 392.467.

- Must provide special education services to pupils who qualify for such services.

Role of the Governing Body

The governing body of a charter school governs the school, maintains overall control of the school, and is responsible for the operation of the school. The school's administrator and all other employees and contractors, including educational management organizations, serve under the governing body, and are subject to the rulings of the governing body. The governing body critically evaluates the performance of the school's administrator and any contractors with the school, and replaces the administrator or contractor if he is not performing duties or providing services in a satisfactory manner.

Personal Liability

The Nevada Department of Education can only give general advice regarding personal liability for charter school governing body members; governing body members are advised to consult their legal counsel for specific legal advice.

In general, charter school governing body members receive the same protection from personal liability that school district boards of trustees members receive. These protections are stated in Chapter 41 of the Nevada Revised Statutes (NRS). Interested parties are referred to:

- NRS 41.307, which adds employees of charter schools to the definition of "employee" as used in Chapter 41 (as used in NRS 41.0305 – 41.039, the word "employee" includes employees of charter schools), and;

- NRS 41.032 and 41.0337. Charter school governing body members, like school board trustees, are protected by these statutes from personal liability and provided immunity if they are acting within the scope of their public duties as charter school governing body members.

Open Meeting Law

Charter school governing bodies must comply with the provisions of Nevada's Open Meeting Law. A guide to the Open Meeting Law may be obtained from the Nevada Attorney General's website: ag.state.nv.us

Compliance with the Local Government Purchasing Act and Avoidance of Conflict of Interest

AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW William John Wynn, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 3810 Herons Landing Drive Reno NV 89502

2. I intend to serve on the governing body of Y.E.S. Academy, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 13 day of August, 2014.

Signature: WJW

SUBSCRIBED and sworn to before me by: William John Wynn

this 13th day of AUG., 2014.

Donna M. Flanigan, Notary Public

DONNA M. FLANIGAN
Notary Public, State of Nevada
Appointment No. 11-5464-2
My Appt. Expires Aug 26, 2015

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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.

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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.

W. J. W

Signature of Certifying Charter School Official

William John Wynn

Name Printed

President

Title

8-13-14

Date

Subscribed and sworn to before me Donna M. Flanigan

This 13th day of AUG. 2014

date month year

(Notary Public Seal)

DONNA M. FLANIGAN
Notary Public, State of Nevada
Appointment No. 11-5464-2
My Appt. Expires Aug 26, 2015

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

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Role of the Governing Body

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- NRS 41.032 and 41.0337. Charter school governing body members, like school board trustees, are protected by these statutes from personal liability and provided immunity if they are acting within the scope of their public duties as charter school governing body members.

Open Meeting Law

Charter school governing bodies must comply with the provisions of Nevada's Open Meeting Law. A guide to the Open Meeting Law may be obtained from the Nevada Attorney General's website: ag.state.nv.us

Compliance with the Local Government Purchasing Act and Avoidance of Conflict of Interest

A conflict of interest is defined as an actual or perceived interest in an action that results in, or has the appearance of resulting in, personal, organizational or professional gain. A conflict of interest occurs when a governing body member acts on a school matter that could benefit or harm him or his immediate family members personally. This means:

- No employees of the school or their spouse may serve on the governing body of the school;

- No contractors with the school or their spouse may serve on the governing body of the school;

- The school may not purchase anything from a governing body member, and may not lease a facility from a governing body member.

Furthermore:

- There may be no more than two persons representing any particular organization or business on the governing body of the school;

- No governing body may serve more than one charter school. There may be no more than one person who serves on the governing body of two or more charter schools.

Use of Advisory Committees

A charter school may have an advisory committee that advises the governing body. For example, a Finance Advisory Committee could meet regularly and advise the governing body. Such a committee, appointed by the governing body and advising or making recommendations to the governing body, must abide by the Open Meeting Law. It is irrelevant whether all the persons on any *advisory* committee are affiliated with the same business or organization. There is nothing prohibiting any employee such as a classroom teacher from being on an advisory committee.

Miscellaneous

- Governing body members may not receive stipends for their service on charter school governing bodies unless authorized by law that defines the amount of the stipend.

- Diverse segments of the local community should be included in the initial organization and operation of the charter school's governing body. A governing body on which a majority of members are parishioners of a particular church, for example, or are related, should be avoided.

AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW Marcelo F. Vazquez, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 2401 Harvard Way, #156 Reno, NV.

2. I intend to serve on the governing body of Y.E.S. Academy, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 12th day of August, 2014

Signature: [signature]

State of Nevada
County of Washoe

SUBSCRIBED and sworn to before me by: Marcelo F Vazquez

this 12th day of August, 2014.

[signature], Notary Public

LINDA SCOTT
Notary Public, State of Nevada
Appointment No. 94-2736-2
My Appt. Expires Dec 30, 2015

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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.

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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

Marcelo F. Vazquez
Name Printed

Associate Dean of Students
Title

8-11-14
Date

University of Nevada, Reno

Subscribed and sworn to before me
State of Nevada
County of Washoe

This 11th day of Aug 2014
date month year

(Notary Public Seal) Victoria Ann Crockett

VICTORIA ANN CROCKETT
Notary Public - State of Nevada
County of Washoe
APPT. NO. 02-75650-2
My App. Expires Jun. 30, 2018

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

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AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW Sithtra Chhay, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 1413 N. Carson St.
Carson City, NV 89701

2. I intend to serve on the governing body of Y.E.S. Charter School a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.

7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 25 day of August, 2014.

Signature: _____

SUBSCRIBED and sworn to before me by: Sithtra Chhay.

this 25 day of August, 2014.

_____, Notary Public

GUISSELL DELAVEGA
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 8-27-2014
Certificate No: 10-3104-2

Statement of Assurances

1. The charter school herein named, Y.E.S. (Youth Empowered to Succeed) Academy of Performing & Fine Arts 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.

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4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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;
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   - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
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   - 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

Sithtra Chhay
Name Printed

Treasurer
Title

8/25/14
Date

Subscribed and sworn to before me

This 25 day of August 2014
date month year

(Notary Public Seal)

GUISSELL DELAVEGA
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 8-27-2014
Certificate No: 10-3104-2

Matters of Concern to Nevada Charter School Governing Body Members

Revised July 26, 2007

Charter Schools are Public Schools

A charter school is a public school, supported by public funds, and is subject to most of the terms and conditions applicable to other publicly funded entities, including traditional public schools. A charter school's freedom from regulation is the freedom to use educational methods that are allowable by law, but not available in the school district in which the pupil resides.

The goal of all public schools, including charter schools, is to enable pupils to achieve the academic content standards identified by the state. State and federally mandated testing is the ultimate measure of whether schools have achieved this goal. Just as poorly performing traditional schools may be restructured, or even closed, by authorities outside the school, so may charter schools be restructured or closed. Additionally, charter schools:

- "Belong" to the public, the sponsor, and the governing body of the school. Charter schools do not belong to the "founder" of the school, or to any individual, group, foundation, educational management organization or other entity that was instrumental in the formation of the school; they do not belong to the school's administrator. Charter schools do not belong to individuals or other entities that donate funds to the school, regardless of the size of the donation.

- Must be non-religious in their programs, admission policies, governance, employment practices, and all other operations. The curriculum must be secular, and charter schools may not provide religious instruction.

- Must inform students in the community of the school's existence, and give all pupils an equal opportunity to attend the school. They may not discriminate on the basis of race, color, national origin, gender or disability. They may not "screen out," "counsel out," otherwise exclude, or inappropriately withdraw academically low-performing pupils. Except where specifically stated in law or regulation, they are subject to the same open-enrollment requirements as traditional public schools. Enrollment lotteries may be used only if the school is over-subscribed, and may not be manipulated to exclude low-performing pupils.

- May not require pupils and/or their parents or guardians to sign "contracts," "commitments," or other documents that can result in the removal, withdrawal, suspension or expulsion of the pupil from the school for reasons other than the reasons for suspension or expulsion stated in NRS 392.466. Those reasons are battery on an employee of the school, possession of a firearm or dangerous weapon, sale or distribution of a controlled substance, or status as a habitual disciplinary problem as defined by NRS

392.4655. Removal of a pupil from a charter school, except for suspension or expulsion pursuant to NRS 392.466, is solely the decision of the parent or guardian of the pupil. Any removal of a pupil from a charter school against the wishes of the parent or guardian must comply with NRS 392.467.

- Must provide special education services to pupils who qualify for such services.

Role of the Governing Body

The governing body of a charter school governs the school, maintains overall control of the school, and is responsible for the operation of the school. The school's administrator and all other employees and contractors, including educational management organizations, serve under the governing body, and are subject to the rulings of the governing body. The governing body critically evaluates the performance of the school's administrator and any contractors with the school, and replaces the administrator or contractor if he is not performing duties or providing services in a satisfactory manner.

Personal Liability

The Nevada Department of Education can only give general advice regarding personal liability for charter school governing body members; governing body members are advised to consult their legal counsel for specific legal advice.

In general, charter school governing body members receive the same protection from personal liability that school district boards of trustees members receive. These protections are stated in Chapter 41 of the Nevada Revised Statutes (NRS). Interested parties are referred to:

- NRS 41.307, which adds employees of charter schools to the definition of "employee" as used in Chapter 41 (as used in NRS 41.0305 – 41.039, the word "employee" includes employees of charter schools), and;

- NRS 41.032 and 41.0337. Charter school governing body members, like school board trustees, are protected by these statutes from personal liability and provided immunity if they are acting within the scope of their public duties as charter school governing body members.

Open Meeting Law

Charter school governing bodies must comply with the provisions of Nevada's Open Meeting Law. A guide to the Open Meeting Law may be obtained from the Nevada Attorney General's website: ag.state.nv.us

Compliance with the Local Government Purchasing Act and Avoidance of Conflict of Interest

A conflict of interest is defined as an actual or perceived interest in an action that results in, or has the appearance of resulting in, personal, organizational or professional gain. A conflict of interest occurs when a governing body member acts on a school matter that could benefit or harm him or his immediate family members personally. This means:

- No employees of the school or their spouse may serve on the governing body of the school;

- No contractors with the school or their spouse may serve on the governing body of the school;

- The school may not purchase anything from a governing body member, and may not lease a facility from a governing body member.

Furthermore:

- There may be no more than two persons representing any particular organization or business on the governing body of the school;

- No governing body may serve more than one charter school. There may be no more than one person who serves on the governing body of two or more charter schools.

Use of Advisory Committees

A charter school may have an advisory committee that advises the governing body. For example, a Finance Advisory Committee could meet regularly and advise the governing body. Such a committee, appointed by the governing body and advising or making recommendations to the governing body, must abide by the Open Meeting Law. It is irrelevant whether all the persons on any *advisory* committee are affiliated with the same business or organization. There is nothing prohibiting any employee such as a classroom teacher from being on an advisory committee.

Miscellaneous

- Governing body members may not receive stipends for their service on charter school governing bodies unless authorized by law that defines the amount of the stipend.

- Diverse segments of the local community should be included in the initial organization and operation of the charter school's governing body. A governing body on which a majority of members are parishioners of a particular church, for example, or are related, should be avoided.

AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW Luthene Andrews, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 7626 Rhinestone Cir. Reno, NV 89511

2. I intend to serve on the governing body of Y. E. S., a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

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7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 3rd day of December, 2014.

Signature: Luthene Andrews

SUBSCRIBED and sworn to before me by: Luthene Andrews

this 3rd day of December, 2014.

CJohnson, Notary Public

CRYSTAL JOHNSON
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 03-28-18
Certificate No: 14-13491-2

Statement of Assurances

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Luthene Andrews
Signature of Certifying Charter School Official

Luthene Andrews
Name Printed

Boardmember
Title

Dec. 3, 2014
Date

Subscribed and sworn to before me

This 3rd (date) day of Dec. (month), 2014 (year)

CRYSTAL JOHNSON
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 03-28-18
Certificate No: 14-13491-2

(Notary Public Seal)

* Loose Certificate to Statement of Assurances *

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AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of WASHOE)

COMES NOW THOMAS Bailey, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 213 GALENA Ave
Hailey ID 83333

2. I intend to serve on the governing body of YES ACADEMY, a public charter school in Nevada.

3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.

4. There are not any such charges pending to the best of my knowledge.

5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.

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7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 24 day of NOVEMBER, 2014.

Signature: Thomas Bailey

SUBSCRIBED and sworn to before me by: JANE DYNDIUK

this 24th day of November, 2014.

Jane N Dyndiuk, Notary Public

JANE N DYNDIUK
Notary Public
State of Idaho

Statement of Assurances

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Thomas Bailey
Signature of Certifying Charter School Official

THOMAS BAILEY
Name Printed

PROPOSED EXECUTIVE DIR/PRINCIPAL
Title

24 NOV 2014
Date

Subscribed and sworn to before me Jane N Dyndiuk

This 24th day of November 2014
date month year

(Notary Public Seal)

JANE N DYNDIUK
Notary Public
State of Idaho

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.3.3, Organizational Chart

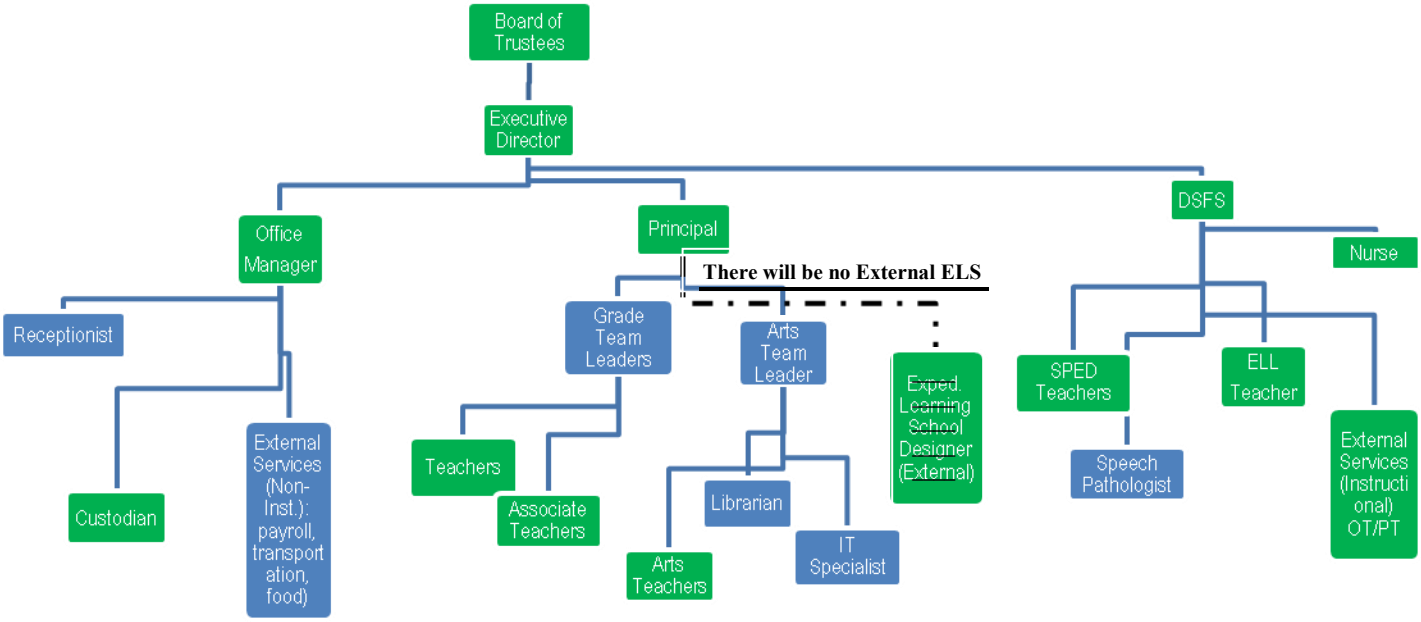
Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.3.3, Organizational Chart** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

ORGANIZATIONAL CHART

The School will be governed by the Board of Trustees ("the Board") pursuant to the charter and applicable law. Within the governance framework, the Board will exercise its authority and meet its responsibilities utilizing nonprofit board best practices. The Executive Director will report to the Board and be responsible for the day-to-day operations and management of the School, as well as being the educational leader of the School. The Y.E.S. Academy's School Leadership Team (SLT) will report to the Executive Director. The remaining reporting relationships are outlined in the enclosed organizational chart, which describes our structure (green indicates positions included in our first year):



The Executive Director will oversee the management of Y.E.S. Academy and report to the Board of Trustees. Duties to include:

a. Representing the educational program staff to the Board
b. Hiring, managing and developing the Principal and leading the SLT and Office Manager
c. Overseeing Y.E.S. Academy's financial resources
d. Establishing a school-wide culture aligned with Y.E.S. Academy's Mission
e. Managing family and community relationships
f. Managing school facilities planning and maintenance

The Principal will oversee the educational program of Y.E.S. Academy and report to the Executive Director. Duties to include:

a. Hiring, management and development of all instructional staff
b. Selection, development and evaluation of curriculum
c. Collecting, analyzing and reporting of academic data
d. Responding to student behavioral management issues
~~e. Selection and management of outside service providers related to instruction, including Expeditionary Learning School Designer~~

Response to Denial Questions & Response #2

Expeditionary Learning Schools (ELS) is a comprehensive K-12 educational design that combines rigorous academic content and real world projects called Learning Expeditions with active teaching and community service. The ELS model is an outstanding form of teaching that engages students with a variety of learning styles. The Proposed Executive Director/Principal, Thomas Bailey, is a licensed School Superintendent who has been trained and is very familiar with the Expeditionary Learning academic model. He plans to encourage the teachers to work on designing projects during their collaboration time. Teachers will be doing at least 1 thematic based project per semester.

This school reform model focuses on teaching in an engaging way while emphasizing learning by doing, character growth, teamwork, and literacy. The ELS approach is experiential and project-based, involving students in original research - with experts - to create high-quality products for audiences beyond the classroom. Schools in the ELS program build cultures of high academic and social standards by designing Learning Expeditions aligned with district and state standards, grouping students heterogeneously, and supporting all students to achieve beyond their expectations.

The principles and practices of ELS learning are research-based, and the ELS approach to teaching has been proven effective by third-party research conducted by the Rand Corporation, the Academy for Educational Development, the American Institutes for Research, and the National Staff Development Council. A 2002 meta-analysis of twenty-nine comprehensive school reform models by the Center for Research on the Education of Students at Risk gave Expeditionary Learning the highest rating given to any model created in the previous ten years.

The model emphasizes teamwork. Students are combined into "crews" and a staff member is assigned to each crew as their academic advisor, primary parent contact, and mentor. Attention is placed on hands-on teaching techniques, and students are encouraged to "seek" their answers to problems and assignments, individually and through teams. All subjects center around an assigned expedition (such as health and fitness, the environment, etc.) which will spark students' interest, support critical literacy, promote character development, create a sense of adventure, and foster an ethic of service. To date, more than 150 urban, rural, and suburban schools across the country have adopted the ELS model.

~~**The Expeditionary Learning School Designer**, though not a paid employee of the school, will report to and work closely with the Principal and all teachers to provide on-site coaching that includes:~~

~~a. Leading staff training~~
~~b. Coaching grade level teams~~
~~c. Curriculum planning with teams and individual teachers~~
~~d. Presenting to constituent groups about the school and the EL model~~
~~e. Assessing and providing feedback on the school's implementation of the EL model~~

The Director of Student and Family Services oversees the identification and support of the individual needs of all Y.E.S. Academy students. Duties to include:

a. Management of the Special Education program, including the coordination of contracted student services like occupational, speech and behavioral therapy.
b. Communicating with families to ensure that individual needs of all students are met
c. Collecting, analyzing and reporting nonacademic data

The Office Manager will oversee and implement school operations and report to the ED. Duties to include:

a. Tracking deposits and billing
b. Working with a payroll services provider to manage payroll
c. Managing student files
d. Working with vendors and contracts
e. Managing the food services provider
f. Managing contracted technology support

Teachers/Performing Arts Teachers will be responsible for implementing the educational program and report to the Principal. Classroom teachers will work primarily in grade-level teams to support groups of students. Duties:

a. Planning and implementation of academic program
b. Maintaining family relations
c. School-wide responsibilities, including planning Town Hall Meetings, contributing to site-based professional development and documenting student work and instructional best practices
d. Mentoring Associate Teachers (voluntary)
e. Leading after-school clubs and sports (voluntary)

Special Education Teachers will **eventually** report to the Director of Student and Family Services and work with classroom teachers to implement the educational program as part of a grade level team, sharing the above listed duties of classroom teachers in addition to:

- Managing a caseload of students by grade level
- Tracking IEP progress and planning and overseeing the annual review process
- Communicating with classroom teachers on a regular basis about IEP goals, student's accommodations, and 504 Accommodation plans

Arts and Media Specialists (includes IT Specialist, and Librarian) will report to the Principal and work to ensure that Y.E.S. Academy students master essential Arts standards, both by leading school-wide instruction in the visual and performing arts, PE, technology and library skills and working with classroom teachers to integrate essential skills and content in these subjects into expeditions and other class work.

Associate Teachers will work with classroom teachers to implement the educational program as part of a grade level team. Associate teachers will not be responsible for lesson or long term planning, but may take on greater responsibilities as they gain experience. Associate teachers will report to the Principal and receive coaching from a mentor classroom teacher.

The Nurse will oversee the health and wellness needs of all students at Y.E.S. Academy.

The Custodian will ensure that all spaces at Y.E.S. Academy are safe, orderly and clean.

Food Service will ensure the students receive lunch daily and manage the Food Services for the charter school.

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: B.3.7, Lottery Description

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **B.3.7, Lottery Description** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

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." "…If 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.

Lottery exemptions are identified in NRS 386.580(2).

- We will adopt the following NRS 386.580(2) and/or NRS 386.520(5)(p) lottery exemptions:
  - Sibling of a pupil who is currently enrolled in the school;
  - A child of a person who is:
    - employed by the school; or
    - a member of the Committee to Form the School or the Governing Body (Board).
  - A child who resides within the school district and within 2 miles of the school (only if the school is located in an area that includes a large percentage of at-risk pupils);
  - A child who is in a particular category of at-risk pupils pursuant to NRS 386.520(5)(p). As stated in the Cover Sheet of our charter school application and elaborated upon in A.7 of the application, we will employ the provisions of NRS 386.520(5)(p).

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, the school will limit enrollment for maximum of 300 or the building capacity as determined by local building/health officials and that which is allowed by NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from May 1 to May 15 **[an applicant may choose other dates that comply with NAC 386.135, but the window must be "open" for a reasonable amount of time]** 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. 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.

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: C.1.1, Budget

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **C.1.1, Budget** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement

JULIA TESKA
Deputy Superintendent
Business and Support Services

STATE OF NEVADA

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 – 9101
http://www.doe.nv.gov

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
http://teachers.nv.gov

DENA DURISH
Deputy Superintendent
Educator Effectiveness

Y.E.S. Academy of Performing & Fine Arts herewith submits the TENTATIVE budget for the fiscal year ending June 30, 2016

This budget contains 1 governmental fund types with estimated expenditures of $ 2,018,495 and _____ proprietary funds with estimated expenses of $ _____ .

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

I, _____
(Print Name of Governing Board President)

_____
(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

APPROVED BY THE GOVERNING BOARD

_____
_____
_____
_____
_____
_____
_____
_____

SCHEDULED PUBLIC HEARING:

Date and Time: _____ Publication Date _____

Place: _____
_____

Form 1
12/9/2014

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

			WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/14		WEIGHTED ACTUAL CURRENT YEAR ENDING 06/30/15		WEIGHTED ESTIMATED YEAR ENDING 06/30/16
1.	Pre-kindergarten (NRS 388.490)	0 x .6 =	0.0	0 x .6 =	0.0	0 x .6 =	0.0
2.	Kindergarten	0 x .6 =	0.0	14 x .6 =	0.0	20 x .6 =	0.0
3.	Elementary		0		0		0
4.	Secondary		0		300		375
5.	Ungraded		0		0		0
6.	Subtotal		0.0		300.0		375.0
7.	Students transported into Nevada from out-of-state		0		0		0
8.	Students transported to another state		0		0		0
9.	Total WEIGHTED enrollment		0.0		300.0		375.0
10.	Hold Harmless						

11. Basic support per pupil amount, Year Ending 06/30/16 — 5,585
Estimated per SB522 77th session
Fill in information for each district:

Use rates below:

School District	2015-2016 Rate revised 5/24/2013	WEIGHTED 2015-2016 Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	$ 6,643	0.0	$0	$ 1,086
Churchill	$ 6,629	0.0	$0	$ 1,069
Clark	$ 5,544	0.0	$0	$ 997
Douglas	$ 5,998	0.0	$0	$ 2,386
Elko	$ 6,692	0.0	$0	$ 1,113
Esmeralda	$ 15,798	0.0	$0	$ 8,308
Eureka	$ 100	0.0	$0	$ 43,870
Humboldt	$ 5,409	0.0	$0	$ 2,047
Lander	$ 385	0.0	$0	$ 9,884
Lincoln	$ 10,500	0.0	$0	$ 1,295
Lyon	$ 7,186	0.0	$0	$ 922
Mineral	$ 9,622	0.0	$0	$ 1,683
Nye	$ 7,085	0.0	$0	$ 1,368
Pershing	$ 8,738	0.0	$0	$ 2,272
Storey	$ 8,455	0.0	$0	$ 6,494
Washoe	$ 5,585	300.0	$1,675,500	$ 1,138
White Pine	$ 7,315	0.0	$0	$ 1,902
Multidistict		300.0	$1,675,500	5,585

12. Estimated "Outside Revenue" (Supplemental Support) per pupil — $1,138
This is the per pupil share of local taxes, etc, from the district.

		Total Weighted-#9	Hold Harmless-#10
13.	Total basic support for enrollee including outside revenue	$ 2,521,125.00	$ -

14. Estimated number of special education program units _____ (Should be 0 or 2 maximum - see prior year allotment)
X _____ amount per unit $0

		Total Weighted	Hold Harmless
15.	TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)	$ 2,521,125.00	$ -

Fiscal Year 2015-2016 Charter School Y.E.S. Academy of Performing & Fine Arts

Form 2 Enrollment - DSA 12/9/2014

Form 3 Y.E.S. Academy of Performing & Fine Arts REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations		18,000	36,000		
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	18,000	36,000	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)		2,016,900	2,521,125		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	2,016,900	2,521,125	0	0

REVENUE	(1) ACTUAL PRIOR YEAR ENDING	(2) ESTIMATED CURRENT YEAR ENDING	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE	(4) FINAL	(4) AMENDED FINAL

		06/30/14	06/30/15	APPROVED	APPROVED	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	0

OTHER RESOURCES AND FUND BALANCE		(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(4) AMENDED 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	0
8000 OPENING FUND BALANCE						
Reserved Opening Balance						
Unreserved Opening Balance						
TOTAL OPENING FUND BALANCE		0	0	0	0	0
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES		0	2,034,900	2,557,125	0	0

Y.E.S. Academy of Performing & Fine Arts Form 4 PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries		718,400	730,400		
200 Benefits		345,508	410,025		
300/400/500 Purchased Services		15,000	20,000		
600 Supplies		10,000	15,000		
700 Property		15,000	20,000		
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					
100 TOTAL REGULAR PROGRAMS	0	1,103,908	1,195,425	0	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	0

Y.E.S. Academy of Performing & Fine Arts	(1) ACTUAL PRIOR	(2) ESTIMATED CURRENT	(3) BUDGET YEAR ENDING 01/00/00	(4)	(5) AMENDED

PROGRAM FUNCTION OBJECT	YEAR ENDING 06/30/14	YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries		45,000	90,000		
200 Benefits		13,200	26,400		
300/400/500 Purchased Services		10,000	15,000		
600 Supplies		5,000	10,000		
700 Property		5,000	10,000		
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	78,200	151,400	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					

300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Y.E.S. Academy of Performing & Fine Arts

Budget Fiscal Year 2015-2016

Form 4 Expenditures

12/9/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					

100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
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	0

Y.E.S. Academy of Performing & Fine Arts

Budget Fiscal Year 2015-2016

Form 4 Expenditures

12/9/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					

800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0				0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	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
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0				0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries		28,800	57,600		
200 Benefits		13,200	26,400		
300/400/500 Purchased Services		180,000	240,000		
600 Supplies		90,000	110,000		
700 Property					
800 Other					
2600 SUBTOTAL	0	312,000	434,000	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	**0**	**312,000**	**434,000**	**0**	**0**
3100 Food Service					
100 Salaries		22,200	22,200		
200 Benefits		13,200	13,200		
300/400/500 Purchased Services					
600 Supplies		67,500	135,000		
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	102,900	170,400	0	0

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Y.E.S. Academy of Performing & Fine Arts

Budget Fiscal Year 2015-2016

Form 4 Expenditures

12/9/2014

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING	(2) ESTIMATED CURRENT YEAR ENDING	(3) BUDGET YEAR ENDING 06/30/16 TENTATIVE	(4) FINAL	(5) AMENDED FINAL

	06/30/14	06/30/15	APPROVED	APPROVED	APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	**0**	**0**	**0**	**0**	**0**
5000 Debt Service		305,535	381,168		
000 TOTAL UNDISTRIBUTED	0	720,435	985,568	0	0
TOTAL ALL EXPENDITURES	**0**	**1,902,543**	**2,332,393**	**0**	**0**
6300 **Contingency** (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXX		41,134		
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	41,134	0	0
TOTAL APPLICATIONS	**0**	**1,902,543**	**2,373,527**	**0**	**0**

CHECKS: Contingency cannot exceed:	XXXXXXXX	**57,076**	**69,972**	**0**	**0**
Calculated Total Ending Fund Balance:	**0**	**132,357**	**224,732**		**0**

TENTATIVE BUDGET 2015-2016	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	718,400	345,508	40,000	1,103,908
200 Special	45,000	13,200	20,000	78,200
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	763,400	358,708	60,000	1,182,108
000 Undistributed Expenditures				
2000 Support Services	28,800	13,200	270,000	312,000
3100 Food Service	22,200	13,200	67,500	102,900
4000 Facility Acquisition and Construction				
5000 Debt Service			305,535	305,535
6300 Contingency				
8000 Ending Balance				
UNDISTRIBUTED TOTALS	51,000	26,400	397,035	720,435
TOTAL ALL FUNDS TENTATIVE	814,400	385,108	457,035	1,902,543

FINAL BUDGET 2015-2016	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
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Y.E.S. Academy of Performing & Fine Arts Budget Fiscal Year 2015-2016

Form 5 Exp Summary Page 1 of 1 12/9/2014

FINAL AMENDED BUDGET - Estimated	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
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL FINAL AMENDED BUDGET	0	0	0	0

Y.E.S. Academy of Performing & Fine Arts Budget Fiscal Year 2015-2016

Form 5 Exp Summary Page 2 of 2 12/9/2014

Form 6 **PROPRIETARY OR ENTERPRISE FUND**

Y.E.S. Academy of Performing & Fine Arts

Fund:	(1)	(2)	(3)	(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/16	
REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/14	CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED
1000 LOCAL SOURCES				
1300 Tuition				
1400 Transportation Fees				
1500 Investment Income				
1600 Food Services				
1700 Direct Activities				
1800 Community Service Activities				
1900 Other Revenues				
TOTAL LOCAL SOURCES	0	0	0	0
3000 REVENUE FROM STATE SOURCES				
3100 Unrestricted Grants-in-Aid				
3200 State Govt Restricted Funding				
TOTAL STATE SOURCES	0	0	0	0
4000 FEDERAL SOURCES				
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt				
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				
TOTAL FEDERAL SOURCES	0	0	0	0
5000 OTHER FINANCING SOURCES				
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				
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
TOTAL ALL RESOURCES	0	0	0	0

Form 6 Proprietary/Enterprise	(1)	(2)	(3)	(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/10	
	ACTUAL PRIOR YEAR ENDING	CURRENT YEAR ENDING	TENTATIVE	FINAL

FUNCTION / OBJECT	06/30/08	06/30/09	APPROVED	APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Y.E.S. Academy of Performing & Fine Arts

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11	6 - Medium-Term Financing - Lease Purchase
1 - General Obligation Bonds	7 - Capital Leases
2 - G. O. Revenue Supported Bonds	8 - Special Assessment Bonds
3 - G. O. Special Assessment Bonds	9 - Mortgages
4 - Revenue Bonds	10 - Other (Specify Type)
5 - Medium-Term Financing	11 - Proposed (Specify Type)

(1) NAME OF LOAN **List and Subtotal By Fund**	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2015	(9) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/16 INTEREST PAYABLE	(10) PRINCIPAL PAYABLE	(11) (9) + (10) 6/30/2016 TOTAL
FUND:										
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
										$0
TOTAL ALL DEBT SERVICE			**$0**				**$0**	**$0**	**$0**	**$0**

Y.E.S. Academy of Performing & Fine Arts

REPORT FOR ALL FUNDS	2015-2016	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	**Revenue CODES**	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD
Nevada Individuals	**1310/1410**				
Nevada School Districts	**1321/1421**				
Out-of-state Individuals	**1310/1410**				
Out-of-State School Districts	**1331/1431**				
		$0	$0	$0	$0

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	**Object Codes**	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		$0	$0	$0	$0

FUND TRANSFERS 2015-2016	TRANSFERS IN		TRANSFERS OUT	
(1) FUND TYPE	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

L O B B Y E X P E N S E S 2015-2016

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

1. Activity: _____

2. Funding Source: _____

3. Transportation $ _____

4. Lodging and meals $ _____

5. Salaries and Wages $ _____

6. Compensation to lobbyists $ _____

7. Entertainment $ _____

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

Total $ _____ -

Entity: _____

Lobbying Expense Estimate,

Y.E.S. Academy of Performing & Fine Arts Budget Fiscal Year 2015-2016

Form 10 LOBBY EXPENSE 12/9/2014

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: C.1.2, Budget Narrative

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **C.1.2, Budget Narrative** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Y.E.S. Academy of Performing & Fine Arts Charter School

PROGRAM OR FUNCTION: Performing & Fine Arts 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				
	Executive Director/Principal	1	Monthly	$8,333.33	$100,000.00
	Special Education	1	Monthly	$3,750.00	$45,000.00
	Office Manager	1	Monthly	$3,500.00	$42,000.00
	Teachers	12	Monthly	$3,333.33	$480,000.00
	Counselor	PTE 1	Monthly	$2,500.00	$30,000.00
	Registrar	1	Monthly	$3,000.00	$36,000.00
	Executive Assistant	1	Monthly	$2,533.33	$30,400.00
	Custodian	1	Monthly	$2,400.00	$28,800.00
	Food Service	1	Hourly	$15.00	$22,200.00
		20			
	NARRATIVE Y.E.S. Academy will have 300 students in the first year with 18 FTE and 1 PTE. Please note the following: 1 FTE - Executive Director/Principal salary; $100,000 per year 1 FTE - Special Education Teacher salary; $45,000 per year 1 FTE - Office Manager salary; $42,000 per year 12 FTE - Teachers salary is based on an average of $40,000 a year per teacher 1 PTE - Counselors salary; $30,000 1 FTE Registrar salary; $36,00 1 FTE Executive Assistant salary; $30,400 1 FTE Custodian Salary; $28,880 1 FTE Food Service salary; $22,200				
				TOTAL	$814,400.00
200	BENEFITS				$0.00
	Office Manager	1	Monthly	$1,100.00	$13,200.00
	Special Education	1	Monthly	$1,100.00	$13,200.00
	Teachers	12	Monthly	$13,200.00	$158,400.00
	Registrar	1	Monthly	$1,100.00	$13,200.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Y.E.S. Academy of Performing & Fine Arts Charter School

PROGRAM OR FUNCTION: Performing & Fine Arts FISCAL YEAR: 2015-2016

	Executive Assistant	1	Monthly	$1,100.00	$13,200.00
	Custodian	1	Monthly	$1,100.00	$13,200.00
	Food Service	1	Monthly	$1,100.00	$13,200.00
	PERS 13.25% of Salaries	18	Annually	$2,941.50	$107,908.00
	NARRATIVE Health Benefits estimate is $1,100 per employee. We will pay 100% for each employee. Employee is responsibel for their family members. The employee and the employer each make a contribution to PERS. The employee contribution to PERS under this plan is 13.25% and the employer contribution is 13.25%. This cost does not include Executive Director/Principal and PT Counselor.				
				TOTAL	$345,508.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				$0.00
					$0.00
	Special Education				$10,000.00
	Liability and Property Insurance	1	Annually	$1,100.00	$13,200.00
	NV State Substitute Teacher	Day	182	$82.00	$15,000.00
	NARRATIVE Budgeted for various Special Education expense/services. Budgeted for various Substitiute Teachers throughout the year. This amount is for a total of 182 days total, not per teacher.				
				TOTAL	$38,200.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Y.E.S. Academy of Performing & Fine Arts Charter School

PROGRAM OR FUNCTION: Performing & Fine Arts FISCAL YEAR: 2015-2016

400	PURCHASED PROPERTY				$0.00
	School Equipment				$15,000.00
	Performing Art Equipment				$5,000.00
	NARRATIVE Estimated Equipment cost for Classroom and Office Equipment which includes computer and software. Estimated cost for Performing Arts Equipment. Performing Arts Equipment for Classrooms				
				TOTAL	$20,000.00
500	OTHER PURCHASED SERVICES				$0.00
	Lease Payment	12	Monthly	$15,000.00	$180,000.00
	Utilities	12	Monthly	$7,500.00	$90,000.00
					$0.00
					$0.00
					$0.00
	NARRATIVE Estimate monthly Lease Payments at $15,000 per month and Utilities at $7,500 per month				
				TOTAL	$270,000.00
600	SUPPLIES				$0.00
	Food Service Supplies	180	Days	$375.00	$67,500.00
	Textbook/Classroom Supplies	1	Once	$10,000.00	$10,000.00
	Performing Arts Supplies	12	Months	$454.54	$5,000.00
	Building/Maintenance	12	Months	$2,500.00	$30,000.00
					$0.00
					$0.00
	NARRATIVE Food Service Supplies estimated $2.50 per meal x 180 days per year = $450 per year. Average 150 children x $450 per year = $67,500 or $375 per day Estimated Textbook and Classroom Supplies to be $10,000 the first year. 25 books in each classroom				

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Y.E.S. Academy of Performing & Fine Arts Charter School

PROGRAM OR FUNCTION: Performing & Fine Arts FISCAL YEAR: 2015-2016

	Estimated Performing Arts supplies for all classrooms at $5,000 for the first year. **Estimated $2,500 a month for Building and Maintenance Supplies for a total of $30,000 for the year.**		
		TOTAL	**$112,500.00**

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: Y.E.S. Academy of Performing & Fine Arts Charter School

PROGRAM OR FUNCTION: Performing & Fine Arts FISCAL YEAR: 2015-2016

800	DEBT SERVICE AND				$0.00
	MISCELLANEOUS				$0.00
	SPCSA Annaul Fee	1.50%	Year	$305,535.00	$305,535.00
	NARRATIVE 1.5% of total revenue paid annually to the State Public Charter School Authority.				
				TOTAL	$305,535.00
				Subtotal Objects 100-600 & 800	$1,906,143.00
Approved Indirect Cost Rate:		0.00%		X Subtotal	$0.00
700	EQUIPMENT				$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
	NARRATIVE				
				TOTAL	$0.00
				GRAND TOTAL	$1,906,143.00

Posted 8/26/2009

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: C.1.3, Cash Flow Statement

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **C.1.3, Cash Flow Statement** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

THE CASH FLOW STATEMET IS INCLUDED IN THE BUDGET C.1.1

PLEASE SEE PAGE TITLED "FORM 11 CASH FLOW"

Y.E.S. Academy of Performing & Fine Arts **CASH FLOW STATEMENT**

2015-2016	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct	$ 2,016,900.00												$ 2,016,900.00		$ 2,016,900.00
Donations	$ 18,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 40,000.00		$ 40,000.00
Federal Grant A													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
Total Revenues	$ 2,034,900.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,056,900.00	$ -	$ 2,056,900.00
Total Revenues Y-T-D	$ 2,034,900.00	$ 2,036,900.00	$ 2,038,900.00	$ 2,040,900.00	$ 2,042,900.00	$ 2,044,900.00	$ 2,046,900.00	$ 2,048,900.00	$ 2,050,900.00	$ 2,052,900.00	$ 2,054,900.00	$ 2,056,900.00			
EXPENDITURES															
Salaries & Benefits															
Salaries	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 67,866.66	$ 814,399.92		$ (814,399.92)
Benefits	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 28,792.33	$ 345,507.96		$ (345,507.96)
Total Salaries & Ben	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 96,658.99	$ 1,159,907.88	$ -	$ (1,159,907.88)
Operating															
Supplies	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 7,441.66	$ 89,299.92		$ (89,299.92)
Rent	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 180,000.00		$ (180,000.00)
Utilities	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 90,000.00		$ (90,000.00)
Contracts	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Textbooks	$ 10,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000.00		$ (10,000.00)
Equipment	$ 15,000.00	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 454.54	$ 19,999.94		$ (19,999.94)
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
													$ -		$ -
Total Expenses	**$ 151,600.65**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 127,055.19**	**$ 1,549,207.74**	**$ -**	**$ (1,549,207.74)**
Total Expenses Y-T-D	$ 151,600.65	$ 278,655.84	$ 405,711.03	$ 532,766.22	$ 659,821.41	$ 786,876.60	$ 913,931.79	$ 1,040,986.98	$ 1,168,042.17	$ 1,295,097.36	$ 1,422,152.55	$ 1,549,207.74	$ 1,549,207.74	$ -	$ 507,692.26
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

Projected Cash Balance Statement

Net change in Cash (F/B)	$ 1,883,299.35	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ (125,055.19)	$ 507,692.26	$ -	$ 507,692.26
Begin Cash Balance(F/B)	$ -	$ 1,883,299.35	$ 1,758,244.16	$ 1,633,188.97	$ 1,508,133.78	$ 1,383,078.59	$ 1,258,023.40	$ 1,132,968.21	$ 1,007,913.02	$ 882,857.83	$ 757,802.64	$ 632,747.45			$ -
End Cash Balance (F/B)	**$ 1,883,299.35**	**$ 1,758,244.16**	**$ 1,633,188.97**	**$ 1,508,133.78**	**$ 1,383,078.59**	**$ 1,258,023.40**	**$ 1,132,968.21**	**$ 1,007,913.02**	**$ 882,857.83**	**$ 757,802.64**	**$ 632,747.45**	**$ 507,692.26**	**$ 507,692.26**	**$ -**	**$ 507,692.26**

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: C.1.5, Pre-Opening Budget

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **C.1.5, Pre-Opening Budget** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. Academy of Performing Fine Arts Charter School
Pre-Opening Budget

	March	April	May	June	July	Total
Donations from 2/15 through 7/15	**10,000.00**	2,000.00	2,000.00	2,000.00	2,000.00	18,000.00

EXPENSES

Marketing/Adversiting & Enrollment Expence	2,000.00	2,000.00	2,000.00	2,000.00	1,000.00	9,000.00
Supplies	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00	9,000.00
TOTAL OPERATING EXPENSES	**3,000.00**	**3,000.00**	**3,000.00**	**3,000.00**	**6,000.00**	**18,000.00**
Fund Balance	7,000.00	6,000.00	5,000.00	4,000.00	-	

** The charter school will solicit donations from community leaders to raise $18,000 to assist with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor.

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: C.3.2, Cost of Insurance Estimate

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **C.3.2, Cost of Insurance Estimate** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Consolidated
Agency Partners

August 21, 2014

To Whom It May Concern:

RE: Insurance coverage for Y.E.S. Academy of Performing & Fine Arts Charter School.

Insurance Agent – Donald "Skip" Luckadoo

I am grateful to inform you that insurance will be provided for this above captioned Charter School once this agency has confirmation of the intent, as required in the State of Nevada provision NAC 386.215. Our agency currently has unlimited market resources that specializes in Charter Schools. Please see affidavit for outline of coverages needed to comply. It is my rough estimate that the newly Chartered School will incur premiums from $10,500 - $13,000 annually. All coverages outlined in the affidavit will make them compliant to operate as a Charter School based on Nevada Statue.

Sincerely,

Don Luckadoo

Donald "Skip" Luckadoo

9425 Double R Blvd, #F Reno NV 89512- (775)333-0204 Phone – (775)333-0823 Fax

AFFIDAVIT FOR PROVISION OF INSURANCE COVERAGE FOR A PUBLIC CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of Washoe)

COMES NOW Donald Eugene Luckadoo II, a provider of insurance, being first duly sworn states under penalty of perjury as follows:

1. I or the insurance provider I represent am/is authorized by the Nevada Division of Insurance to operate in Nevada.

2. The attached insurance proposal I have prepared for _____, a public charter school, meets the stipulations of NRS 386.550(1)(l) and the requirements listed in NAC 386.215, as stated below. The charter school herein named has obtained from me the types and amounts of insurance required by

   NAC 386.215. The coverage is in effect from _____ to

   _____(dates of coverage).

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 386.540)

1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:

(a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.

(b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of $1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:

(1) The sponsor of the charter school;

(2) All employees of the charter school, including, without limitation, former, present and future employees;

(3) Volunteers at the charter school; and

(4) Directors of the charter school, including, without limitation, executive directors.

(c) Umbrella liability insurance with a minimum coverage of $3,000,000.

(d) Educators' legal liability insurance with a minimum coverage of $1,000,000.

(e) Employment practices liability insurance with a minimum coverage of $1,000,000.

(f) Employment benefits liability insurance with a minimum coverage of $1,000,000.

(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of $1,000,000.

(h) If applicable, motor vehicle liability insurance with a minimum coverage of $1,000,000.

(i) If applicable, liability insurance for sports and athletic participation with a minimum coverage of $1,000,000.

Affidavit

I certify, (declare) under penalty of perjury that the forgoing is true and correct:

Executed this 28th day of August 20 14 In the city of Reno

In the state of Nevada.

Insurer's Signature

Notarized Statement

Subscribed and sworn to before me at Reno Nevada

on this 28th day of August 20 14.

Signature

Notary Public Seal

ANA SEGURA
NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 05/22/2018
Certificate No: 14-14239-2

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: C.4.4, Emergency Drills

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **C.4.4, Emergency Drills** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

EMERGENCY DRILLS

Y.E.S. Academy of Performing & Fine Arts Charter School will post a fire escape map in all classrooms. The school and its Crisis Response 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.

8/27/2014

From:
Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School

Attachment: C.4.5, Emergency Management Plan

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Y.E.S. Academy of Performing & Fine Arts Charter School regarding **C.4.5, Emergency Management Plan** and respective inquiry set forth in this section of the application identified in the 2014 Call for Quality Charter Schools Application from the State Public Charter School Authority.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

EMERGENCY MANAGEMENT PLAN

General Information of the Plan

Security, Safety, and Emergency Plans are in effect at our school to:

1. Protect students, staff and the facility from outsiders who do not belong on this campus.
2. Prevent needless accidents and to reduce substantially the frequency and severity of injuries at all levels.
3. Provide an organizational structure for managing resources used to minimize loss from disaster or peril and to provide general procedures for protecting the welfare of students, staff and citizens during an emergency.
4. In the case of Shelter - in - Place, protect students and staff in a situation that involves an area wide release of toxic gas when a timely means of evacuation is not possible.
5. In the case of Fire Drill, protect students and staff in the event of fire or other emergency that requires immediate and efficient evacuation of the building.
6. These procedures do not cover every condition that might develop, and it may not always be possible to follow every procedural step. Often the situation only provides an opportunity for instinctive actions.

The following areas are addressed in this section:

- Fire Drill (Evacuation Procedures, Alternate Routes, Map)
- Shelter - in - Place Procedures
- Student Abduction/Missing Child
- Security Plan
- Chemical Spills/Explosions
- Fallen Aircraft
- Windstorm - Flood
- Earthquake - Tornado
- Weapons and Bomb Threats
- Civil Unrest - Disturbance
- Medical Emergency.

Fire Drills

School will have fire drills during the time school is in session. Every student in the middle and high school classes shall vacate the building during the fire drill.

Fire

Before Emergency

1. Administration or designee shall be aware of all fire hazards, including the following:
    a. Empty flammable containers.
    b. Flammable fluid storage.
    c. Closed storage areas.

    d. Other housekeeping procedures which may cause fire hazards.
2. All areas of the building are provided with adequate fire extinguishers as prescribed by the fire department.
3. Administration or designee will provide for the posting in each classroom of notices indicating the location of fire escapes and/or evacuation routes and the assembly area. These plans will be done in coordination with the fire department.
4. Each administrator or designee, when requesting modifications to the building, will make sure that all doors, both exterior and interior, open out and are operable from the outside.

During Emergency

1. Call 911 for emergency and state, "We are not a part of WCSD. Send Sparks police to respond!"
2. Staff/teacher will close all doors and windows as students are leaving the classroom.
3. Staff/teacher will ensure all students are out of the room and take the roll book.
4. Students will go to their designated assembly area, and roll call will be taken.
5. Access roads to the building are to be clear at all times.
6. All school personnel and students are to remain out of the building(s) until the school is declared safe.

Shelter - In - Place

During Emergency

1. Announce Shelter - In - Place
2. All classroom doors will be locked
3. Students will remain with staff/teacher during the drill
4. Staff/Teachers should take attendance
5. Any student not in a classroom when it is locked should be sent to the office (do not open your door to let the student in).
6. The drill procedures will be in force until an "all clear" has been announced.

Student Abduction/Missing Child

If there is suspicion or have knowledge that a student has been abducted the staff/teacher shall notify the school office immediately that the student is missing. The staff/teacher is to remain with his/her class and contact the office.

The office will:

1. Administrator/designee will investigate and interview witnesses:
    a. Obtain a good description of the student.
    b. Obtain description of clothes worn by the student.
    c. Obtain a photograph of the student.
    d. Have demographic information
2. Notify the parent of the student (if parent not the notifying individual).
3. Notify Sparks Police Department, school attendance officer, if necessary.
4. Document all interventions (time, date, persons contacted, etc.).

Security Plan

We can no longer assume that disasters will not occur in our schools. It is important to consider the "what ifs" of security and to make preparations with the assumption that the worst might happen. Thinking the unthinkable and preparing for it might save lives and property. Planning from insight is much easier than planning from hindsight. Good security is a positive approach to a negative problem. It is a cooperative function requiring a full commitment on the part of everyone in the school and community. In order for a plan to be effective, the following components must be in place:

Command Center

In the event of an emergency/crisis, the front office will serve as the command center. Information, directions, and strategies will be disseminated from this point. If the site needs to be evacuated, the administrators have cell phones for communication and a school IP phone will be taken to a location to where it can be plugged in to an Ethernet connection to keep the school's main line open.

School Security Response Team

1. Executive Director or designee (media and rumors)
2. Principal or designee (supervising students), (calling appropriate people)
3. Staff/teachers (student supervision)

Warning Signals/Procedures

Classes will be informed of emergency situations when the administrators come to classrooms and discuss the situation and procedures with teachers.

Emergency Security Procedures

In the event of a security emergency, it may become necessary for you to secure your classrooms.

The office will:

1. Announce a lockdown is necessary
2. Teachers should:
    a. Lock all doors to your classroom.
    b. Do not release students for any reason.
    c. Do not open your door(s) to anyone requesting entry. Administrators have keys.
    d. Do not call the office unless intruder is at your door.
    e. Move students away from door to the furthest wall and get on the floor in the case of immediate gun threat
3. When school Principal or designee and identified police officer/fireman physically comes to your room and announces the end of the lockdown, unlock your doors and proceed as directed. In a pre‐announced, drill it will be only the school Principal or designee at the door to release from lockdown.

Evacuation of Building

If an evacuation of the building and complete removal of the site is necessary for an Emergency or crisis situation, the school has two confidential locations within walking distance to take students for safety purposes.

- Do not bombard the office with questions.
- Information will be given as quickly as possible.

Aircraft Accident

During the Emergency

The office will:

1. Contact 911 and state, "We are not a part of WCSD. Send Sparks police to respond!"
2. Take control of all site activities until arrival of fire/police units.
3. If evacuation is necessary the appropriate signal or alarm should be activated. If fire alarm is used, verification of situation should be made with fire department.
4. Maintain control of students and move student body to nearest safe location away from the hazardous event.

Bomb Threat

If a threat is received by telephone, pay close attention to exact wording, speech characteristics, and background noises. If a written threat is received, copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints. If a validated threat is received or a suspected item is found in the building, contact the school administration or designee.

In the event of a bomb threat or any other situation which may require an emergency evacuation, observe the following procedures:

1. Staff/Teachers members will be notified with a written message or a runner. Staff/Teachers will be given further information as soon as possible. Alarms will not be used since they could trigger a bomb.
2. The school office will immediately call 911 and notify the authorities of the situation Contact 911 and state, "We are not a part of WCSD. Send Sparks police to respond!"
3. Upon receiving the message, teachers should make a quick inspection of the room for unusual packages or objects and direct students to evacuate the building according to the fire drill procedure, using the primary route for evacuation. Staff/Teachers need to account for all students.
4. If any unusual packages or objects were noted by any staff member, the school administrator or designee should be notified immediately.
5. The teacher is responsible for the children in his/her charge. If any student is missing, the school administrator or designee should be informed immediately.
6. As soon as the announcement to evacuate is made, the principal and the administrative assistant on duty will ensure that the building has been evacuated.
7. The Executive Director or designee will be the official spokesperson throughout the emergency. Any requests from parents or media must be referred to the Executive Director or designee.

Suspicious Object

If at any time a suspicious object is observed:

- Do not handle the object. Do not open drawers or cabinets, turn on lights, or activate any alarm system.
- Notify the principal immediately.
- Evacuate the immediate area.

During Emergency

The office will:

1. Contact the Emergency 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
2. Take control of site activities until arrival of fire/police units.
3. Decide whether to conduct a search, using site personnel.
4. Decide whether to evacuate during the search
5. Conduct further actions if a bomb or suspected device is not found.
6. Move students to nearest safe location away from the hazardous event.
7. School personnel will inspect facilities for re‐occupancy clearance.

Chemical Spill/Explosion

During Emergency

For small spills/emissions affecting only one or two rooms, isolate the area (close doors, prevent entry) then contact the office, if necessary, will do the following:

1. Contact the local fire department
2. Evaluate possibility of activating Shelter‐in‐Place or evacuation.
3. If evacuation is necessary:
    a. The appropriate signal or alarm should be activated. If fire alarm is used, verification of situation should be made with fire department.
    b. Move students to nearest safe location away from the hazardous event.
    c. Caution should be taken to maintain a safe upwind position away from the source.
    d. Emergency personnel will inspect the facilities for re‐occupancy clearance.

Earthquake/Tornado

Drill Procedures

The State of Nevada is in an area of possible earthquakes. The staff/teachers are responsible for the students in their room at the time of the drill. Staff/teachers should also be aware of procedures if the drill occurs while children are outside or not in the classroom. All students should be taught the following:

- Duck ‐ Student should duck down or drop to the floor or ground.
- Cover ‐ Students should take cover under a desk, table or other furniture. If that is not possible, students should seek cover against an interior wall and protect heads with arms and hands. Avoid danger spots near windows, hanging objects, mirrors, or tall furniture.
- Hold ‐ Students should be directed, if under furniture, to hold on to it and be prepared to move with it. Hold the position until the ground stops shaking and the all‐clear is given.

Civil Unrest/Disturbance

Civil Unrest is defined as a state of open, hostile conflict. This unrest normally manifests itself in the form of unprovoked attacks on public entities (schools, businesses, homes, buses etc.)

During Emergency

The office will:

1. Contact the Emergency 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
2. Initiate classroom lockdown procedures.
3. Remain locked down until the all‐clear sign is given.

If our school site is not in immediate danger the office will:

- Monitor commercial and public radio/television.
- Conduct business as usual.

Weapons

Weapons are defined as firearms, including but not limited to pistols, rifles, zip guns, shot guns, BB guns, explosive propellant, or destructive devices ‐ whether operable or inoperable, loaded or unloaded ‐ knives, including but not limited to switch blades, pen knives, hunting knives, and similar objects. Other weapons including but not limited to razor blades, ice picks, dirks, or other sharp instruments, brass knuckles, pipes, Chinese stars, billy clubs and machetes, explosive inflammable materials, and any other items that may cause bodily injury or death. All weapons, whether or not listed herein, are similarly prohibited. The use of any normally non dangerous implement, such as a stone, table fork, board, stick, or baseball bat as a weapon, shall come under the provision of this section. Remember: Anything has the potential to be a weapon

If you suspect the existence of a weapon:

1. Notify the administration or designee
2. Contact the Emergency 911 and state, "We are not a part of WCSD. Send Sparks police to respond!"

If you are confronted with a weapon:

1. Do not try to confiscate the weapon
2. Contact the Emergency 911 and state, "We are not a part of WCSD. Send Sparks police to respond!"
3. If you are being held hostage, attempt to keep the person talking
4. Try talking the gunman out of the classroom
5. Negotiate the removal of students two or three at a time

Prevention and Suggestions

- Stay calm
- Use common sense

- Be observant
- Never take a weapon directly from a hand
- Instruct the person to lay the weapon down on the desk or the floor
- Educate the students on their responsibility for reporting incidents

Medical Emergency

In the case of serious injury or illness, all staff should observe the following procedures:

1. Keep calm and stay with the injured until assistance arrives
2. A staff member should administer first aid
3. Do not move the person except to prevent further injury
4. Send word to the school office immediately via runner
5. Call 911 if needed
6. An appropriate staff member will accompany the injured to the hospital
    a. Take emergency information along
7. Assign someone to protect others from existing dangers
8. The administration or designee will notify the parents or legal guardians

STUDENT POLICY MANUAL

PREFACE 501

School manuals that are variously referred to as board manuals, board policy manuals, and board policy and regulation manuals provide direction to schools that are governed by each of the Nevada school districts. This manual was written to serve the same purpose for charter schools in Nevada that are sponsored by the Nevada State Board of Education rather than by a school district. In this manual the terms "school" and "charter school" refer to a Nevada State Board of Education sponsored charter school rather than a district sponsored charter school or other district school, unless it is apparent that the reference is to a district school.

Many of the policies and procedures in various Nevada school districts are very similar, because they are based in part on the same state and federal laws and regulations or on case law, but there are also many variations in policy from district to district because of differences among the districts. Similarly, a charter school's governing body may find good reasons that some policies in this manual do not suit their school and that somewhat different policies would be more appropriate for their school. Alternative policies may be adopted by a charter school's governing body with permission of its sponsor so long as those policies comply with state and federal law and regulation, and so long as the alternative policies reflect sound school practice.

It is important to note that the policies in this manual, like school district policies, provide direction to schools, but they do not address all possible situations that are covered by state and federal laws and regulations. A charter school may encounter a special situation in which a policy in this manual will conflict with the more detailed direction provided by state and federal laws and regulations. If a state or federal law or regulation conflicts with the policies in this manual, state and federal laws and regulations take precedence over the policies in this manual. Further, if there is a conflict between state law or regulation and federal law or regulation, federal law and regulation take precedence over state law and regulation.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

CONTENTS

PREFACE 501

Attendance

AGE OF ENTRANCE 502
ADMISSION TO CHARTER SCHOOLS 503
IMMUNIZATION 504
ATTENDANCE OF NONCHARTER SCHOOL STUDENTS 505
ATTENDANCE CHECKING, ABSENCES, MISSED INSTRUCTION, TRUANCY, MINIMUM ATTENDANCE, MAKE-UP WORK, AND PARENT/SCHOOL RESPONSIBILITIES 506
LEGAL GUARDIANSHIP 507
EARLY DISMISSAL 508
WITHDRAWAL FROM SCHOOL 509

Student Progress and Reporting

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

Student Activities

MOMENT OF SILENCE 519
STUDENT FREEDOM OF EXPRESSION 520
STUDENT PARTICIPATION IN SCHOOL AFFAIRS 521
STUDENT GOVERNMENT 522
CLUBS AND ORGANIZATIONS 523
PUBLIC PERFORMANCES BY STUDENTS 524
INTERSCHOLASTIC ACTIVITIES PROGRAM 525
STUDENT FUND RAISING 526
BLOOD DONOR DRIVES ON HIGH SCHOOL CAMPUSES 527
SOCIAL EVENTS AND ACTIVITIES 528
PROGRAMS ON SCHOOL TIME 529
EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY 530
LOSS OF CLASS TIME FOR EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES 531
FIELD TRIPS AND ACTIVITY TRIPS 532
ACTIVITY TRIPS REQUIRING PHYSICAL SKILLS 533
MARRIED AND/OR PREGNANT STUDENTS 534

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Welfare

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

Behavior & Discipline

STUDENT DISCIPLINE	541
SCHOOL RULES	542
DRESS	543
PROHIBITED CONDUCT	544
DRIVING	545
DISCIPLINARY SANCTIONS	546
NOTIFICATION OF LAW ENFORCEMENT OFFICIALS	547
SUSPENSIONS - GENERAL INFORMATION & DEFINITIONS	548
SUSPENSION OF TEN DAYS OR LESS	549
EXPULSION AND LONG TERM SUSPENSION	550
CORPORAL PUNISHMENT	551
SEARCHES OF STUDENTS	552
RESTITUTION FOR DAMAGES AND THEFT	553
REMOVAL FROM A SPECIFIC CLASS	554
INELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES	555
STUDENT CONDUCT ON SCHOOL BUS	556
GANGS AND GANG ACTIVITY	557
DISCRIMINATION, HARASSMENT/SEXUAL HARASSMENT	558
QUESTIONING OF STUDENTS	559
PUPIL RECORD RETENTION	600

AGE OF ENTRANCE 502

Children who will be twelve years old on or before September 30 may enter the 7th grade at the opening of the school year. Parents or guardians of 7th grade pupils must present a birth certificate or other satisfactory proof of age at the time of registration.

During the school year, 7th and 8th grade children who transfer into school from outside the state may be enrolled in either 7th and 8th grade according to the age of entrance requirements in the state from which they are transferring. Unless the school determines that the normal age requirements for admission to 7th or 8th grade are being deliberately circumvented. Any 7th or 8th grade child who transfers from outside the state and who is placed in 7th or 8th grade as per his or her previous enrollment outside of the state will be placed on a trial basis. If it turns out that it would have been more appropriate to place the student in a higher or lower grade, this may be done by following the procedures in this manual under PLACEMENT OF NEW CHILDREN in the section of this manual titled PUPIL PROGRESS 510.

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

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

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

Legal References:

NRS 392.040 to 392.220
NRS 388.060

ADMISSION TO CHARTER SCHOOLS 503

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

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

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

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

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

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

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

Legal References:

NRS 386.180
NRS 386.520
NRS 386.580

IMMUNIZATION 504

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

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

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

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

Legal References:

NRS 392.435 to NRS 392.448
NAC 392.101 to NAC 392.360

ATTENDANCE OF NONCHARTER SCHOOL STUDENTS 505

Students who are enrolled in public non-charter schools, nonpublic schools or who are home schooled may enroll in classes or extracurricular activities, excluding sports, in charter schools on a space available basis under the following conditions:

1. "Space available" means student space that does not exceed the maximum class size for a particular course and does not eliminate space for potential transfer of full-time charter school students.

2. To be considered for attendance, nonpublic school students, home school students, or private school students must make a written request to the administrator of the school they desire to attend. This written request must be in the receiving administrator's possession on or before the fifth (5th) day of the beginning of each semester. On or before the eleventh (11th) day of the beginning of the semester, the administrator, or his/her designee, shall inform the home or private school student and parent(s) whether the request will be accepted or denied. Requests made after the fifth (5th) day may be considered for the subsequent semester. At the discretion of the administrator, or his/her designee, requests may also be considered at other times.

3. At the time of enrollment, proof of existing enrollment in a public non-charter school, home school, or private school must be furnished.

4. The public non-charter school, home school student, or private school student must meet the same enrollment prerequisites guidelines that exist for all other students seeking to participate in the course or activity program. Proof of meeting the prerequisites or guidelines that exist for all other students must be provided at the time the student requests to participate in the course or program.

5. The charter school will transfer all credit earned by the student to the appropriate school.

6. Requests from public non-charter school, private school, or home-school students will be considered in the order in which they are received by the administrator.

7. For band or orchestra, the student must provide his/her own instrument. The public non-charter school, home school, or private school student may not participate in honor band, honor orchestra, or honor choir without first qualifying through a public school program.

8. If the teacher and/or school administrative staff determines that the public non-charter school, home school, or private school student is not adhering to any of the above criteria, that student will be removed from the program.

Students with disabilities who are enrolled public non-charter school, home school, or private school may participate in accordance with the same requirements set forth in 20 U.S.C.(1412).

Legal Reference:

NRS 386.580

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

Pupils will be required to attend school regularly in accordance with Nevada statutes. School attendance for grade 7 through grade 12 is essential to students' academic success and personal growth. In order to meet or exceed state academic standards and develop habits of punctuality, self-discipline, and responsibility, students must attend and participate in their prescribed educational programs.

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

ABSENCE DEFINED

Secondary Absence

If a student is not in class when the class period begins, the student is marked absent.

CLASSIFICATION OF ABSENCE

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

Unverified:

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

Circumstance:

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

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

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

9. Suspensions

In-school
Out-of-school

Alternative educational settings:

1. Homebound
2. Juvenile Hall
3. Hospital

School activity:

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

Truancy:

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

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

Examples:

- Student overslept and stayed home
- Student missed the bus and stayed home
- Student stayed home to baby-sit siblings
- Car trouble kept the student from attending school
- Ski school
- Take son/daughter to work
- Circumstances that exceed ten (10) days and/or any circumstances where make-up work is not made up.

MISSED INSTRUCTION DEFINED

When a student is in attendance enough not to be counted as absent, but is in fact not present for an entire morning or afternoon session, that student is to be counted for attendance purposes as having missed instruction.

Secondary Missed Instruction:

If a student enters after class begins or leaves class anytime during the class period, the absence is changed to missed instruction.

TARDINESS

Like absences, missed instruction also adversely affects the learning process. Since promptness is a recognized virtue in adult life, the schools will emphasize the importance of being on time, therefore, missed instruction may affect the citizenship/ grades. Chronic missed instruction will be referred for disciplinary action.

CLASSIFICATION OF MISSED INSTRUCTION

Excused Missed Instruction (EM I)

A student enters class late or leaves early with a legitimate excuse. It is the student's responsibility to provide, in a timely manner, evidence the missed instruction was due to a valid reason.

Unexcused Missed Instruction (UMI)

A student enters class late or leaves early without a legitimate excuse. Missed instruction is presumed unexcused unless evidence is provided, in a timely manner that the missed instruction was due to a valid reason.

TRUANCY

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

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

FIRST CONFIRMED TRUANCY

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

1. The school will work with the parents to try to find the reasons for the truancy, and the school will take reasonable actions designed to encourage, enable or convince the student to attend school.

2. The school will document, assemble and retain all evidence that the truancy is in fact a truancy. The school will document communications with the parent(s) or guardian(s) regarding truancy and the actions taken to encourage, enable, or convince the student to attend school.

3. The administrator will deliver, or cause to be delivered, a written notice of truancy to the parent; and document that such written notice has been delivered. That notice will conform to the requirements outlined in NRS 392.130 through 392.160, and it may, if appropriate, outline some or all of the enforcement penalties in NRS 392.130 through NRS 392.220 that children and/or adults may suffer as a result of their actions or inactions regarding truancies. The notice to the parent(s) or guardian(s) will also advise them that if there has been an attendance error they need to contact the school immediately.

SECOND CONFIRMED TRUANCY

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

THIRD CONFIRMED TRUANCY

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

HABITUAL TRUANT

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

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

CHRONIC ABSENTEEISM/MISSED INSTRUCTION

A student who is chronically absent or missing instruction is defined as any student who has been absent or has missed instruction for more than four (4) days or periods in the same class, during a school quarter and who continues to be absent during subsequent quarters.

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

MINIMUM ATTENDANCE REQUIRED

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

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

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

MAKE-UP WORK

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

Not all work, especially work that is participatory and contributive in nature, can be made up. Alternative work may be provided for these activities at the teacher's discretion.

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

MAKE-UP WORK IS DEFINED AS:

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

Teachers may require additional make-up work.

Make-up work need not be identical or equivalent to the work missed in the absence or missed instruction period, but will ensure that the student has the opportunity to meet academic standards.

Previously assigned work, that was due on the day the student was absent, is not considered make-up work, and is due the day the student returns to school.

It is the student's and/or parent/guardian responsibility to request make-up work on the day the student returns to class.

Within two (2) school days of receiving the request, the teacher will provide the requested make-up work.

It is also the student and/or parent/guardian responsibility to return the completed make-up work within the designated deadline. Failure to do so will result in no credit being given.

Students will have a minimum of as many days/periods as they were absent plus one (1) day to make up the work unless other arrangements are made with the teacher. For example, if a student is absent two (2) days/periods he/she will be given two (2) + one (1) or three (3) days/periods to make up the work. The timeline for making up the work begins when the student receives the make-up assignment from the teacher.

MAKE-UP WORK FOR TRUANCIES AND SUSPENSIONS

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

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

ABUSE OF MAKE-UP WORK POLICY

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

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

SCHOOL RESPONSIBILITIES

1. The school shall inform the parent(s) or legal guardian(s) of each student who is enrolled in the school that the parent(s) or legal guardian(s) and the student is required to comply with the provisions governing the attendance and truancy of students as set forth in

   a. The attendance and truancy sections of Nevada Revised Statutes (NRS 392.040 to 392.160, inclusive),

   b. Rules concerning attendance and truancy adopted for charter schools by the charter school's sponsor, and

   c. Any additional rules concerning attendance and truancy adopted by the charter school's governing body.

2. The school will attempt to contact the parent or legal guardian on the day of the student's unverified absence.

3. Parent(s) or legal guardian(s) shall be informed of any known or suspected truancy involving their son or daughter.

4. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school administration shall contact the parent(s) or legal guardian(s) and request a conference to determine causes and solutions. Whenever possible, the conference shall include the parent(s) or legal guardian(s), student, and appropriate school personnel.

5. When a child has missed four (4) days, or four (4) periods of the same class, of school per quarter because of illness, the school nurse, or his or her designee, may contact the family to verify illness and/or provide assistance.

6. After site interventions have been exhausted, the administrator, or his or her designee, may investigate and work with local law enforcement officials if appropriate.

7. Schools will indicate on academic warning notices, progress reports and/or report cards information regarding absences and missed instruction, which may impact student's progress.

8. Charter schools will not suspend students from school for truancy.

SCHOOL PROGRAMS

1. Each school will recommend qualified students for Homebound (Home and Hospital) Education.

2. Each school will develop attendance incentive programs as well as programs of positive recognition for students who have good attendance habits. All schools will continue to work on the development of partnerships with the business community to assist in encouraging students to attend school.

PARENT OR GUARDIAN RESPONSIBILITIES

1. Parent(s) or guardian(s) should telephone the school either before each absence or the day of each absence to let the school know not to expect the pupil in school. This will help to ensure the child's safety.

2. If the parent(s) or guardian(s) did not call on the day of an absence, the parent(s) or guardian(s) will provide an oral or written excuse within three (3) days after the student returns to school explaining the cause of the absence.

3. If the parent(s) or guardian(s) does not notify the school of the reason for absence within three (3) days after the student returns to school, the absence will remain unverified. If legitimate reasons, as determined by the

administrator, or his/her designee, caused the delay in notification, the absence may be changed from unverified to the appropriate code.

4. Parent(s) or guardian(s) are requested to notify the school in writing of any student health problems that have been verified by a medical professional and may result in lengthy/chronic absences from school.

5. It is the parent's or guardian's responsibility to attend conferences relating to attendance when requested by the school.

6. Parent(s) or guardian(s) must request approval for prearranged absences from the administrator, or site administrator, at least two (2) school days in advance of the absence. Extended absences require more advance notice. Although the parent(s) or guardian(s) can prearrange for absences longer than ten (10) days, and the pupil cannot be considered truant for those days, charter school policy can count those as days the pupil is not in attendance for non-promotion purposes.

CONSEQUENCES OF ABSENCES

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

APPEAL OF DECISION TO FAIL OR RETAIN DUE TO ATTENDANCE

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

1. The student or parent/guardian requests an administrative review of the absences and the student's failing academic status;
3. The student's positive attitude, desire to attend school, and motivation to pass the class or be promoted warrants a second chance;
4. The administrator and teacher(s) in question must agree that the student can still pass the class academically or be promoted, given what the student must accomplish academically and given the amount of time remaining in the semester or school year; and
5. The student and parent/guardian agree with all of the following conditions in writing:

   a. Any further Unverified absence, or, if applicable, Domestic or Truant absence, will result in an "F" for the course or the student not being promoted,

   b. The student will successfully complete all make-up work according to a schedule developed cooperatively with the teacher(s), and

   c. The student will successfully complete all subsequent class work and course/class requirements on time.

The decision of the administrator is final.

UNIQUE CIRCUMSTANCES

There may be pre-planned, unique circumstances that call for a review of the attendance policy provision that requires a student to be in attendance at least 90% of the time in order to pass or be promoted to the next grade. Unique

circumstances arise when students are given opportunity to participate in very specialized activities because of family circumstances or the student's own unique talents and skills. Under these circumstances students may be granted additional school approved absences.

Examples of unique circumstances may include:

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

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

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

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

Legal References:

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

LEGAL GUARDIANSHIP 507

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

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

EARLY DISMISSAL 508

A student may only be released from school to:

1. Authorized officials
2. Custodial parents, legal guardians, or their designees - No student who has a medical disability that may be incapacitating may be released from school except in the company of a responsible individual.
3. Emergency personnel

RELEASE OF STUDENTS TO AUTHORIZED OFFICIALS

Students may be released to public officials who are law enforcement officers or who are child abuse investigators from the Nevada State Welfare Division. The administrator, or the administrator's designee, shall release a student to such public officials if the official shows proper identification. The administrator, or the administrator's designee, shall request that the official write out a statement and sign it indicating that the student has been taken from school. This statement should include the student's name, time, date, reason for removing the student from school, name of the official, title of the official and agency the official is representing. If this request is refused, the administrator, or administrator's designee, shall document the refusal and any reasons given for the refusal, but the student shall be released.

Whenever a public official takes a student from school the administrator, or the administrator's designee, must make reasonable efforts to notify the student's parent or guardian. If the parent or guardian cannot be contacted, the administrator, or the administrator's designee, must document attempts to contact the parent or guardian.

Whenever a student is released from school to a public official, or interviewed by a public official at school, the administrator, or the administrator's designee, must request that steps be taken to minimize any likely embarrassment to the student. Please see the section titled QUESTIONING OF STUDENTS 559 for further information on policies and procedures for the questioning of students.

The administrator, or the administrator's designee, must request that students not be taken into custody in classrooms or in public. If any of these requests are refused, the administrator, or the administrator's designee, must document the refusal and any reasons given for such refusal.

RELEASE OF STUDENTS TO PARENTS, OR PARENT'S DESIGNEES

Students may be released from school at the request of the parent with whom they are living (custodial parent) or legal guardian as shown on the enrollment card.

Students may be released in the care of a person who is not the student's custodial parent or legal guardian only if this release has been approved by the custodial parent or legal guardian.

Common sense should be used when non-custodial parents wish to talk to their children at school. Whenever there is suspicion that the custodial parent will disapprove, the non-custodial parent should not be allowed to talk with their children until the custodial parent has been contacted.

RELEASE OF STUDENTS TO EMERGENCY PERSONNEL

The student's welfare is the primary consideration in an emergency situation. In an emergency situation it may be necessary to release a student to the care of emergency personnel, but if at all possible, a school official should accompany the student. In addition, every effort should be made to notify the parent or legal guardian as soon as possible. For example, in a life threatening medical emergency, it may be necessary to release a student into the care of emergency medical personnel for transport to a hospital and treatment at the hospital. In such a situation a school official should

accompany the student, while the school attempts to contact the parent or legal guardian. Please refer to the policies and procedures in the section titled HEALTH AND WELFARE 535 under ILLNESS AND INJURIES for more information.

Legal References:

NRS 199.270
NRS 199.280

WITHDRAWAL FROM SCHOOL 509

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

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

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

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

Legal Reference:

NRS 392.040

PUPIL PROGRESS 510

GRADES 7-8

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

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

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

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

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

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

PLACEMENT OF NEW CHILDREN IN GRADES 7-8

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

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

Y.E.S. ACADEMY MIDDLE SCHOOL PROMOTION REQUIREMENTS

In order to accept Sixth grade students transferring to the Seventh grade from another school, students must satisfactorily complete the following courses in order to be promoted/enter into the Seventh Grade: Language Arts, Social Studies, Math, Science, Technology, Arts Preview and Physical Education.

Seventh grade students must satisfactorily complete the following courses in order to be promoted to the Eighth Grade: Language Arts, Social Studies, Math, Science, Art 7, Arts Elective and Physical Education.

Eighth grade students must satisfactorily complete the following courses in order to be promoted to the Ninth Grade: Language Arts, Social Studies, Math, Science, Arts Elective, Arts Elective and Physical Education.

UNITS OF CREDIT REQUIRED FOR HIGH SCHOOL GRADE PROMOTION

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

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

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

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

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

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

Legal References:

NRS 386.583
NAC 389.659

REPORTING TO PARENTS 511

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

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

CITIZENSHIP

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

MIDDLE SCHOOL GRADES

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

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

MIDDLE SCHOOL FAILURE NOTICES

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

HIGH SCHOOL GRADES

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

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

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

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

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

HIGH SCHOOL CREDITS

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

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

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

HIGH SCHOOL SPECIAL CLASSES

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

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

FAILURE NOTICES – ALL SCHOOLS

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

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

SPECIAL EDUCATION – ALL SCHOOLS

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

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

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

RELEASE OF INFORMATION ABOUT STUDENTS 512

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

ACCESS TO EDUCATIONAL RECORDS

The term "educational records" includes, without limitation:

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

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

1. Each charter school shall inform each employee of the school, including teachers, other licensed employees, school buses drivers, instructional aides, and office managers, who may have consistent contact with a pupil if that pupil has, within the preceding 3 years, unlawfully caused or attempted to cause serious bodily injury to any person. The school shall provide this information based upon any written records that the school maintains or which it receives from a law enforcement agency or a court. The school need not initiate a request for such information from any source. The school shall remind these employees that this information is confidential and must not be further disseminated.

2. The parent(s) or guardian(s) of the student or students themselves, if eighteen years of age or older, have the right to review and inspect the education records of the students as provided in section 515 of this manual.

3. Any person, entity, or agency may have access to the education records of any student upon presenting a signed written consent of the student's parent(s) or guardian(s) or the student, if eighteen years of age or older, which sets forth the:

    a. Date of the consent,

    b. Records to be released,

    c. Reason for the release, and

    d. Names of the person, entity, or agency to which the records are to be released.

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

4. Education records of any student shall be released pursuant to judicial order or a lawfully issued subpoena provided that the parent(s) or guardian(s) or student, if eighteen years of age or older, is notified prior to the release where possible.

5. Education records of any student may be released in the event of an emergency in order to protect the health or safety of any student or other person.

6. Education records of any student may be released without prior written parental or guardian consent or without the prior written consent of the student involved (in those cases where the student is 18 years of age or older) to school officials who have a legitimate educational interest in the release of such educational records. For the purposes of this subsection, a "school official" includes:

    a. A person employed by the school as an administrator, teacher, teacher's aide, counselor, attendance officer, or support staff member;

    b. Any member of the charter school's governing body; and

    c. A person employed by or under contract to the school to perform a special task, such as an attorney, auditor, medical consultant, psychologist, or therapist.

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

    a. Performing a task that is specified in his or her position description or by contract agreement,

    b. Performing a task related to a student's education,

    c. Performing a task related to discipline or potential discipline of a student,

    d. Performing a task related to investigation of possible criminal conduct of a student, or

    e. Providing a service or benefit relating to the student or the student's family, such as health care, counseling, job placement, or financial aid.

7. In the event the student seeks or intends to enroll in another school, the student's education records may be released to that school provided that before releasing the records the parent(s) or guardian(s) or

student, if eighteen years of age or older, is notified and given opportunity to inspect any records being transferred.

8. In any other cases allowed under the Family Educational Rights and Privacy Act of l974 access will be granted.

ACCESS TO DIRECTORY INFORMATION

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

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

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

Legal References:

NAC 392.301 to NAC 392.360
NRS 392.029
NRS 392.850
Family Educational Rights and Privacy Act of l974

CONFIDENTIALITY OF HEALTH AND WELFARE INFORMATION 513

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

USE OF STUDENT RECORDS IN TRAINING PROGRAMS 514

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

Included within this regulation are the following training plans:

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

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

GRANTING ACCESS TO STUDENT RECORDS 515

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

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

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

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

The right of access specified above shall include

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

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

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

At least annually, the school shall notify the parents of students enrolled in the school, or the student if eighteen years of age or older, of the basic rights of access and privacy as well as all information required under these procedures adopted pursuant to the Family Educational Rights and Privacy Act of l974 or any amendment thereto.

CHALLENGING CONTENT OF STUDENT RECORDS 516

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

1. Complaints challenging the content of education records shall be filed in writing with the administrator at the school where the student is enrolled. The written request must indicate the challenged aspect of the record and specify why that aspect is believed to be inaccurate, misleading, or in violation of the student's rights. Supporting evidence must be submitted with the written request.

2. The administrator, or his/her designee, will determine if the challenged aspect of the record is inaccurate, misleading, or in violation of the student's rights. Within fifteen (15) days following the receipt of a complaint, the administrator will notify the Complainant in writing whether or not the record(s) will be amended as requested. If the decision is to not amend the record as requested, the administrator's letter to the complainant shall inform the complainant of his/her right to a hearing. Each time the term "days" is used in this regulation, it refers to "school days" during the school year or to "work days" during vacations.

3. If the complainant disagrees with the administrator's decision, the Complainant shall request in writing a hearing before a Hearing Officer within ten (10) days of receipt of the administrator's letter. The written request must indicate the challenged aspect of the record and specify why that aspect is believed to be inaccurate, misleading, or in violation of the student's rights. A copy of the administrator's letter must be submitted with the written request for a hearing. The written request for a hearing is to be submitted to the charter school's governing body.

4. Charter school's governing body, shall appoint a Hearing Officer who does not have any direct interest in the outcome of the hearing. The Hearing Officer shall set a date for the hearing, which shall be no more than thirty (30) days following receipt of such request.

5. The Complainant shall be notified in writing of the date, time, and place set for the hearing. Such notice shall be mailed to the complainant no later than seven (7) days prior to the date set for the hearing.

6. The Hearing Officer shall conduct hearings in an informal manner. Technical rules of evidence shall not apply, and witnesses need not give testimony under oath. All relevant and material evidence is admissible and will be considered according to the circumstances, credibility, and relevancy.

7. The parties, or their representatives, shall present their respective positions by written and/or oral evidence. Each party will be given a maximum of thirty (30) minutes to present evidence unless exceptional circumstances require additional time. Either party shall have the right to cross examine witnesses presented by the other. Both parties shall have the right to presence and participation of legal counsel.

8. Unless otherwise requested by the Complainant, a hearing shall be considered confidential and shall be closed except for the parties and their witnesses.

9. No written transcript of any hearing shall be made; however, at the request of either party, a recording device may be utilized to record the proceedings.

10. The Hearing Officer shall mail the Complainant a copy of his/her written decision within ten (10) days after the hearing unless, in his/her judgment, additional time is required. The decision shall include the reason or reasons for the Hearing Officer's decision and a summary of the evidence. The Hearing Officer's decision is final.

11. If, upon receipt of the decision of the Hearing Officer the Complainant is still dissatisfied with the content of the education records, he or she may insert into such records an explanation respecting its content. The statement must be maintained in the contested part of the record. If the contested part of the record is maintained electronically, the statement shall be limited to fifty (50) words. If the contested part of the record is maintained in paper format, the statement shall be limited to a maximum of two (2) typewritten pages, one side only. The complainant shall have twenty (20) days from the date of the Hearing Officer's decision to submit a written statement. The written statement is to be submitted to the Hearing Officer.

HIGH SCHOOL GRADUATION DIPLOMA REQUIREMENTS 517

STANDARD DIPLOMA

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

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

Subject	Credits
American government	1
American history	1
Arts and humanities or occupational education	1
English, including reading, composition and writing	4
Health education	½
Mathematics	3
Physical education	2
Use of computers	½
Science	2
	Total: 15

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

ADVANCED DIPLOMA PROGRAM

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

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

Subject	Credits
American government	1
American history	1
Arts and humanities or occupational education	1
Social studies	1

English, including reading, composition and writing	4
Health education	½
Mathematics	3
Physical education	2
Use of computers	½
Science	3
Total:	17

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

HONORS DIPLOMA

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

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

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

Subject	Credits
English	4
Social Studies (World History/World Geography, U.S. History and American Government)	3
Science (Two (2) credits must be in biology, chemistry, or physics)	3
Mathematics (Two (2) credits must be in algebra and geometry)	3
Foreign Language (2 credits must be in same language)	2
Physical Education/ JROTC	2
Art/Humanities	1
Computer Literacy	½
Health/JROTC	½
Total:	19

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

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

PROCEDURE FOR CALCULATING THE WEIGHTED G.P.A.

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

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

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

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

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

1. Standard Diploma

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

2. Adjusted Diploma

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

CERTIFICATE OF ATTENDANCE IN LIEU OF A HIGH SCHOOL GRADUATION DIPLOMA

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

GRADUATION REQUIREMENT EXEMPTIONS FOR CERTAIN HIGH SCHOOLS

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

Legal References:

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

ALTERNATIVE MEANS FOR EARNING HIGH SCHOOL CREDIT 518

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

CORRESPONDENCE CREDIT

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

CREDIT THROUGH A WORK EXPERIENCE PROGRAM

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

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

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

CREDIT THROUGH YOUTH ACTIVITIES AND EDUCATIONAL TRAVEL

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

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

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

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

MOMENT OF SILENCE 519

Each teacher shall set aside a period of time at the beginning of each day, during which all persons must be silent, for voluntary individual meditation, prayer, or reflection by students, as required by state law.

Legal Reference:

NRS 388.075

STUDENT FREEDOM OF EXPRESSION 520

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

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

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

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

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

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

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

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

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

STUDENT PARTICIPATION IN SCHOOL AFFAIRS 521

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

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

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

STUDENT GOVERNMENT 522

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

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

CLUBS AND ORGANIZATIONS 523

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

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

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

PUBLIC PERFORMANCES BY STUDENTS 524

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

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

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

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

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

INTERSCHOLASTIC ACTIVITIES PROGRAM 525

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

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

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

STUDENT FUND RAISING 526

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

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

The following regulations apply to all school fund raising activities:

1. No fund raising activity is allowed during school instructional time unless specifically approved by the administrator.
2. Door-to-door fund raising activities are prohibited for middle school students. Door-to-door fund raising is permitted at the high school level; however, this type of activity at the high school level is to be kept to a minimum.
3. Participation in fund raising activities is to be voluntary. Students, parents, or staff members who choose not to participate in a fund raising activity are not to be discriminated against in any manner.
4. The school administrator must approve all school-sponsored fund raising activity.
5. All fund raising activities that involve school facilities and payment or economic benefit to individuals, non-school organizations, or private companies must be approved by the administrator.
6. School fund raising activities should be limited to those necessary to provide students with co-curricular, extracurricular, or educational enhancement activities.
7. The collection of money in school, on school property, or at any school-sponsored event by a student for personal benefit is prohibited.
8. School fund raising activities for non-school, not-for-profit organizations require the specific approval of the administrator. In considering requests from schools to raise funds for a non-school organization, the administrator will consider the following factors;
    a. The organization and/or organizational cause for which the funds are to be raised,
    b. The instructional value or learning benefits to the students involved in the fund raising activity, and
    c. The benefit to the community.

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

1. Collections
2. Deposits
3. Disbursements (petty cash, checks, etc.)
4. Records of transactions including the following
    a. A receipt of expenditure register

b. A receipt of distribution ledger

c. An expenditure distribution ledger

d. Reconciliation of bank statement

e. Monthly financial statement of each account and the total activity fund

f. An annual financial statement

g. The selection and obtaining of all necessary forms, account books and bank materials

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

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

BLOOD DONOR DRIVES ON HIGH SCHOOL CAMPUSES 527

Blood donor drives may be conducted on high school campuses for **students seventeen or older** provided all of the following conditions are observed:

1. The organization conducting the drive must be a properly licensed, not-for-profit, self-supporting, and medically sanctioned community service agency.
2. The organization conducting the drive must carry at least one million dollars of professional liability insurance and five million dollars of general liability insurance and must name the charter school and its sponsor as an additional insured.
3. The organization conducting the drive must obtain permission of the administrator, who will specify the date, time, and location on campus of the drive.
4. No donations may be obtained through coercion or strong persuasion.
5. Written permission of the parent or guardian of all donors under the age of eighteen must be on file at the school prior to the donation.
6. Students **under the age of seventeen may not participate** in blood donor drives.

SOCIAL EVENTS AND ACTIVITIES 528

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

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

SECONDARY SCHOOL

When the administrator grants permission in advance, secondary school parties may be held during the last hour of the school day, after school hours, or during lunch periods. All such parties will normally be held on the school premises under the supervision of school personnel.

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

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

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

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

PROGRAMS ON SCHOOL TIME 529

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

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

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

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

All special programs and activities should avoid

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

EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY 530

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

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

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

HIGH SCHOOL

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

MIDDLE SCHOOL

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

Legal References:

NAC 386.800 to NAC 386.809

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

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

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

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

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

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

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

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

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

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

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

FIELD TRIPS AND ACTIVITY TRIPS 532

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

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

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

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

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

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

Before departing on any field or activity trip

1. The trip route and schedule will be reviewed with the driver(s);
2. A roster of students going on the trip will be compiled and given to the bus driver(s) including all students' names, dates of birth, phone numbers, and addresses;
3. A Nevada Department of Education approved first aid kit will be on the bus;
4. The school will have on file a permission form signed by each student's parent or guardian granting permission for the student to go;
5. A practice evacuation of the bus will be completed as required under state law (More information concerning this requirement is in the section of this manual titled PRACTICE EVACUATION OF SCHOOL BUSES 540.);
6. The driver(s) will go over the rules for bus safety and conduct for the trip;
7. Each bus will do a student count (This count will be verified each time the bus moves students from one place to another during the course of the trip and before returning back to school.);
8. There will be a minimum of one school staff member on each bus in addition to the driver; and
9. The chaperone ratio will be checked to make sure it meets or exceeds the following standards.

Day trips:

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

Overnight trips:

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

Mixed groups should have both male and female chaperones.

ACTIVITY TRIPS REQUIRING PHYSICAL SKILLS 533

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

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

MARRIED AND/OR PREGNANT STUDENTS 534

MARRIED STUDENTS

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

PREGNANT STUDENTS

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

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

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

ALTERNATE EDUCATIONAL PROGRAMS

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

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

HEALTH AND WELFARE 535

Once a student is enrolled in a charter school, all lifesaving measures available will be undertaken for all children while present at school, or attending or participating in school-sponsored activities. First aid is the immediate and temporary care given until medical care can be obtained.

The school administrator is responsible for ensuring the appropriate management of any injury or illness occurring while a student is on school property, attending or participating in school-sponsored activities. The school nurse oversees the functioning of the health clinic and the adherence to school health policies and procedures. The school nurse provides continued, appropriate supervision and instruction to school personnel on emergency care, standard precautions, blood borne pathogens, first aid management, and assisting students with prescribed medications. The clinical aide is responsible for the first aid and care of sick or injured children and works under the direction of the school nurse in those areas pertaining to health services. First aid supplies must be readily available to all staff. The clinic must be stocked to meet the first aid needs.

All school personnel must adhere to standard precautions when handling body fluids.

ILLNESS AND INJURIES

In preparation for potential illness and injuries the school shall

1. Keep records of the students' health status and the students' emergency phone numbers current at all times and

2. Post emergency telephone numbers conspicuously near the clinic phone, e.g., 911 and poison control.

If a student is not seriously ill or injured, e.g., simple abrasion, headache, stomachache, etc., the illness or injury may be handled at school. In these cases the following procedures apply:

1. The parents should be notified as soon as practical.

2. A child is not to be sent home without establishing the procedures for checking students out of school and determining the availability of proper supervision in the home.

3. Parent(s) or guardian(s) are primarily responsible for the transport and welfare of their child. School staff may with consent from the school nurse and the parent(s) or guardian(s) transport a student home if the school has appropriate insurance and if the parent or guardian is unable to arrange transportation for the child or exigent circumstances exist.

If a student is very seriously ill or injured, e.g., head injury with loss of consciousness, compound fractures, etc., follow appropriate first aid procedures and call 911 immediately.

For serious, but less severe illnesses and injuries, the school nurse will determine the method of transport if s/he is on site. If the school nurse is not on the site, this responsibility will shift to the administrator. If the situation warrants it, the parent(s) or guardian(s) may be contacted to make decisions concerning where and how to transport the child. The nature of the injury or illness in terms of severity will dictate whether or not time can be taken to reach parent(s) or guardian(s).

For all serious illness and injuries the following apply:

1. Efforts to locate and notify parent(s) or guardian(s) must continue until successful or until responsibility for the welfare of the student has been assumed by an agency such as an ambulance or emergency medical response service, hospital, physician, or Child Protective Services. Once the student has been transported for medical care, or remanded to Child Protective Services, efforts to locate parent(s) or guardian(s) must continue until successful notification has been completed.

2. In absence of a parent or guardian, a responsible certified school employee is to accompany the student to the hospital and remain with the student until the parent(s) or guardian(s) or designee arrives or until responsibility for the student's welfare had been assumed by another agency.

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

DO NOT RESUSCITATE ORDERS (DNR)

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

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

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

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

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

1. Appropriately trained staff members whose responsibilities include the provision of life-sustaining emergency care shall take all reasonable steps to provide such care to any student on school grounds in need of life-sustaining emergency care and shall attempt to contact an ambulance or emergency medical response service or agency in accordance with regular school policies to secure the speedy transportation of the student to an appropriate medical facility.

2. Charter schools shall not comply with directives from parents or others that life-sustaining emergency care should not be provided to any particular student in need of such care while under the control and supervision of the school.

3. Charter schools shall consider requests for alternative forms of life-sustaining emergency care, but those requests must be supported by written medical substantiation from the child's doctor. Determination shall be made on such requests by a team of persons at the school who are knowledgeable about the child. This team may seek additional outside information when necessary for a decision. Any determination made on such a request must be based on the likelihood that the chosen form of life-sustaining emergency care shall maintain the child's life until an ambulance arrives or the student is otherwise transported to the care of medical personnel.

4. For purposes of this policy, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying, who, without such procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care

may include: efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation and cardiopulmonary resuscitation ("CPR").

MEDICATION DURING THE SCHOOL DAY

The following provisions apply to both prescription and over-the-counter medication:

1. Parents should make every effort to avoid the necessity of medicating students during the school day. Whenever possible, medication schedules should be developed to provide for the administration of medication before or after school hours.

2. When there is no reasonable alternative and students are required to take any type of medication during school hours, with assistance from school personnel, there must be on file in the school health clinic a letter, or form designed by the school, signed by the parent and the student's physician and the parent(s) or guardian(s)stating that it is necessary for the student to take a specified medication at school and consenting to having the school nurse, or a designee trained by the school nurse, dispense that medication at school. Such a letter must be renewed at the beginning of each school year. A prescription label will not be accepted as an order from a physician to allow school personnel to administer medication.
    a. Any change in the type, frequency, or amount of medication will require a new letter from the physician and parent or guardian.
    b. All medication must be contained in a current pharmacy container labeled with the student's name, physician's name, date, medication, correct dosage and time to be given. The amount of medication that will be kept at school will be determined in cooperation with the school nurse, parent, and administrator.
    c. Charter school personnel delegated to assist students with the administration of medication must be trained by the school nurse to perform this activity in a safe, effective manner.

COMMUNICABLE DISEASES

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

1. A student suspected of having a communicable disease may be temporarily excluded from school until an appropriate medical authority determines that the student is not a health or safety threat to other students or staff members.

2. Once a student has been determined by an appropriate medical authority to not be a health or safety threat, he or she is to be educated in the regular school environment.

3. If an appropriate medical authority determines that a student is a health or safety threat to other students and staff, that student will be excluded from the regular school environment. Instructional provision must be made for the excluded student. Alternative instruction may include, but not be limited to the following: homebound teaching or hospital instruction.

4. Confidentiality shall be observed with students suspected of having or diagnosed with a communicable disease. The identity of the student, parent(s), or guardian(s) shall only be made available to persons with a direct need to know the identity of the student, parent(s), or guardian(s).

Legal References:
The Federal Rehabilitation Act; The Americans with Disabilities Act
NRS 386.580
NRS 392.430

REQUIRED PHYSICAL EXAMINATIONS 536

The school nurse shall carry out or supervise qualified health personnel in carrying out individual observation and examination of every child regularly enrolled to determine whether the child has scoliosis, any visual, or auditory problem, or any gross physical defect. The grades in which these observations and examinations must be carried out are as follows:

1. The first grade attended in middle or junior high schools
2. The first grade attended in high schools

If any student attending school in a grade above one of the specified grades has not yet received the required observations and examinations that child shall be included in the current schedule of observations and examinations.

Any student who is new to the school must be given the observations and examinations.

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

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

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

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

The school shall notify the parent(s) or guardian(s) of any student who is found to have, or believed to have a visual or auditory problem, scoliosis, or any gross physical defect. Further, the school shall recommend that the parents get the child appropriate medical attention to address the problem.

Any child must be exempted from the examinations in this policy if the child's parent(s) or guardian(s) provide the school with a written statement objecting to the examinations. Any such written objection shall be given to the school nurse so that it will be honored.

Legal Reference:
NRS 392.420

CHILD ABUSE OR NEGLECT 537

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

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

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

The report must contain the following information, if obtainable:

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

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

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

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

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

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

Legal References:
NRS 432B.220
NRS 432B.230

HOMELESS CHILDREN 538

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

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

DEFINITION OF HOMELESS

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

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

HOMELESS LIAISON

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

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

HOMELESS STUDENT ADVOCATE

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

SCHOOL ENROLLMENT PROCEDURES

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

1. Birth certificates or other documents suitable as proof of identity, immunization documentation, and previous school records may not be readily available from homeless children new to the area. Only immunization documentation is needed to enroll a child in transition, but if documents suitable as proof of identity have not been provided by the parents and can not be obtained by the school within 30 days, the school must (NRS 392.165) notify the local law enforcement agency and request a determination as to whether the child has been reported as missing. If immunizations or documents proving identity are not readily available the following may steps should be taken.
    a. Families should be referred to the school's nurse if immunization is not current. The previous school may fax a copy of current immunizations.
    b. The school can find certified copies of birth certificates at the State Vital Records Department. That department can supply addresses for out-of-state offices of vital records.
2. By definition, homeless individuals lack a permanent address. A permanent address is not required for school enrollment. If no address exists (e.g., living in an automobile), attempt to secure a name, phone number, and address for emergency notification.
3. To the extent feasible, a homeless student who has moved from one charter school area to another may continue to attend his or her original school for the remainder of the school year, even if the student has moved into permanent housing. Homeless Liaison will work with schools to facilitate transportation if possible.
4. When a homeless child is admitted to a school, the school site advocate, teacher(s), counselor, and nurse will be notified.
5. For homeless children, registration forms should be processed so that the children may begin school immediately.

SCHOOL WITHDRAWAL AND TRACKING

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

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

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

NUTRITIONAL SERVICES (FEDERAL FREE AND REDUCED MEALS)

Homeless students who qualify for free or reduced school meals should be provided these meals. This includes providing homeless kindergarten children with a free lunch (and breakfast, if it is offered at the school) daily.

When a complete application is submitted for free or reduced meals for a "homeless" student, that application should be processed quickly so that the student may start receiving meals as soon as possible if he/she qualifies – preferably with the next meal served by the school.

The school administrator may complete an application for a student known to be eligible if the household fails to apply or refuses to fill out the application correctly and completely. When exercising this option, the administrator must complete an application on behalf of the student based on the best household size and income information available. Names of household members, social security number, and signature of an adult household member need not be secured. The parents must be notified that the student has been certified and is receiving free or reduced price benefits.

HEALTH SERVICES

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

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

COUNSELING AND PERSONAL ADJUSTMENT

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

ASSESSMENT AND SPECIAL SERVICES

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

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

COMMUNICATION AND COLLABORATION

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

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

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

Legal References:

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

STUDENT TRAFFIC PATROLS 539

If a charter school decides to use student traffic patrols, it shall take the following steps before a student serves in a student traffic patrol.

1. The school shall develop a policy manual for student traffic patrol;
2. The school shall provide each student serving on the patrol with appropriate training to be approved by the charter school's governing body;
3. The administrator shall have on file a permission slip signed by the parent(s) or guardian(s) of each student who will participate in the traffic patrol; and
4. The school shall provide the sponsor with documentation that the school's insurance covers students who will serve on the student traffic patrol.

PRACTICE EVACUATION OF SCHOOL BUSES 540

At least twice during each school year, all charter school students who ride school buses to and from school or on a school trip must practice the emergency evacuation of the school bus. This practice will be completed by October 1 and March 1 of each school year. Prior to every field trip conducted by a charter school on a school bus, the evacuation of that bus must be practiced.

The administrator, or his or her designee, shall:

1. Establish a uniform procedure, which is followed by all bus drivers in carrying out the practice evacuation of buses, and
2. Establish a uniform procedure for recording all practice of evacuations and maintaining records of those evacuations for one (1) full year after the practice sessions.

Legal Reference:

NRS 392.375

STUDENT DISCIPLINE 541

State law charges every teacher and administrator with maintaining order and discipline among students; therefore, rules, regulations, and procedures are developed to establish and to maintain an orderly learning environment in each school. These rules, regulations, sanctions, and due process procedures are designed to protect all members of the educational community in the exercise in their rights and duties in all aspects of their experience, including participation in extracurricular activities, interschool athletic competition, and the school transportation program.

The administrator has the overall responsibility for the discipline and welfare of students. Imposition of serious disciplinary action on any student, including, but not limited to, suspension from school, and suspension from inter-scholastic activities are governed by the sections of this manual titled SUSPENSION OF TEN DAYS OR LESS 549 and EXPULSION AND LONG TERM SUSPENSION 550. These procedures are available in each school, distributed to teachers and students, and made available to parent(s) or guardian(s) upon request.

The primary responsibility for discipline in the classroom rests with the teacher, who shall use reasonable and professional judgment in maintaining order and in administering disciplinary measures.

The governing body of each charter shall adopt written rules of behavior required of and prohibited for pupils attending the charter school, and that body shall adopt appropriate punishments for violations of the rules. Please refer to the section of this manual titled SCHOOL RULES 542.

School organizations, clubs, and athletic teams may adopt and distribute to their members rules to govern student conduct which are in accord with state and federal law, the policies in this manual and school rules adopted by the charter school's governing body.

Every effort should be made to resolve potential disciplinary problems through discussion, counseling, and psychological services.

Legal References:

NRS 386.585
NRS 391.270

SCHOOL RULES 542

It is expected that all students of charter schools will conduct themselves in a proper and exemplary manner. Administrators, teachers, other educational personnel, support staff, parents, and the charter school's governing body are expected to work together to develop general rules of conduct for the welfare and safety of all students.

Under NRS 392.4644 the administrator of each public school shall establish a plan to provide for the progressive discipline of pupils and on-site review of disciplinary decisions. That plan must

1. Be developed with the input and participation of teachers and other educational personnel and support personnel who are employed at the school, and the parents and guardians of pupils who are enrolled in the school;
2. Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463;
3. Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school; and
4. Provide for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645 through NRS 392.4648.

On or before October 1 of each year, the administrator of each charter school shall

1. Review the plan in consultation with the teachers and other educational personnel and support personnel who are employed at the school;
2. Based upon the review, make revisions to the plan, as recommended by the teachers and other educational personnel and support personnel, if necessary;
3. Post a copy of the plan or the revised plan, as applicable, in a prominent place at the school for public inspection and otherwise make the plan available for public inspection at the administrative office of the school;
4. Submit a copy of the plan, or of the revised plan, if it has been revised, to the sponsor of the charter school.

It is recommended that a committee including representation from the charter school's governing body be formed each year to develop or review the school's progressive discipline plan.

Under NRS 386.585 the charter school's governing body shall adopt rules of behavior, prescribed punishments, and procedures to be followed in imposing punishments. When those rules, punishments, and procedures have been adopted they must be distributed to each pupil at the beginning of the school year and to each new pupil who enters school during the year. Those rules, punishments, and procedures must also be available for public inspection at the charter school.

Legal References:

NRS 386.585
NRS 392.4644
NRS 392.4645
NRS 392.463

DRESS 543

Dress and grooming are individual and personal matters and the primary responsibility for dress and grooming rests with the student and the student's parent(s) or guardian(s). However, charter schools shall insist that the dress and grooming of students are within the limits of generally accepted good taste. Charter schools shall also insist that the dress and grooming of all students must not present potential health or safety problems or cause disruptions. The school authorities have the professional responsibility and legal sanction to require students to change their dress and/or grooming to conform to these requirements.

School organizations that sponsor off-campus activities may adopt special rules regarding dress and grooming to be followed when the group represents the school. These rules must be reviewed and approved by the administrator before they are implemented.

Please refer to the section GANGS AND GANG ACTIVITY 557 for additional information.

Legal Reference:

Attorney General of the State of Nevada Opinion #288, 05-25-62

PROHIBITED CONDUCT 544

Committing, participating in or unlawfully attempting any of the following activities or acts in school buildings or on school property is prohibited and may constitute cause for disciplinary action. In addition, students at school-sponsored, off campus events and those using charter school sponsored transportation shall be governed by the policies, rules, regulations, and procedures established in this manual. Any criminal act shall be reported at once to the local police or sheriff's office. The student's parent(s) or guardian(s) shall also be notified, if possible. The school will take disciplinary action, whether or not criminal charges result.

CRIMINAL OFFENSES (As defined in applicable statutes or ordinances)

Violations of local, state or federal laws shall be enforced on school properties or at activities sponsored by charter schools. Examples of such laws are indicated below:

1. ALCOHOL: The possession of, sales, and furnishing alcoholic beverages.
2. ARSON: The intentional setting of fire.
3. ASSAULT: Physical or verbal threats with the intent and the ability to carry through with same.
4. BATTERY: An unconsented-to touching or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat knowing it to be false.
6. BURGLARY: Illegal entry with the intent to commit a crime.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
11. FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
12. INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another.
13. LARCENY: Stealing, taking, carrying away property of another.
14. LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.
15. MARIJUANA: The possession of, sales or furnishing marijuana.

16. NARCOTICS: The possession of, sales or furnishing a controlled substance.

17. NARCOTICS PARAPHERNALIA: The possession of, sales, furnishing or use of.

18. PROFANITY: Use of vile or indecent language.

19. RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.

20. ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.

21. ROUT/RIOT: Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.

22. STOLEN PROPERTY: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.

23. TAMPERING WITH MOTOR VEHICLES: Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.

24. THROWING SUBSTANCE AT VEHICLE: To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.

25. TRESPASS: To be upon the property of another without permission of the owner and to stay upon same after warning. To be on school property or at a school function while under suspension from school.

26. WEAPONS:

    a. Brandishing any knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other deadly weapon in a rude, angry or threatening manner or to use same in any fight or quarrel.

    b. Concealed - it is unlawful for any person to carry any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon. For the purpose of this section, nunchaku are included herein.

    c. Possession - it is unlawful for any person to possess any weapon commonly known as a knife, blackjack, slingshot, billy, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm, or other dangerous weapon.

27. Violation of other federal or state criminal laws or local ordinances at school, at school-sponsored activities or on school-sponsored transportation is prohibited.

CHARTER SCHOOL OFFENSES

The following non-criminal activities may also lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community.

1. ALCOHOLIC BEVERAGES: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having consumed an alcoholic beverage.

2. DISOBEDIENCE, INSOLENCE AND INSUBORDINATION: Students must obey the instructions of school personnel.

3. DISRUPTIVE CONDUCT: Conduct that interferes with the educational process. Serious situations may be handled under criminal sanctions.

4. FIGHTING.

5. FORGING OR USING FORGED PASSES, EXCUSES OR OTHER SCHOOL DOCUMENTS.

6. GUM CHEWING AND EATING FOOD AT INAPPROPRIATE TIMES OR IN INAPPROPRIATE PLACES AS DETERMINED BY THE ADMINISTRATOR.

7. HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.

8. ILLEGAL SUBSTANCE: Being on campus, on school-sponsored transportation or at a school-sponsored activity after having used an illegal substance.

9. INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.

10. MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or distracts the attention of the driver.

11. PLAGIARISM AND CHEATING.

12. POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.

13. RADIO PAGERS (BEEPERS) AND PORTABLE PHONES: Students may possess or use electronic signaling devices, including but not limited to pagers, beepers, and cellular/digital telephones, provided that the use of such devices is confined to areas outside school buildings—before and/or after school hours or during lunch break. Electronic signaling devices shall not be carried into classrooms during assessments, semester exams or other testing situations.

    CONSEQUENCES

    First Offense:

    - The electronic signaling device shall be confiscated.
    - The parent/legal guardian shall be notified.
    - The electronic signaling device shall be turned over to the parent/legal guardian.
    - The policy shall be reviewed with this student and his/her parent/legal guardian.
    - A warning shall be given regarding the consequence(s) for any future violation of the policy.

    Second Offense:

    - The electronic signaling device shall be confiscated.

- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for "administrative insubordination" or "disregard for school rules."
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

Third Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for second offense for "administrative insubordination" or "disregard for school rules."
- Electronic signaling device privileges shall be revoked for a period of 90 school days.
- The policy shall be again reviewed with this student and his/her parent/legal guardian.
- A further warning shall be given regarding the consequence(s) for any future violation of the policy.

Fourth Offense:

- The electronic signaling device shall be confiscated.
- The parent/legal guardian shall be notified.
- The electronic signaling device shall be turned over to the parent/legal guardian.
- School-determined consequence for third offense for "administrative insubordination" or "disregard for school rules."
- Electronic signaling device privileges shall be revoked for remainder of student's school career.

Appeals:

A parent or legal guardian shall have the right of appeal to the administrator or his/her designee regarding fourth offenses. Said request for appeal shall be submitted in writing directly to the administrator within ten (10) working days after the determination of a fourth offense.

14. Inside school buildings and during the school day, electronic signaling devices shall be in the "off" position at all times. Electronic signaling devices should be stored in the student's locker, if possible. When not possible, the electronic signaling devices may be carried in the "off" position in the student's backpack or other carry item.

15. Outside of the school instructional hours or during school activities, electronic signaling devices may be carried in the "vibrate" or "silent ringer" notification mode.

16. SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of l972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.

17. SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.

18. TRAFFIC VIOLATIONS ON SCHOOL GROUNDS.

19. TRUANCY: Being absent from school without a valid excuse acceptable to the administrator.

20. GANG ACTIVITY: As set forth in the section of this manual titled GANGS AND GANG ACTIVITY 557.

Legal Reference:

NRS 392.464

DRIVING 545

Driving and parking on school grounds are privileges that may be given to students by a charter school. Students disregarding the following driving regulations may lose these privileges.

Students driving over posted speed limits or driving/parking in any unauthorized areas, driving in any reckless manner or in violation of school policies shall be subject to disciplinary action, determined by the administrator. Furthermore, students in violation of state traffic laws may be referred to the proper authorities.

DISCIPLINARY SANCTIONS 546

When it has been determined that a school rule, a policy or procedure in this manual, or a law has been violated appropriate disciplinary action will be taken. Disciplinary action may include, but is not limited to, the alternatives described within this manual and the school's discipline policy.

NOTIFICATION OF LAW ENFORCEMENT OFFICIALS 547

Schools shall work closely with law enforcement agencies in the control of student behavior. In general, these agencies shall be called upon to assist in handling situations involving theft, physical danger, or dangerous search, or seizure. Please refer to the section of this manual titled SEARCHES OF STUDENTS 552 for additional information.

An incident that may constitute the commission of a felonious act shall be reported at once to the appropriate local law enforcement agency, and the student's parent(s) or guardian(s) shall be notified.

When emergency conditions require the school to take action before the arrival of an officer, a follow-up referral should be made to the appropriate agency.

Any call for assistance or for the investigation of an offense occurring on school property or at a school sponsored event will be immediately followed by the administrator, or the administrator's designee, writing a statement to document the details of the situation and placing that statement either in the appropriate student(s) files or in a separate file kept for such reports.

SUSPENSIONS - GENERAL INFORMATION & DEFINITIONS 548

Suspension is the temporary removal of a student from school or from school-sponsored activities. Students may be suspended for the following reasons:

1. Violation of any state law or local ordinance in a school building, on school grounds, or at a school-sponsored activity. Examples of these violations are listed in the section of this manual titled PROHIBITED CONDUCT 544.

2. Violation of rules, policies, and procedures established for charter schools as outlined in this manual. Examples of these violations are listed in the section of this manual titled PROHIBITED CONDUCT 544.

3. Student actions or inactions at school or a school-sponsored activity that disrupt, interfere with, or pose a threat to the educational program, other students, staff, visitors, or the student personally.

The primary purpose of suspension is to give the student, his/her parent(s) or guardian(s), and the school the time needed to resolve a problem. The duration of suspension is related to a course of action designed to resolve the problem.

Types of Suspension:

1. Emergency Suspension: The administrator, or his or her designee, may suspend any student whose conduct is determined to be a clear threat to the physical safety of others or to the property interests of others or is so extremely disruptive as to make the student's temporary removal necessary to preserve the right of the other students to pursue an education.

2. Long-Term Suspension: A student may be suspended from school or from an interscholastic activity for more than ten (10) days by the school's governing body. Please refer to the section of this manual titled EXPULSION AND LONG TERM SUSPENSION 550.

3. Short-Term Suspension: A student may be removed from school and/or from interscholastic activities for no more than ten (10) days by the administrator.

4. In-School Suspension: A student may be removed from his/her classes and all school activities for no more than ten (10) days and during the term of suspension the student will remain in a separate supervised area of the school. The primary intention of this action is to gain cooperation with the student's parent(s) or guardian(s) and to isolate the student from all regular academic and social activities. If this action seems warranted after an investigation and after consultation with the parent(s) or guardian(s), the administrator, or his or her designee, shall take action.

5. Guidance Suspension: A student may be removed from school and all related activities for no more than ten (10) school days. Students placed on a guidance suspension will be referred to appropriate mental health professional(s) for assistance. Such guidance suspension will occur when a student's prior actions have indicated the need for intervention or assistance, and that intervention by a counselor and school psychologist has failed to provide a positive change. These suspensions will not be considered disciplinary in approach and consequently will not be treated as emergency suspensions.

SPECIAL CONDITIONS OF SUSPENSION:

1. A student may not participate in extracurricular activities during the term of his/her suspension.

2. Suspensions may be reflected in the student's class citizenship or school citizenship grade.
3. Notations of suspensions from school will be made in the student's cumulative folder.
4. Schoolwork missed as a result of suspensions that last 10 days or less may be made up through the completion of make-up work in the manner and to the extent described in the section of these policies titled ATTENDANCE CHECKING, ABSENCES, MISSED INSTRUCTION, TRUANCY, MINIMUM ATTENDANCE, MAKE-UP WORK AND PARENT/SCHOOL RESPONSIBILITIES 506 under MAKE-UP WORK. Any work that cannot be made up, or is not made up, will result in the lowering of the academic grade for the grading period, and it may result in loss of credit.

Legal References:

NRS 386.585
NRS 392
NRS 392.466
NRS 392.467

SUSPENSION OF TEN DAYS OR LESS 549

A pupil may be removed from school immediately for any of the following:

1. Posing a continuing danger to persons or property,
2. Posing an ongoing threat of disrupting the academic process,
3. Selling or distributing any controlled substance, or
4. Being found in possession of a dangerous weapon as provided in NRS 392.466.

When a student in removed for any of these reasons the student shall be given an explanation of the reasons for his or her removal. The student shall also be given an explanation of pending proceedings, to be conducted as soon as practicable after removal, for his or her suspension or expulsion.

In all other cases involving suspension the administrator shall:

1. Tell the student you are meeting with him/her to investigate allegations that the student has violated laws, rule(s), state charter school policies, or the school's policies.
2. Tell the student the specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there will be consequences up to and including suspension from school. Ask if he/she understands the allegation(s).
3. Explain to the student the evidence you have regarding the alleged violation(s).
4. Ask the student if he/she admits or denies the allegation(s). If the student admits to violation(s), assign appropriate consequences. If the student denies the allegation(s), give him/her the chance to explain and present his/her side of the story. The administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further. (This does not mean that the student can secure counsel, confront, and cross-examine witnesses, or call witnesses on his/her behalf to present his/her case.)
5. After hearing the student's explanation and evidence, the administrator should determine if he/she needs more information and, if so, obtain it before making a decision. If not, the administrator should determine what, if any, violations exist and assign appropriate consequences.
6. If the student has a behavior plan, the administrator should review the plan with the student. If the student does not have a behavior plan and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
7. If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) commencing (starting date).
8. The administrator shall notify the parents of the suspension as soon as possible by phone or in person and follow up that notification with a letter, which will be placed in the student's file

Legal Reference:

NRS 386.585

EXPULSION AND LONG TERM SUSPENSION 550

When it is determined that a student's behavior seriously interferes with the educational program or the safety or welfare of school personnel or other students, the charter school's governing body may remove the student from further attendance in the charter school in accordance with NRS 386.585.

STATE-MANDATED SUSPENSIONS:

A student shall be suspended for at least a period equal to one (1) semester from the school s/he attends if:

1. On the first occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
2. On the first occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
3. On the first occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
4. In one school year, there is written evidence that the student has threatened or extorted or attempted to threaten or extort another student, teacher or other personnel employed by the school.
5. In one school year, there is written evidence that the student has been suspended for initiating, without provocation, at least two (2) fights on school property.
6. In one school year, there is written evidence that the student has a record of five (5) suspensions from the school for any reason.

Any student who commits any the conduct described in 1 through 6 above will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

STATE MANDATED EXPULSION:

1. One Year Expulsion

   The school must expel any student for a period of not less than one (1) year from the school he or she attends if at any time, the student is found in possession of a firearm or an explosive device while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

   There is an exception for possession of a firearm with the prior approval of the administrator.

2. Permanent Expulsion

   The school must permanently expel a student from the school he or she attends if:

   a. On the second occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;

b. On the second occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;

c. On the second occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

Any student who commits the conduct described above in No. 1, No. 2.a., No. 2.b., or No. 2.c. will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

EXPULSION AND LONG TERM SUSPENSION HEARINGS:

If after an investigation it is determined by the administrator that a long term suspension or expulsion is appropriate the student will be provided a hearing before the school's governing body. The governing body will decide in accordance with procedures in NRS 392.467 whether or not the student shall be put on a long term suspension or be expelled as recommended by the school administrator.

The hearing shall be closed to the public. A tape recording of the hearing will be made by the governing body. Upon request the student may obtain a copy of the hearing recording.

The student shall have the right to be represented by an advocate of his/her choosing.

Both the student and the administrator may call witnesses and present evidence.

The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

RE-ADMITTANCE TO SCHOOL:

Students may apply for re-admittance, within 45 school days from the one year anniversary day of their expulsion by the charter school's governing body. Such request should be made to the administrator. During this period of time, the administrator will direct appropriate staff personnel to conduct a review of the request to ensure that any special conditions for re-admittance, such as a psychological evaluation, are completed as well as determining that the student has been a good citizen during the period of expulsion. When this review has been completed the governing body will decide near the end of the expulsion period whether or not the student may be re-admitted. The charter school's governing body will provide written notification of its decision to the student, parent(s) or guardian(s), and the administrator of the charter school.

Legal References:

NRS 386.585
NRS 392

CORPORAL PUNISHMENT 551

NRS 392.465 prohibits corporal punishment of students. Under this state law and under this charter school policy, the governing body of a charter school shall not permit corporal punishment of students in charter schools. This policy does not prohibit any teacher, administrator, other licensed person, or classified person from defending himself if attacked by a pupil. As used in this policy, "corporal punishment" means the intentional infliction of physical pain upon or the physical restraint of a pupil for disciplinary purposes.

Corporal punishment does not include the use of reasonable and necessary force:

1. To quell a disturbance that threatens physical injury to any person or the destruction of property,
2. To obtain possession of a weapon or other dangerous object within a pupil's control,
3. To defend oneself or another person, or
4. To escort a disruptive pupil who refuses to go voluntarily with the proper authorities.

Legal Reference:

NRS 392.4633

SEARCHES OF STUDENTS 552

The primary function of the public schools is education. In order to serve this function, the schools must maintain discipline and order, and the schools must provide students with physical safety and security.

School officials and teachers act in loco parentis to the students during the time students are under their supervision.

To provide an orderly and safe school environment, the school must control the behavior of students and prevent the introduction by students of harmful, damaging, unlawful, or deleterious items onto the school premises. The law, therefore, permits school authorities to search students, their personal possessions, their desks, and lockers under appropriate circumstances.

A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the following guidelines:

STUDENT'S RIGHTS AND RESPONSIBILITIES

The student has a right of privacy in his/her person, his/her personal belongings and effects, and his/her personal automobile parked on school grounds; but that right is limited by the needs of all students for a safe, calm, and orderly school environment.

Students shall not carry, conceal, or bring onto the school premises any material that is prohibited by law, published school rules, regulations, or policies; nor shall they carry, conceal, or bring onto the school premises any material that will detract from the maintenance of a calm, orderly, and safe school environment.

SEARCHES

A teacher, administrator, or other school employee designated by an administrator may search the person of any student, the personal effects in the student's possession, or the student's automobile parked on school grounds, under any of the following circumstances:

1. The search is made in connection with a lawful arrest.
2. The search is made with the voluntary consent of the student.
3. The search is conducted on the reasonable suspicion that the student is:
    a. Engaged in an activity that violates a law or published charter school rule, regulation, or policy; or
    b. Carrying, concealing, or sequestering material the possession of which is prohibited by law or by published charter school rule, regulation, or policy.

If the search is made with the consent of the student, there should be a witness to the obtaining of the consent and to the search.

The teacher, administrator or other designated school employee making the search shall be of the same sex as the student searched, unless the need for an immediate search requires a search by a teacher, administrator, or school employee of the other sex. When the search is made by someone of a different sex than the student searched, there should be a witness to the search.

The search of a desk or locker assigned to a student may be done at any time pursuant to either of the following rules:

1. The search is made to maintain discipline and protect the students from the introduction into the school of offensive or undesirable materials, or
2. The search is made on the reasonable suspicion that the student is
   a. Engaged in an activity that violates a law or a published charter school rule, regulation, or policy; or
   b. Using the school property in the form of a locker or desk for illegal or wrongful purposes or to sequester material the possession of which is prohibited by law or by published charter school rule, regulation, or policy.

In all other cases, a search warrant should be obtained before a search is conducted.

REASONABLE SUSPICION
In those cases requiring a reasonable suspicion as the basis for the search, the school official, or employee authorizing the search, shall have a reasonable suspicion that the fruits or implements of a crime or unlawful act will be found, or that a weapon or other material the possession of which is prohibited by law or by charter school rules, regulations, or policies will be found. A reasonable suspicion is a subjective, good faith belief supported by objective facts which may include, but are not limited to, the student's age, history, and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school. The required "reasonable suspicion" must be based on facts relating to a particular student whose person, belongings, automobile, desk, or locker is to be searched and such suspicion must arise immediately prior to the proposed search.

LIMITATIONS ON RIGHT OF PRIVACY: LOCKERS AND DESKS
The student does not have the exclusive right to possession of the locker or desk to which he or she is assigned, and the school reserves the right to conduct searches of lockers and desks as outlined above. Each student shall accept and use the assigned locker or desk on such basis.

CANINE SEARCHES
The school may conduct canine searches of school hallways, lockers, classrooms, buildings, parking lots, and other school property through the use of a canine unit. A canine unit consists of a qualified handler and a dog specially trained to detect illegal or prohibited substances, weapons, or bombs.

If a teacher, administrator, other school official, employee, school police, or security personnel, have a reasonable suspicion to believe that a student or students have in his/her/their possession a weapon or a controlled substance or material that is prohibited by law or charter school rules, regulations, or policies, a search may be conducted of a student by the canine unit on campus. Such a search of a student may only be conducted on reasonable suspicion, described above under REASONABLE SUSPICION.

ROLE OF LAW ENFORCEMENT AGENCIES
School personnel should call for assistance from local law enforcement authorities when there is reason to believe the situation is dangerous.

If a search by school personnel results in the discovery of materials the possession of which law prohibits, local law enforcement officials shall be notified and the materials shall be turned over to them.

RESTITUTION FOR DAMAGES AND THEFT 553

The administrator should handle acts of theft, forced entry, or destruction of property in the manner most suited to the development of respect for law and civic responsibility. This requires taking into consideration the age and background of the student, the specific nature of the offense, and other circumstances, but does not allow condoning such action in any way.

Any student who steals school property, enters a locked building or enclosure, or destroys or defaces any school property shall be subject to suspension, transfer, expulsion, or other disciplinary action under the procedures set forth in the sections of these policies titled SUSPENSIONS – GENERAL INFORMATION & DEFINITIONS 548, SUSPENSIONOF TEN DAYS OR LESS 549, AND EXPULSION AND LONG TERM SUSPENSION 550. If it appears that a law may have been violated, the student's parent(s) or guardian(s) shall be notified, if possible, and local law enforcement officials shall be notified.

The student and his or her parent(s) or guardian(s) shall be held responsible within the limits of the law for restitution for damages to school property. State law (NRS 393.170) provides specifically that students and parent(s) or guardian(s) are responsible for instructional supplies and material loaned to students. It specifies further (NRS 393.070) that willfully and maliciously injuring, marking, or defacing any public property is illegal.

The administrator may deal with minor damage, which does not exceed fifty dollars ($50), in a manner he or she deems most suitable. He or she will then file a report of the incident in the student's permanent file. Whenever possible, the student should take full responsibility for restoring damages.

If the damage exceeds fifty dollars ($50) and the student or his or her parent(s) or guardian(s) does not voluntarily make restitution, the school may pursue recovery of costs as provided under provisions of NRS 193.155.

Legal Reference:

NRS 193.155

REMOVAL FROM A SPECIFIC CLASS 554

As part of the school's progressive discipline plan, and as required under NRS 392.4645, if in the judgment of the teacher, the pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and with the ability of the other pupils to learn. The teacher may remove the pupil from the classroom, or have the pupil removed.

Upon the removal of a pupil from the classroom the administrator of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil the administrator shall notify the parent or legal guardian of the removal.

If the administrator finds that the pupil should be suspended or expelled the student may be suspended and expelled, as appropriate, following the procedures in the sections of this manual titled SUSPENSION OF TEN DAYS OR LESS 549 and EXPULSION AND LONG TERM SUSPENSION 550.

If the pupil is not suspended, the pupil must be assigned to a temporary alternative placement in which the pupil:

1. Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
2. Studies under the supervision of appropriate school personnel; and
3. Is prohibited from engaging in any extracurricular activity sponsored by the school.

Legal Reference:

NRS 392.4645

INELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES 555

Students who are suspended or expelled from school are not allowed to participate in extra-curricular activities or allowed to attend school-sponsored, off-campus events during the term of their suspension or expulsion.

In addition to state and federal laws and regulations, these policies, and individual charter school rules, extracurricular organizations may have rules to govern the conduct of their members so long as those rules are in accord with state and federal laws and regulations, these policies, and individual charter school's rules and policies. Infractions of any state or federal law or regulation, charter school policy, or individual charter school rule may lead to suspension or removal from participation in the organization's activities.

In the event any state or federal law or regulation, charter school policy or individual charter school rule prescribes a mandatory penalty for a specified violation, the administrator, or his or her designee, shall be required to follow the prescribed mandate.

See also EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY 530.

STUDENT CONDUCT ON SCHOOL BUS 556

The transporting of students in school owned or operated transportation equipment is regarded as an extension of the school proper and, as such, the charter school staff and administrator have disciplinary jurisdiction.

Proper behavior on a school bus is a matter of student safety. Students will behave in a safe and orderly manner on school buses. Students will follow all bus rules and the driver's instructions, just as they are expected to follow school rules and directions of other school staff members.

Students who become serious disciplinary problems on the school bus may have their riding privileges suspended.

GANGS AND GANG ACTIVITY 557

The presence of gangs and gang activities can cause a substantial disruption of or material interferences with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts.

Any gang-related clothing, apparel, attire, jewelry, insignias, colors, paraphernalia, and materials may vary from school to school and may change from year to year. The school shall consult with local law enforcement agencies and other agencies to ascertain the changes in gang appearances and activities no less than two times per year.

At the beginning of each school year, or upon enrollment, each student and his/her parent/guardian shall be mailed or provided a copy of the policies and procedures concerning gangs and gang activity. These policies shall be printed in the charter school's student manual.

No student on or about school property or at any school activity:

1. Shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, tattoo, sign, or other things that are indicators of membership in or affiliation with any gang;
2. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang;
3. Shall place graffiti on or otherwise deface property on school grounds. For purposes of this regulation, the term "graffiti" means any unauthorized inscription, word, figure, or design that is marked, etched, scratched, drawn, painted on or affixed to the public or private property, real or personal, of another that defaces the property; or
4. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
    a. Soliciting others for membership in any gangs;
    b. Requesting any person to pay protection or otherwise intimidating or threatening any person;
    c. Committing any other illegal act or other violation of charter school rules, regulations, or policies; or
    d. Inciting other students to act with physical violence upon any other person.

In implementing and enforcing this regulation, the following procedures shall be followed:

1. If a student is suspected of violating this regulation, the violation should be reported to the administrator's, or his or her designee's, office.
2. The administrator, or his or her designee, shall observe the student and/or talk with the student or others in order to make an initial determination whether the student may be violating this regulation.
3. If a violation is observed, the administrator, or his or her designee, shall call the student to his/her office for a conference or otherwise contact the student.
4. During the conference or other contact with the student, the administrator, or his or her designee, shall attempt to resolve the problem informally. The student shall have the opportunity to rebut the contention that this regulation has been violated.

5. If required by circumstances, the administrator, or his or her designee, may make a reasonable effort to contact the student's parent/guardian and inform him/her of the suspected violation of this regulation and/or initiate more extreme disciplinary action under any part of the Behavior & Discipline section of this manual depending on the nature and severity of the suspected violations.

DISCRIMINATION, HARASSMENT/SEXUAL HARASSMENT 558

Any student, parent, or guardian who has a question or concern or would like a copy of the charter school's policy or procedures regarding discrimination, harassment or sexual harassment or retaliation should contact the administrator or other school administrator. Notice of this policy and procedures shall be posted in prominent locations in all charter school buildings, including information on how to receive copies. Notices shall also be included in student handbooks given annually to families. Notices will be updated annually with the names, locations and numbers of contact persons in the school.

The charter school is committed to a discrimination and harassment free, working, and learning environment. Discrimination and harassment adversely affect morale and productivity and interfere with students' ability to learn. Discrimination and harassment of any person on the basis of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Harassing behavior including sexually harassing behavior between members of the same or opposite sex is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Charter schools will act promptly on reports, (including informal reports), complaints, and grievances of discrimination, harassment/sexual harassment, or retaliation, that come to their attention. Charter school staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Charter school staff will also report such apparent violations to the charter school's sponsor.

Charter schools will prohibit retaliation against any person who has made a report of alleged discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender.

The charter schools will provide regular education about harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Charter schools will also provide regular training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students. Such staff training shall be regularly scheduled at least every other year in the school in a manner calculated to reach all staff, with periodic updates as needed. The Nevada Equal Rights Commission may be contacted to provide staff training at no cost to the school.

This policy applies to discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

DISCRIMINATION

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religions preference.

HARASSMENT

Harassment is defined as behavior consisting of verbal, non-verbal, or physical conduct that ridicules, degrades, etc., a person because of his/her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Nothing contained in herein shall be construed or interpreted to prohibit or in any way to discourage the genuine discussion of issues or use of materials for academic, educational, or instructional purposes.

Prohibited harassment exists when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive school environment;
2. Has the purpose or effect of substantially or unreasonably interfering with a student's educational development or performance; or
3. Otherwise adversely affects a student's educational opportunities.

Examples of general harassment include, but are not limited to, behaviors that ridicule, degrade, or harass a person because of his/her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference such as:

1. Unwelcome comments; ethnic, racial, or anti-gay slurs, and jokes; threats;
2. Cartoons, graffiti, posters, visuals, etc., with offensive connotations; though nothing in this regulation shall be interpreted to prohibit use of such materials for genuine academic, educational, or instructional purposes;
3. Sabotage, criticism, unreasonable monitoring of a student's work, etc.;
4. Hitting;
5. Intentionally blocking the path of;
6. Body, hand, or facial gestures; or
7. Contact.

SEXUAL HARASSMENT

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of an student's educational progress;
2. Submission to, or rejection of, that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any

aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

The following are some examples of sexual harassment or intimidation:

1. Sexual advances that are unwanted (this may include situations which began as reciprocal, but later ceased to be reciprocal);
2. Sexual gestures, verbal abuse, sexually-oriented jokes, innuendos, or obscenities;
3. Displaying of sexually suggestive objects, pictures, cartoons, or posters;
4. Sexually suggestive letters, notes, threats, or invitations;
5. Benefits effected in exchange for sexual favors;
6. Physical conduct such as assault, attempted rape, impeding, or blocking movement, or unwelcome touching; and
7. Hazing, or daring to engage in unsafe practices, particularly directed toward students in nontraditional settings.

RETALIATION

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national original, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

PROCESS FOR RESOLVING COMPLAINTS BASED ON DISCRIMINATION, HARASSMENT, AND RETALIATION

Because parents, educators, and members of the public share the goal of making school experiences rewarding for students, it is in the best interest of all parties to resolve school-related concerns as quickly and effectively as possible. The best solutions are those that involve input from those closest to the concern, typically, the students, the parent, and/or guardian, teacher, and administrator.

At any time, a student may choose to initiate the following grievance procedure along with having the legal right to file a grievance with the Office of Civil Rights or a court of competent jurisdiction at any time. The student will be informed of the options and timelines available to him/her in this grievance procedure. All students are permitted and encouraged to have a parent, counselor, or advisor present with them for moral support during any level of the grievance procedure and investigation. At no time shall a student's reluctance to initiate the grievance procedure be used to delay or excuse the school's responsibility to investigate in a prompt and equitable manner allegations of harassment and to report allegations that are violent or criminal in nature to law enforcement officers.

LEVEL I:

Level I consist of informal discussion between the person having a concern and personnel at the school or location of the concern. Individuals with concerns should bring them to the attention of the administrator as quickly as possible. Timelines for resolution can be mutually established at that time. It is not necessary to

complete the "Complaint Form for Grievances Based on Discrimination, Harassment, and Retaliation", if the individuals involved are attempting to resolve, or have resolved, a concern at this level. A brief summary and

outcome of the meeting/resolution process will be sent to the complainant by the administrator within five (5) calendar days of the meeting to resolve. The Level I informal resolution process is not a prerequisite to filing a level II complaint. At the request of the complainant or the administrator, support is available from the school's sponsor to help mediate Level I issues.

The sponsor has inherent discretion to conduct a formal investigation of any allegation of harassment even if the student desires an informal resolution under Level I.

LEVEL II:

At Level II, a "Charter School Complaint Form for Grievances Based on Discrimination, Harassment, or Retaliation" must be completed and filed with the president of the school's governing body. A copy of this form is included at the end of this policy. Complainants not satisfied with a Level I resolution file a formal Level II complaint with the president of the school's governing body within forty-five (45) calendar days of the level I meeting. If a Level I meeting has not been held, complainants must file a formal complaint with the president of the school's governing body within forty-five (45) calendar days of the alleged discrimination, harassment, or retaliation.

Within fourteen (45) calendar days of the original Level II filing, a meeting with the school's governing body will be held. The purpose of the meeting will be to gather information about the complaint, clarify the complainant's desired outcome, and identify how the complaint will be resolved. Within five (5) calendar days of the meeting, the governing body will send a report regarding the outcome of the meeting to the complainant, the charter school administrator, and any relevant staff persons. If the report determines the complaint will be resolved without investigation, the written report will identify why the complaint is not being investigated and, if necessary, designate the staff persons responsible for any additional charter school actions. Complaints that can be resolved without investigation include those that do not raise an issue under the policy, are untimely, are being mediated, or have been resolved at the meeting with the complainant.

If an investigation of the complaint is necessary, the governing body will initiate an impartial investigation consistent with due process standards. As part of this investigation the complainant shall be asked to:

1. Provide a list of the names of witnesses who have information about the case,
2. Provide any evidence they believe supports their complaint, and
3. Have the opportunity to be interviewed and present his/her issues of complaint.

Within thirty (30) calendar days of the governing body having a written report recommending an investigation, the investigation shall be completed. If good cause exists the school's governing body may extend the time of the investigation with notice to the complainant. Within fifteen (15) calendar days following the completion of the investigation the governing body will provide a written response, based on the investigation findings, to the complainant, the charter school administrator, and other charter school staff as appropriate.

The investigation report will identify the complaint allegations, the witnesses, the evidence considered, the findings, and the investigation conclusions. If the investigation finds that the complainant's allegation(s) was substantiated by the evidence, the report will also include a specific plan to provide remediation for the victim and

for charter school's action to address the situation that gave rise to the complaint and prevent future recurrence, as appropriate. The report will also include a notice of the complainant's right to appeal.

LEVEL II DUE PROCESS HEARING PROCEDURES FOR DISABILITY DISCRIMINATION COMPLAINTS IN ACCORDANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED BY ADA.

If a parent wishes to file a grievance regarding to identification, evaluation, or placement of a student under Section 504, the parent has the right to an impartial due process hearing with representation by counsel and right of appeal. The grievance needs to be in writing using the "Charter School Complaint Form for Grievances Based On Discrimination, Harassment, and Retaliation ". A copy of this form is included at the end of this policy.

An impartial hearing officer will be appointed by the charter school's governing body and the grievant shall be notified of the hearing. The hearing officer will conduct the hearing and issue the decision. The hearing procedures include the:

1. Right of each party to representation and assistance,
2. Right of each party to present witnesses and evidence,
3. Right of the parent to decide if the hearing is to be open to the public, and
4. Tape recording of the hearing or transcripts thereof will be made available.

The parties involved, along with the hearing officer, will establish the time and place for the hearing.

The grievance decision will be made by the hearing officer in writing and include what corrective action, if any, must be taken. The resolution of the grievance will take place no more than forty-five (45) calendar days after the receipt of the grievance unless both parties agree in writing to an extension of this time frame.

CONFIDENTIALITY

A report of discrimination, harassment, or sexual harassment and the investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved.

The school's obligation to investigate and take corrective action may supercede an individual's right of privacy.

Pending the completion of the investigation, the school may take any action necessary to protect the alleged victim, consistent with the requirements of applicable regulations and statutes.

SANCTIONS

If an investigation determines that a charter school student, staff member, or administrator engaged in harassment, sexual harassment, or retaliation, the governing body may take any necessary and appropriate action that is consistent with the requirements of applicable regulations or statutes. All parties involved in the investigation shall be notified of the governing body's decision.

A substantiated charge against a student shall subject that student to disciplinary action consistent with the student discipline policies and procedures in this manual. Successive violations by a perpetrator shall lead to progressively more severe discipline. If there is a recommendation for expulsion of a student, the final disposition of the case may be by action of the governing body. The due process rights of all individuals will be protected.

REMEDIATION

Victims and witnesses of discrimination, harassment, sexual harassment, and retaliation will be provided support services to help deal with the effects of discrimination or harassment. Available remedial measures may include increased adult supervision of activities in which incidents have occurred, regular observations of the victim's and perpetrator's classes and activities, regular school counselor contact with the victim, exclusion of the perpetrator from participating in extracurricular activities, increased parental involvement, and monitoring by school authorities of the victim's security. Such remedial measures shall not include changing the victim's class or school assignments or extracurricular activities as a means for protection unless specifically requested in writing by the victim.

NOTIFICATION

Notice of this policy, procedures, and grievance procedures shall be posted in prominent locations in all charter school buildings. All such postings shall also include information on how to receive copies of the postings, policies, procedures, and grievance procedures. Notices shall also be included in student handbooks given annually to families. Notices will be updated annually with the names, locations, and numbers of contact persons in the school.

PROCEDURAL DUE PROCESS RIGHTS OF DISABLED STUDENTS

This policy does not affect the other procedural due process rights of disabled students and parents in regard to identification, evaluation, or placement of disabled students under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disability Education Act.

QUESTIONING OF STUDENTS 559

Representatives of recognized agencies find it necessary or convenient to interview or question students during school hours on school grounds and it is charter school policy to assist and cooperate with such agencies. A student may be interviewed or questioned by representatives of the following agencies during school hours on school grounds provided the representative contacts the student's administrator, or his/her appointed representative, prior to the questioning.

1. Local, state, and federal law enforcement agencies and probation departments
2. Local and regional fire departments
3. Recognized welfare agencies
4. Any branch of the armed forces
5. Other appropriate governmental agencies

Permission from the parent(s) or guardian(s) shall be obtained prior to the questioning, except no parental permission shall be required in the following cases:

1. Continuing interviews conducted by a probation department of a student on probation,
2. Cases involving crimes allegedly committed by a student's parent(s) or guardian(s) where the student is the victim,
3. Child abuse cases,
4. Emergency situations where the health or safety of another person is at issue,
5. Emergency situations where the identity or apprehension of a criminal offender other than the student being questioned or a member of his or her family is at issue,
6. Situations where the student is the victim of a crime,
7. Situations in which the student is a witness and not a suspect, and
8. Cases involving referrals made by the school.

When students are questioned by a representative of such an agency, the administrator, or his/her appointed representative, shall be present at all times unless the administrator feels that such presence is unnecessary or inappropriate. The only exception hereto is when the investigator invokes the provision of NRS 432.B.270(1) (child abuse/neglect).

RECORDS RETENTION 600

Y.E.S. Academy is required to follow certain procedures for collecting, maintaining, disclosing, and destroying educational records relating to a student according to NAC 386.360 and NAC 392.301 – 392.360. Education records include records covered under Family Educational Rights and Privacy Act (FERPA). A record includes printed or handwritten documents, but also includes information recorded in any other way, including computer media, videotape, audiotape, film, microfilm, and microfiche. This chapter discusses student records and confidentiality requirements:

10.1 EDUCATION RECORDS DEFINED

10.2 MAINTENANCE OF RECORDS

10.3 ACCESS TO RECORDS

10.4 COPYING RECORDS

10.5 REQUESTS FOR RECORDS

10.6 DESTRUCTION OF RECORDS

10.7 AMENDMENT OF RECORDS AT PARENTS' REQUEST

10.8 ANNUAL NOTICE OF PARENTAL RIGHTS

10.1 EDUCATION RECORDS DEFINED

10.1.1. Education records include records that are directly related to a student; and maintained by the School which include:

a. Academic work completed by a pupil.
b. Records indicating a pupil's level of achievement, including, without limitation, his grades.
c. Records of a pupil's attendance at school.
d. A pupil's results on standardized intelligence, aptitude and psychological tests.
e. Results from interest inventories completed by a pupil.
f. A pupil's health records.
g. Information concerning a pupil's family and residence.
h. Records concerning a pupil's participation in activities sponsored by the school, special programs and support services.
i. Ratings and observations of a pupil by teachers, counselors and employees of a school district who transport pupils.
j. Reports of serious or recurrent behavior patterns of a pupil which have been verified.
k. Records, ratings and observations recorded by a counselor that are accessible by or revealed to any other person except for a substitute for the counselor.

l. The records of a child who is homeschooled that are maintained by a school district or a person acting for the school district.

10.1.2. The term does not include:

a. records that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person;
b. records of School Police;
c. personnel records;
d. records that are created or received after a student that is no longer enrolled in the School; or
e. documents under development, but are not yet completed (Multidisciplinary (MDT) reports).

10.1.3. Some of the protections for student records relate to information which is personally identifiable to the student. Information is personally identifiable if it includes:

a. the name of the student, the student's parent, or other family member;
b. the student's address;
c. a personal identifier, such as the student's social security number or student number; or
d. a list of the student's personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

10.1.4. Although this Chapter refers to the rights of the parent, these rights will transfer from the parent to the student when the student reaches age 18. If the general rights of the parent under IDEA are transferred to the student at age 18, as described in the Procedural Safeguards Chapter 2.0, the parent's rights regarding education records will transfer automatically to the student. However, the School is required to provide the parent and the student notice required under the procedural safeguards requirements of IDEA, as described in the Procedural Safeguards Chapter 2.0.

10.2 MAINTENANCE OF RECORDS

The School is required to protect the confidentiality of personally identifiable information regarding a student. The Executive Director and the Principal are the designated School officials responsible for ensuring the confidentiality of any personally identifiable information.

10.2.1. The Executive Director shall:

a. designate a confidentiality official to serve as a records custodian for each school;
b. ensure that all school staff that collect or use a student's personally identifiable information are trained in confidentiality requirements;
c. maintain the records in a secure and locked location; and

d. ensure that a current list of the names and positions of those School employees who have access to the records are maintained; and
    - posted in plain view and in close proximity to the confidential records; and
    - ensures that the person(s) who access each student education record signs for them.

10.3 ACCESS TO RECORDS

10.3.1. General Right of Access

School personnel must permit the parent to inspect and review any education records relating to their child that the School collects, maintains, or uses.

a. As part of the process of allowing access to education records, the Executive Director is responsible for verifying that the person requesting access has authority to do so. For assistance in determining whether a parent has authority to access a student's education records, contact the Office of Compliance and Monitoring.
b. For procedures related to copying records refer to section 10.4.
c. School regulations require that the Executive Director must comply with a request to access or review records:
    - no more than 10 days after receipt of the request to review the records; or
    - before any meeting regarding an IEP, hearing, or resolution session.
d. School personnel must be present to interpret records being reviewed and must follow the record of access procedures as described in 10.3.2. below.

10.3.2. Record of Access

The School is required to keep a Status Record (CCF 759) of parties obtaining access to confidential education records collected, maintained, or used under IDEA. The record must include the:

a. first and last name and title of the party accessing the record;
b. date access was given; and
c. purpose for which the party is accessing the record.

10.3.3. Parent Right to Access

a. Parents' right to inspect and review education records includes the right to:
    - a response from the School to reasonable requests for explanations and interpretations of the records;
    - request copies of the records containing the information; and • have a representative of the parent inspect and review the records.

b. In order to provide meaningful explanations of records for a parent who may be unable to read due to blindness, inability to read English, distance, or other reasons, the Executive Director must take steps to provide an interpreter, an oral explanation, Braille versions of documents, or an opportunity to review the documents over the telephone, as appropriate. In addition, copies of certain documents may be provided to a parent, as described in section 10.41.

c. If any education record includes information on more than one student, the parent has the right to inspect and review only the information relating to their own child, or to be informed of that specific information. School personnel should ensure that they block out or omit information about other students on copies of education records or take other measures to avoid disclosure to unauthorized persons.

d. The School is required to provide the parent, on request, a list of:
   - the types and locations of education records collected, maintained, or used by the School; and
   - School employees with authority to access student's personally identifiable information.

e. The School shall:
   - inform the parent when personally identifiable information is no longer needed to provide educational services to the student;
   - maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year they were completed; and
   - not disclose personally identifiable information except as authorized by law.

f. Rights of access extend to student teachers and related service interns who have a legitimate educational interest in accessing educational records.

g. Specific requirements apply to maintenance and disclosure of disciplinary information included in a student's records. These requirements are discussed in the Discipline Chapter 9.0.

10.4 COPYING RECORDS

10.4.1. If a parent requests a copy of an education record:

a. School personnel shall comply with the request within a reasonable period, but not more than 45 calendar days after receipt of the request.

b. The School is allowed to charge a fee for copying, but may not charge a fee for searching or retrieving information. The fee may be waived if charging the fee would effectively prevent the parent from exercising their right to inspect and review the documents.

10.5 REQUEST FOR RECORDS

10.5.1. Written parental consent must be obtained before personally identifiable information in the student's records is disclosed to anyone other than officials of the School collecting or using the information.

10.5.2. FERPA prevents School personnel from disclosing personally identifiable information in a student's education record, except if the parent or eligible student provides the signed Authorization for Release of Confidential Information consent form.

10.5.3. The written consent must:

a. specify the records that may be disclosed;
b. state the purpose of the disclosure; and
c. identify the party to whom the disclosure may be made.

10.5.4. Prior written consent is not required when providing education records to:

a. school officials with a legitimate educational interest;
b. officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
c. specified officials for audit or evaluation purposes;
d. appropriate parties in connection with financial aid to a student;
e. organizations conducting certain studies for or on behalf of the school;
f. accrediting organizations;
g. comply with a judicial order or lawfully issued subpoena; or
h. state and local authorities, within a juvenile justice system, pursuant to specific State law.

However, the School must make a reasonable attempt to notify the parent, unless the disclosure was initiated by the parent or eligible student, or unless the School's annual FERPA notification includes a provision that education records will be forwarded upon request to other institutions where the student seeks admission or intends to enroll or is already enrolled. The parent is entitled to a copy of the record that was disclosed and has the right to a hearing.

10.5.5. If a parent refuses to provide consent to disclose a student's personally identifiable information, School personnel should contact the members of the Governing Board for further assistance.

10.5.6. If a student transfers to another school in the School, the student's records must be forwarded to the new location.

10.6 DESTRUCTION OF RECORDS

10.6.1. If the parent requests that personally identifiable information in the records be destroyed, the parent should contact the Executive Director who may confer with the Governing Board and an area FERPA representative. Destruction means either physical destruction or removal of personal identifiable information. However, the School may maintain (without a time limitation) a permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed.

10.7 AMENDMENT OF RECORDS AT PARENT'S REQUEST

10.7.1. Request for Amendment

a. The parent may request the School to amend information in their child's education records if the parent believes that the information:

- is inaccurate;
- is misleading; or
- violates the student's privacy rights or other rights.

b. The parent must submit the request in writing to the Executive Director to explain which information is being challenged and the reasons for their objection to the information.

c. Within ten school days after receiving such a request, the Executive Director must inform the parent in writing of the determination, the reasons for the decision, and the right to appeal.

10.7.2. Appeal

The parent has the right to appeal the determination to the Governing Board or designee, within ten school days after receipt of the Site Administrator's letter. The Governing Board or designee shall hold a hearing with the parent within fifteen working days of receipt of the appeal.

10.7.3. Hearing

Upon a parent's request, the School is required to provide an opportunity for a hearing to challenge information in the student's education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The parent's request for a hearing should be forwarded to the Governing Board or designee.

a. Requirements:
    - the hearing must be scheduled within fifteen working days after receipt of request;
    - reasonable notice must be provided to the parent of the date, time, and place of the hearing;
    - the hearing must provide the parent a full and fair opportunity to present relevant evidence, and the parent may be assisted by an attorney or other individual at the parent's expense;
    - within five working days after conclusion of the hearing, the Governing Board or designee, must inform the parent of their decision in writing; and
    - the parent shall be notified of the decision by certified mail.

b. If, as a result of the hearing, it is determined that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, School personnel must amend the information accordingly. School personnel are responsible for informing the parent in writing that the information has been amended.

c. If, as a result of the hearing, it is determined that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the Executive Director or designee must inform the parent of their right to place in the student's School records a statement commenting on the disputed information or setting forth any reasons for disagreeing with the information. Any such explanation that is placed in the student's records must be maintained by the School as part of the student's records as long as the record or contested portion is maintained by the School. If the student's records or the contested portion are disclosed by the School to any party, the explanation must also be disclosed to the party.

10.8 ANNUAL NOTICE OF PARENTAL RIGHTS

10.8.1. School is required to notify parents annually of their right to:

a. inspect and review the student's education records;
b. seek amendment of the student's education records that the parent believes are inaccurate, misleading, or that violate the student's privacy rights;
c. consent to disclosure of personally identifiable information unless an exception applies; and
d. file an administrative complaint regarding alleged noncompliance with records requirements.

10.8.2. The School provides annual notice to the parent about these rights in the "Back to School Reporter" distributed to all parents at the beginning of each school year. The School is required to provide annual notice in a manner that effectively notifies parents who are disabled, or who have a primary or home language other certain school records must be maintained for certain minimum amounts of time:

PERSONNEL POLICY MANUAL

PREFACE

Much of what is presented in the personnel section of this manual is a reflection of state and federal laws and regulations. In addition much of this material is representative of relatively standard practice in public schools. Much of this material is also subject to negotiation with employee organizations under NRS 288 and NRS 391.

The negotiable portions of this manual were written with recognition that most charter schools will probably not be required to negotiate these personnel issues because in the absence of an employee organization to do negotiations, a charter school is free to unilaterally develop, within the limits of law and regulation, personnel policies and procedures that are negotiated in Nevada school districts.

The policies in this manual dealing with negotiable issues have been designed to comply with state and federal laws, deal fairly with staff, and provide for the sound administration of charter schools. It is expected that these policies will relieve charter school governing bodies of considerable work in developing their own individual policies, but it is not the intent of this manual to take away the rights of charter schools to develop their own policies regarding negotiable issues, within the limits of state and federal laws and regulations.

There are a number of issues that are commonly subjects of negotiations that have been purposely left out of this manual. These subjects include staff salary schedules, health insurance benefits, purchase of unused sick leave upon termination, purchase of early retirement credit by the school, sabbatical leave (with pay), sick leave banks, schedule 125 benefit plans, and the forms to be used for staff evaluations. Each charter school's governing body is responsible to formally adopt any policies it will follow in such areas.

For more information concerning which issues are subject to negotiations, or, in the absence of an employee organization, unilateral action by a charter school's governing body, please refer to the section of this manual titled NEGOTIABLE PERSONNEL ISSUES 402.

Aside from the issues normally negotiated, a charter school's governing body may find good reasons that some policies in this manual do not suit their particular school and that somewhat different policies would be more appropriate for their school. To accommodate these situations a charter school may request of the sponsor that it be allowed to follow an alternative policy or policies.

It is important to note that the policies in this manual, like school district policies, provide direction to schools, but they do not address all possible situations that are covered by state and federal laws and regulations. A charter school may encounter a special situation in which a policy in this manual will conflict with the more detailed direction provided by state and federal laws and regulations. If a state or federal law or regulation conflicts with the policies in this manual, state and federal laws and regulations take precedence over the policies in this manual. Further, if there is a conflict between state law or regulation and federal law or regulation, federal law and regulation take precedence over state law and regulation.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

CONTENTS

Rights and Standards

NEGOTIABLE PERSONNEL ISSUES 402
EQUAL OPPORTUNITY IN EMPLOYMENT 404
ETHICAL STANDARDS 406
HARASSMENT, SEXUAL HARASSMENT, AND INTIMIDATION 408
CRIMINAL DEFENSE COSTS 410
NEPOTISM 412
EVALUATIONS – CONFLICT OF INTEREST 414
GRIEVANCE PROCEDURE 416
PERSONNEL INFORMATION AND RECORDS 418

Regular Personnel

EMPLOYMENT OF REGULAR PERSONNEL 420
REDUCTION IN FORCE 422
REASSIGNMENT 424
COMPENSATION – Classified 426
COMPENSATION – Certified 428
LEAVE OF ABSENCE 430
MENTORS 432
DISCIPLINARY ACTIONS 434
EVALUATIONS 436
COMPLAINTS ABOUT STAFF 438
OUTSIDE ACTIVITIES AND NON-SCHOOL EMPLOYMENT 440

Other Personnel

SUBSTITUTE AND TEMPORARY PERSONNEL 442
COMPENSATORY EXTRACURRICULAR POSITIONS 444

Health and Welfare

FAMILY AND MEDICAL LEAVE ACT 446
DRUG FREE WORKPLACE 448
DRUG AND ALCOHOL TESTING 450
USE OF TOBACCO 452
USE OF FORCE & PROTECTION FROM PHYSICAL HARM 454
PROTECTION FROM BLOOD BORNE PATHOGENS 456
HIV AND OTHER INFECTIOUS DISEASES 458
SAFETY PROGRAM 460

NEGOTIABLE PERSONNEL ISSUES 402

Under NRS 288.150 local government employers shall negotiate in good faith concerning many mandatory subjects of bargaining. Such bargaining shall be done with the designated representatives of the recognized employee organization, if any, for each appropriate bargaining unit among its employees. In the public schools there are commonly two or three bargaining units, one for classified employees, one for all certified employees except administrators, and, in some districts, one for administrators.

Under NRS 288.140 it is the right of government employees, including charter school employees (NRS 288.050, NRS 288.060, and NRS 386.595), to join or not join employee organizations as they may choose. Local government employers, including charter schools, shall not discriminate in any way among its employees on account of membership or non-membership in an employee organization.

The mandatory subjects of bargaining include salary or wage rates or other forms of direct monetary compensation, sick leave, vacation leave, holidays, other paid or non-paid leaves of absence, insurance benefits, total hours of work required of an employee on each workday or workweek, total number of days' work required of an employee in a work year, discharge and disciplinary procedures, recognition clause, the method used to classify employees in the bargaining unit, deduction of dues for the recognized employee organization, protection of employees in the bargaining unit from discrimination because of participation in recognized employee organizations consistent with NRS 288.150, no-strike provisions consistent with NRS 288.150, grievance and arbitration procedures for resolution of disputes relating to interpretation or application of collective bargaining agreements, general savings clauses, duration of collective bargaining agreements, safety of the employee, teacher preparation time, materials and supplies for classrooms, policies for the transfer and reassignment of teachers, and procedures for reduction in workforce.

If there is no employee organization for staff members in a charter school, it is recommended that the charter school notify the staff of their rights to negotiate through an organization.

If there is no organization and the staff chooses not to form one, it is recommended that the charter school work with a group of individuals selected by the certified staff to represent the staff and to come to informal agreement on the items normally negotiated between a local government employer and an employee organization. The school does have the option, however, to unilaterally decide on the issues listed in NRS 288.150 if there is no employee organization.

In NRS 391.311 to 391.3197 basic requirements are set forth for a variety of procedures involving licensed employees such as evaluation, probation, suspension, dismissal, demotion, and refusal to reemploy. School districts are required to negotiate the details of complying with these statutory requirements.

It is recommended that each charter school that has a certified employee bargaining unit negotiate formally with that bargaining unit to put in place the details of complying with the statutory requirements in NRS 391.311 to 391.3197. If there is no licensed employee organization in the school, it is recommended that the school work with staff representatives less formally to come to agreement on these issues. Under NRS 386.595, however, the governing body of a charter school may unilaterally make all decisions pursuant to NRS 391.311 to 391.3197 inclusive even if there is a bargaining unit, with exceptions for employees on leave from a school district and with exceptions for items negotiated under NRS 288.

Legal References:
NRS 288.040 to 288.060
NRS 288.140, NRS 288.150
NRS 386.595, NRS 391.311 to 391.3197

EQUAL OPPORTUNITY IN EMPLOYMENT 404

Charter schools shall be committed to equal opportunity in employment. Charter schools shall seek to employ the individual who is best qualified for a particular position regardless of race; color; religion; national origin; sex; age; marital status; disability; or the presence of any sensory, physical, or mental handicap, unless the disability disqualifies an applicant because of a bona fide position requirement. Equal employment opportunity shall be considered by charter schools to include all aspects of employment: recruitment, selection, training, promotion, compensation, benefits, leave, transfer, and termination.

Charter schools will offer reasonable accommodations to qualified applicants and employees with known disabilities except where such accommodations pose an undue hardship to the school. Any qualified applicant or employee with a disability who needs reasonable accommodations should notify the administrator or the president of the governing body.

All employees of charter schools will familiarize themselves with the charter school policies regarding equal opportunity.

Charter schools will work cooperatively with appropriate state and federal agencies and community organizations that share their equal opportunity objectives.

COMPLAINT PROCEDURE

Any employee of a charter school who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any school activity because of a handicapping condition, as guaranteed by Section 504 of the Handicap Rehabilitation Act of 1973; age, racial, or religious bias as guaranteed by Title VII of the Civil Rights Act of 1964; disability as described by Title II of the Americans With Disabilities Act (ADA); or been subject to harassment or sexual discrimination; may file a written complaint with the administrator. A compliance committee composed of three (3) persons designated by the administrator, or by the president of the governing body if the administrator is the complainant or alleged to be involved in the discrimination, shall review the written complaint and hear evidence concerning the complaint, if necessary. The committee shall make a written decision and mail that decision to the complainant by registered mail within ten (10) working days after the receipt of the complaint or the close of the hearing, which-ever occurs last.

If the complainant is not satisfied with the decision, he or she may submit a written appeal to the president of the governing body within ten (10) working days after receipt of the written decision indicating with particularity the nature of disagreement with the decision (his or her reasons underlying such disagreement). The president of the governing body, or his or her designee, shall consider the appeal within ten (10) working days after receipt of the appeal on the basis of the written complaint, arguments, evidence, and testimony presented before the committee and shall provide the complainant with a written decision by registered mail within twenty (20) working days following receipt of the written appeal.

If the complainant is not satisfied with the president's decision, he or she must, within ten (10) working days of receiving the decision, file a request with the president of the governing body for a review by the governing body of the written complaint, arguments, evidence, and testimony presented before the governing body. The request for review by the governing body must be honored. The governing body shall review the information presented at the hearing at the committee's level at their next regularly scheduled meeting. The governing body may make a decision at the same meeting or may make a decision at their next regularly scheduled meeting as allowed under NRS 241.020. The governing body's decision shall be in writing and delivered to the complainant by registered mail. The governing body's decision shall be final.

Legal References:

Section 504 of the Handicap Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, Americans with Disabilities Act, NRS 241.020

ETHICAL STANDARDS 406

The following ethical standards will serve as a guide for the conduct of all employees of charter schools.

1. No official or employee of a charter school may seek or accept any gift, service, favor, employment, engagement, emolument, or economic opportunity which would tend to improperly influence a reasonable person in his or her position to depart from the faithful and impartial discharge of his or her duties in connection with the school.

2. No official or employee of a charter school may use his or her position in the school to get or give unwarranted privileges, preferences, exemptions, or advantages for himself or herself or any member of his or her household, any business entity in which he or she has a financial interest or to any other person. Nor shall any official or employee of the school, without prior approval of a supervisor where applicable, offer, give, or loan any school property or unpaid services of the school to anyone.

3. No official or employee of a charter school may approve, disapprove, vote, abstain from voting, or otherwise act upon any matter in which he or she has a financial interest without first disclosing the full nature and extent of such interest. Such a disclosure shall be made before the time when the official or employee is to perform his or her duty, or concurrently with that performance. If the official or employee is a member of any decision-making body, he or she shall make disclosure to the chairperson and other members of the body. If the official or employee is not a member of such decision-making body and holds an appointive office, he or she shall make disclosure to the supervisory head of the appropriate organizational unit; or if he or she holds an elective office, to the general public in the area from which he or she is elected.

4. No official or employee of a charter school may participate as an agent of the school in the negotiation or execution of a contract between the school and any private business in which he or she has a financial interest. For the purposes of this subsection, "financial interest" shall mean direct or indirect ownership or beneficial interest in more than one percent (1%) of any class of stock or equity interest of such business entity, or where the official or employee manages, operates, controls, participates in, or is connected, directly or indirectly, with such business entity in any manner, including without limitation, as a director, officer, employee, owner, partner, agent, advisor, or consultant. Unless specifically prohibited by law, an official or employee of a charter school, as such, is not precluded from making a bid on a contract with that school if the contracting process is controlled by rules of open competitive bidding, the sources of supply are limited, he or she has not taken part in developing the contract plans or specifications, and he or she will not be personally involved in opening, considering, or accepting offers.

5. No official or employee of a charter school may accept any salary, retainer, augmentation, expense allowance, or other compensation from any private source for the performance of his or her duties as an official or employee of that charter school.

6. No teacher employed by a charter school shall tutor his or her students for pay in established curriculum subject matter areas during the school year unless special permission to do tutoring has been granted by the administrator.

7. If an official or employee of a charter school acquires, through his or her official relationships, any information that by law or practice is not at the time available to people generally, he or she may not use the information to further the his or her economic interests or those of any other person or business entity.

8. No official or employee of a charter school may suppress any governmental report or other document because it might tend to affect unfavorably his or her private financial interests.

9. No official or employee of a charter school may accept compensation from any private person or business entity to represent or counsel such person or entity on any issue pending before the governing body or any administrative department of the school concerning any matter upon which the governing body or the particular department may be making a decision.

10. No employee of a charter school shall use his or her knowledge or special information about pupils to solicit funds or to sell products to pupils or adults.
11. Each official or employee of a charter school shall immediately report to the administrator accidents and a safety hazards he or she may detect.
12. Each employee of a charter school shall maintain a standard of supervision, control, and protection of students commensurate with his or her assigned duties and responsibilities.

SUSPECTED DISHONEST OR FRAUDULENT ACTIVITIES

By the nature of its business, the charter school employs people in situations and circumstances where irregularities in the handling of money, documents, and equipment are possible. If an official or employee suspects an irregularity, it should be identified and investigated promptly in order to protect the interests of the school and the taxpayers.

The support and cooperation of all school employees and officials in carrying out the intent of this policy is very important in the context of maintaining public confidence in the integrity of the school and its operations. In the event of a loss, it will also be necessary for the school to make every reasonable effort to recover such losses, and this policy will facilitate that effort.

Possible dishonest or fraudulent activities may include, but are not limited to, the following:

1. Intentional alteration or misstatement of school reports and records;
2. Forgery or alteration of checks, drafts, promissory notes, securities, shipping or receiving documents or records, etc.;
3. Any misappropriation or misapplication of funds, securities, supplies, or any other assets of the school;
4. Any irregularity in the handling or reporting of money transactions involving school funds;
5. Unauthorized sale or other disposal of school furniture, fixtures, or equipment; or
6. Intentional alteration or misstatement in reporting of items such as employee expenses, vacation time, personal time, sick leave, overtime, or of other records such as licenses or in-service credits, etc.

School administrators should be familiar with types of possible dishonest or fraudulent irregularities which may occur in their schools and among those under their supervision, and they should be alert for any indication that such an irregularity might exist or has occurred. Any employee suspecting irregularity should notify the administrator. The administrator shall determine whether or not the irregularity should be investigated by an internal audit, local law enforcement authorities, or both. If the suspected irregularity involves the administrator, then the president of the governing body should be notified.

HARASSMENT, SEXUAL HARASSMENT, AND INTIMIDATION 408

Discrimination adversely affects employee morale and productivity. Charter schools will, therefore, prohibit harassment of any person on the basis of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference, as harassment is defined by this policy and associated procedures. Charter schools will also prohibit harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex, sexual orientation, age, disability, and/or religious preference. Such behavior is just cause for disciplinary action. Charter schools will act promptly on formal and informal reports, complaints, and grievances of harassment, sexual harassment, and intimidation, that come to the school's attention. The school will immediately report harassing conduct that is violent or criminal in nature to local law enforcement officials.

Retaliation against any employee because he or she has made a report of alleged harassment or sexual harassment, or against any employee who has testified, assisted, or participated in the investigation of a report is prohibited. Such retaliation is itself a violation of law prohibiting discrimination and will lead to disciplinary or other appropriate action against the offender.

This policy applies to harassment or sexual harassment by any individual of any employee on school property, or while on school business.

HARASSMENT

Prohibited harassment is defined as behavior consisting of verbal or physical conduct that ridicules, degrades, or harasses a person because of his or her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

Nothing contained in this policy should be construed or interpreted to prohibit or in any way to discourage the genuine discussion of issues or use of materials for academic, educational, or instructional purposes.

Prohibited harassment exists when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance; or
3. Otherwise adversely affects an individual's employment opportunities.

Examples of general harassment include, but are not limited to, behaviors that ridicule, degrade, harass, etc., a person because of his or her actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference such as:

1. Unwelcome comments, ethnic, racial, anti-gay slurs and jokes, or threats;
2. Cartoons, graffiti, posters, visuals, etc., with offensive connotations, though nothing in this regulation shall be interpreted to prohibit use of such materials for genuine academic, educational or instructional purposes;
3. Sabotage, criticism, unreasonable monitoring of an employee's work, etc.; and
4. Hitting; intentionally blocking the path of; body, hand or facial gestures or contact.

SEXUAL HARASSMENT

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

1. Submission is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment; or of creating an intimidating, hostile or offensive employment environment.

An "intimidating, hostile, or offensive employment environment" is an environment in which there is:

1. Any unwelcome behavior with sexual connotation that makes an employee feel uncomfortable, humiliated, or embarrassed; or
2. Any aggressive, harassing behavior in the workplace that is directed toward an individual based on their sex and interferes with his or her ability to perform at work.

The following are some examples of sexual harassment or intimidation:

1. Sexual advances that are unwanted (this may include situations which began as reciprocal, but later ceased to be reciprocal).
2. Sexual gestures, verbal abuse, sexually-oriented jokes, innuendos, or obscenities.
3. Displaying of sexually suggestive objects, pictures, cartoons, or posters.
4. Sexually suggestive letters, notes, threats, or invitations.
5. Employment benefits affected in exchange for sexual favors.
6. Physical conduct such as assault, attempted rape, impeding or blocking movement, or unwelcome touching.
7. Hazing, or daring to perform unsafe work practices, particularly directed toward employees in nontraditional settings.

PREVENTION

Charter schools will provide regular in-service training for employees about harassment, sexual harassment, and intimidation.

RESOLUTION OF COMPLAINTS

Any person who believes he or she has been or is being subjected to prohibited harassment of any kind by any individual associated with the school is encouraged to bring such harassment to the administrator's attention, or to the attention of the president of the governing body if the administrator is a party to the harassment.

All harassment complaints will be handled in a timely and confidential manner. Information will only be shared with individuals who have a legitimate "need to know."

Prompt attention and appropriate disciplinary action, up to and including termination, will be taken if an investigation reveals harassment has occurred. This action will be designed to stop the harassment immediately and to prevent its recurrence.

All persons shall be protected from coercion, intimidation, retaliation, interference, or discrimination as a result of filing a complaint or assisting in an investigation.

Any person who feels he or she has been harassed or is being harassed may utilize the informal or formal complaint procedures that follow. A person may utilize the INFORMAL COMPLAINT PROCEDURE and/or the FORMAL

COMPLAINT PROCEDURE.

At no time shall an individual's attempts at informal resolution be used to delay or excuse the school's responsibility to investigate reports of harassment in a prompt and equitable manner.

All individuals are permitted and encouraged to have a friend or advisor present with them for moral support during any stage of the reporting and investigation. Once a report or complaint has been filed with the administrator, or with the president of the governing body if the administrator is alleged to be a harassing individual, a confidential and expeditious investigation shall begin following the procedures outlined in the following pages.

INFORMAL COMPLAINT PROCEDURE

At any time an individual may initiate the FORMAL COMPLAINT PROCEDURE, but he or she may choose to follow any or all of the following informal steps first if the harassment is not severe:

1. Informal Meeting: Harasser

    a. The complainant (person who believes he or she has been harassed) may meet with the alleged harasser and inform him or her of the unwelcome behavior and that if the behavior stops, no further action will be pursued. A written informal complaint may be used if the employee wishes.

    b. The complainant is also encouraged to contact the administrator, or, if the administrator is involved in the alleged harassment, the president of the governing body, to apprise him or her of the alleged harassment.

    c. The administrator, or the president of the governing body, will contact the complainant after a period of time to ensure the alleged harassment has ceased.

2. Informal Meeting: Administrator

    a. The complainant may inform the administrator, or the president of the governing body if the administrator is involved, of the alleged harassment and request that he or she meet with the individual to discuss the allegation. The administrator, or the president of the governing body, will meet with the alleged harasser and inform him or her of the alleged unwelcome behavior. The alleged harasser will be informed that if the alleged behavior stops no formal action will be pursued.

    b. The administrator, or the president of the governing body, will contact the complainant after a period of time to ensure the alleged harassment has ceased.

FORMAL COMPLAINT PROCEDURE

1. The complainant (person who believes he or she has been harassed) will inform the administrator of the alleged harassment, or, if the administrator is alleged to have been a party to the alleged harassment, the complainant will inform the president of the governing body of the alleged harassment. The complainant may report the alleged harassment verbally or in writing. The administrator, or the president of the governing body, will meet with the complainant to discuss the specifics of the complaint. A formal investigation will then be conducted by the

administrator, or the president of the governing body.

2. A formal investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. Once the investigation is concluded, a review of the information will be conducted and a decision rendered regarding action to be taken. A meeting will be held with the complainant to communicate the results of the investigation. A meeting will also be held with the alleged harasser to communicate the results of the investigation and action to be taken, if any.

3. If either the complainant or the alleged harasser is not satisfied with the results of the investigation either of them may request a hearing before the governing body. At this hearing both the complainant and the alleged harasser may testify, present evidence, present witnesses and give arguments. Both the complainant and the alleged harasser are entitled to representation at this hearing.

DOCUMENTATION

With either a formal or an informal complaint the complainant should keep a journal or some other record of dates, times, places, witnesses, and description of each incident of harassment, sexual harassment, or intimidation, and also a record of all meetings and interactions related to resolving the problem. This journal and any other relevant records should be kept in a safe place.

CONFIDENTIALITY

A report of harassment, sexual harassment, or intimidation and the investigation are to be kept in strictest confidence, where practical, for the protection of all parties involved.

The school's obligation to investigate and take corrective action may supersede an individual's right of privacy.

Pending the completion of the investigation, the administrator, or the president of the governing body if the administrator is alleged to be a party to the harassment, may take any action necessary to protect the alleged victim, other employees, or students consistent with requirements of applicable regulations and statutes, if any.

SANCTIONS

Consistent with the requirements of applicable regulations or statutes, the administrator, if he or she is not found to be a party to the alleged harassment, sexual harassment, or intimidation may take such action as deemed necessary and appropriate after the completion of the investigation. All parties involved in the investigation shall be notified of the decision regarding the harassment.

The final disposition of the case may be by action of the charter school's governing body.

A substantiated charge against an employee of the school will subject the employee to disciplinary action up to and including discharge.

The due process rights of all individuals will be protected.

FALSE ACCUSATIONS

Persons perpetrating false or fabricated accusations will be held responsible for their actions, and may be subject to disciplinary action as listed under SANCTIONS above.

NOTIFICATION

Notice of these policies and procedures, the school's prevention plan, and grievance procedures and information on how to receive copies of these documents shall be posted in prominent locations in all school buildings. Notices shall also be included in staff handbooks. Notices will be updated annually with the names, locations, and phone numbers of contact persons in the school.

REMEDIATION

Staff targets of harassment and witnesses of harassment will be provided support services to help deal with the effects of harassment.

REPORTING

An Employee who believes he or she may have been harassed or intimidated should contact the administrator or, if the administrator is believed to be harassing the employee, the employee should contact the president of the governing body.

OTHER SOURCES OF ASSISTANCE

Nevada Equal Rights Commission
U.S. Department of Education Office for Civil Rights, Regional Office
State Department of Education

Legal References:

Title VII of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Other State and Federal Implementing Regulations

CRIMINAL DEFENSE COSTS 410

It is required under NRS 391.271 that "If a person who is or was employed by a school district is charged by criminal complaint with assault, battery or a similar crime as a result of his actions in attempting to maintain a safe or peaceful school environment, the school district shall, as soon as practicable, provide for the legal defense of the employee in that case."

It is in both the individual employee's best interest and the charter school's best interest that employees have appropriate legal defense in such cases. Charter schools must comply with NAC 386 regarding insurance issues.

It is recommended that each charter school carry liability insurance on all of its employees to guarantee them coverage and protection in case of suit or claim of damage resulting from accident or incident occurring while in the pursuit of their official duties. Charter schools are also required to carry various types of insurance coverage under NAC 386.

No charter school should be obligated to assume any costs or judgment held against an employee when such damages are proved to be due to the employee's willful negligence, violation of law, or criminal act, as determined by a court of law.

Legal References

NRS 391.271
NAC 386

NEPOTISM 412

Except as hereinafter provided, no individual may be employed as an employee when the performance of such individual would be directly and immediately supervised and evaluated by any relative of such individual within the third degree of consanguinity or affinity; nor shall such related employees be assigned to positions that have a fiduciary responsibility to one another which could be compromised by such familial relationship.

A person so related, as specified in the above paragraph, may be hired or assigned when authorized by vote of the governing body upon the written request of the supervisor seeking to hire or assign such individual where some special, substantial, and convincing reason or such peculiar circumstances make such hiring or assignment reasonable and not otherwise detrimental to the school.

Should a relationship change occur that would result in a violation of this policy, it is both employees' responsibility to report this change to the governing body within thirty (30) days. The school then reserves the right to reassign or discharge one of the employees in order to comply with NRS 281.210. The school shall not allow any situation in which one relative within the third degree of consanguinity or affinity is in a supervisory role over another.

SELECTION COMMITTEES

Any employee who feels that he or she would have a conflict of interest by serving as a member of a selection committee, should not serve. A conflict of interest is any circumstance that would improperly influence a person to depart from the objective and impartial discharge of his or her responsibilities as a member of a selection committee. A conflict of interest may arise from any number of situations, such as a committee member being a relative of a candidate, close personal friend, former business associate, etc. If an individual is unsure if a conflict of interest might exist by serving as a member of a committee, he or she should consult with the administrator.

If another member of the selection committee, or any other person who has knowledge of the composition of the committee, believes there may be a conflict of interest, that person should notify the chairperson of the selection committee as soon as possible.

Legal Reference:

NRS 281.210

EVALUATIONS – CONFLICT OF INTEREST 414

An inherent conflict of interest and/or appearance of impropriety arise when a supervisor or other school employee evaluates another employee with whom he or she is involved in an intimate or romantic relationship. Such a relationship between evaluator and the person to be evaluated taints the evaluation process, adversely affects employee morale and productivity, and compromises the school's interest in promoting qualified employees on a fair and objective basis. Although all school employees have the right to engage in a consensual intimate or romantic relationship with another employee, the evaluation process should not be compromised as a result of such private activity.

For purposes of this policy, an "intimate or romantic relationship" includes dating, sexual contact of any type, or any other similar private activity that may compromise an employee's ability to evaluate his or her partner effectively and impartially. A marital relationship is presumed to be an "intimate or romantic relationship."

It is the duty of both employees involved in an intimate or romantic relationship to avoid the evaluation by one such employee of the other. The employee who is chosen to evaluate his or her partner shall consult with the governing body to select a suitable and qualified replacement. The person to be evaluated shall notify the school to select a suitable and qualified replacement in the absence of action taken by his or her partner. When a replacement evaluator is selected pursuant to this policy, the school shall respect the privacy of the employees involved in the intimate or romantic relationship and shall not create any record of, or place in either employee's personnel file, the reason for the need of a replacement evaluator.

If, after an independent investigation, the school learns that an evaluation has been conducted in violation of this policy, the school may take any or all of the following actions, depending upon the circumstances:

1. Reevaluate the person who was evaluated for the evaluation period in question, this reevaluation will be conducted by a suitable and qualified replacement of his or her partner or former partner.
2. Create a record in both employees' respective personnel files indicating that an evaluation was conducted in violation of this policy.
3. Take such other disciplinary action as is deemed appropriate.

GRIEVANCE PROCEDURE 416

The purpose of this procedure is to equitably resolve problems which may arise, and to do so at the lowest administrative level possible. Nothing in this policy shall deprive any staff member from pursuing his or her legal right(s) in state or federal courts.

GRIEVANCE

A grievance is a complaint by an employee or a group of employees based upon an alleged violation, misinterpretation, or inequitable application of rules, policies, regulations, or laws that govern the school. Such employee or employees shall be referred to as a "grievant" in this policy.

The act of filing a grievance shall not be construed as insubordination.

GENERAL PROVISIONS

Staff members shall follow all written and verbal directives given by their supervisors, even in those directives are allegedly grounds for a grievance. Compliance with such directives will not in any way prejudice the employee's right to file a grievance, nor will compliance affect the ultimate resolution of the grievance. The single exception to the above is a situation in which peoples' health or safety may be adversely affected. In a situation in which peoples' health or safety may be adversely affected a staff member may not follow directives given by his or her supervisor.

No reprisals of any kind will be taken by the school's governing body or by the school's administration against any party because of filing a grievance or because they participated in an orderly manner in the grievance procedure on behalf of a grievant.

The charter school will provide a complete and regularly updated copy of its policies in a location that is accessible to all employees.

GRIEVANCE FILES

All documents, communications, and records dealing with the processing of a grievance will be filed separately from personnel files of the participants. These files will be available to grievants upon request.

REPRESENTATION

At each level of the grievance procedures the following people are entitled to representation of their choosing:

1. Any person or persons filing the grievance,
2. Any person or persons who might be required to take action relative to the grievance, and
3. Any person or persons against whom action might be taken in order to resolve the grievance.

TIME LIMITS

It is important that grievances be resolved as quickly as possible, and every effort should generally be made to expedite the process, however, by mutual agreement of the grievant(s) and the administration or governing body the number of days specified in any step of the grievance procedure may be extended.

If the grievant does not file a grievance within ten (10) working days after the grievant knew or should have known of the

act or condition on which the grievance is based, then the grievance shall be considered waived unless the act or condition is continuing.

Failure to appeal a grievance in writing within the required time limits shall be deemed as a withdrawal of the grievance.

EXCEPTIONS TO TIME LIMITS

If a grievance is filed that cannot be processed before the end of the school term the parties involved may agree to continue the process into the summer months and/or to shorten time limits. If leaving such a grievance unresolved until the beginning of the following school term could result in harm to the grievant or anyone else involved, a good faith effort should be made by all parties involved to reduce the time limits and/or continue the process into the summer to resolve the issue prior to the end of the school term or as soon thereafter as practicable.

WRITTEN STATEMENTS AND RESPONSES IN THE PROCEDURE

It is recommended that all written responses be hand delivered and signed and dated by both the grievant and the administrator to avoid any misplaced communications or misunderstandings regarding timelines.

PROCEDURE

Level One – administrator informal

If an employee or group of employees feel they have grievance, the employee or employees as a "grievant" shall first discuss the matter informally with his/her/their administrator.

If the grievant is not satisfied with the disposition of the problem at the end of this meeting, the grievant may submit a written statement of the grievance and document any evidence related to the grievance in this statement. This written grievance shall be given or sent to the administrator and to the president of the school's governing body within ten (10) working days of the informal meeting with the administrator.

The administrator shall respond to the grievance in writing within ten (10) working days giving his or her decision regarding the grievance and providing reasons for that decision.

Level Two – governing body

If the grievant is not satisfied with the administrator's response to the grievance, the grievant may appeal the administrator's decision to the governing body by requesting that the grievance be placed on the agenda for the next meeting of the governing body. This request must be made within ten (10) working days of receipt of the administrator's written response to the grievance. If the agenda for the next meeting of the governing body has been set by the time this request is received, the grievance may be placed on the following agenda. When the governing body hears the grievance it must comply with the Nevada open meeting law. The governing body shall review any evidence, hear any testimony and hear arguments presented by or on behalf of the grievant and the administrator.

After hearing the grievance, the governing body shall make a decision on the disposition of the grievance and inform the grievant of their decision at that meeting unless it is mutually agreed by the grievant and the governing body that another course of action will be followed.

PERSONNEL INFORMATION AND RECORDS 418

An employee shall on his or her request, and by appointment, be permitted to examine his or her personnel file, which shall be kept in a secure location at the school. Personnel information, whether positive or negative, shall be maintained in this file and not in a separate file that can be presented later. An employee must be given a copy of any material in his or her file upon request.

No material derogatory to an employee shall be placed in his or her personnel file unless a copy of that material is provided to the employee. The employee shall be given ten (10) days to write a response that will be attached to and filed with the derogatory material.

Letters, reports, and warning notices that are negative or critical of an employee's conduct, service, or character shall be removed from the employee's personnel file under the following conditions:

1. After one year from the date of the document upon written request from the employee.

2. Documents will not be removed if a second document is entered for the same offense within one year of the date of the original offense. The expiration date of the original document would then be the expiration of the second document.

Letters of reprimand that are negative or critical of an employee's conduct, service, or character shall be removed from the employee's personnel file under the following conditions:

1. After three years from the date of the document upon written request by the employee.

2. Documents will not be removed if a second document is entered for the same offense within three years of the date of the original offense. The expiration date of the original document would them be the expiration date of the second document.

Evaluations are not documents that may be removed as described above.

EMPLOYMENT OF REGULAR PERSONNEL 420

These policies and procedures apply to the employment of regular employees, as opposed to substitute and other temporary employees.

It is vital to the successful operation of charter schools that all employees be qualified and competent. The governing body shall approve the employment, fix the compensation, and establish the term of employment for each person employed by the charter school. Except for administrators, who are more directly selected by the governing body, such approval shall be given only to those candidates for employment recommended by the administrator. Temporary employment prior to approval by the governing body is authorized when such employment is required to maintain continuity of services. At the next meeting of the governing body, the body shall approve regular employment, continued temporary employment, or termination of employment.

The school will comply with all applicable state and federal laws and base all hiring decisions on individual qualifications and the school's needs. All school employees shall be selected based on merit. The candidate's merit will be determined by an evaluation of the candidate's experience, performance, educational attainment employment background, maturity, and potential for maintaining and improving educational service in the school. All applicants shall receive full consideration without discrimination on the basis of race, religion, gender, sexual orientation, disability, national origin, ancestry, color, creed, or age.

Any employee's misstatement of fact material to qualifications for employment or the determination of salary shall be considered by the governing body to constitute grounds for dismissal.

The governing body shall be responsible for the selection of any administrators. The administrator shall be responsible for the selection and recommendation for employment of all other school employees. The governing body may disapprove any recommendation made by the administrator. The process of staff selection shall be free from pressures considered detrimental to the best conduct of the public schools and shall judge each candidate's qualifications by job related standards.

When recruiting staff, every effort will be made to seek and encourage applicants from diverse backgrounds. Diversity, in the context of hiring, means differences in age, experience/training, gender, cultural/ethnic background, and physical ability. However, final employment decisions shall be based upon the professional qualifications and merit of the applicant for the position.

Each school is encouraged to put into practice programs to support new employees. Every effort will be made to foster the continued training and education of current employees.

Exit interviews will be conducted when certificated employees leave the school. Data from these interviews will be shared with the governing body.

POSITION VACANCY AND ANNOUNCEMENT PROCEDURES

Positions will not be considered vacant until officially authorized by the governing body.

New positions will not be authorized until approval to create or add a position has been granted by the governing body.

Existing staff members shall be given first consideration for new or vacant positions.

Position openings that are announced on an open competitive, transfer, or promotional basis shall be posted by the school for not less than ten working days.

Job descriptions will be adopted by the school's governing body for all positions. Each job description will include as a minimum:

1. The job title,
2. A listing of the duties to be performed,
3. A list of the minimum qualifications for the position, and
4. A salary range or salary schedule.

Job announcements will include as a minimum:

1. The job title,
2. A listing of the duties to be performed,
3. A list of the minimum qualifications for the position,
4. A salary range or salary schedule,
5. A list of the materials an applicant must submit in order to apply for the position, and
6. Any other information an applicant will need to apply.

SELECTION PROCEDURES COMMON TO ALL POSITIONS

The following applies to all positions except those filled by reassignment of existing staff. Please refer to the section of this manual titled REASSIGNMENT 424 for procedures to be used when filling a vacant position with an existing staff member.

All applications for available positions should be sent directly to the administrator, or, in the case of an administrative opening, to the president of the governing body.

For administrative positions the selection committee chairperson shall be the president of the charter school's governing body, and for all other positions, the selection committee chairperson shall be the administrator.

The chairperson of the selection committee, or his or her designee, shall do all of the following:

1. Ensure that all applicants are treated equally in all stages of the selection process.

2. Ensure that all applicant information and deliberations remain confidential.

3. Ensure that selection shall be based solely on merit and that eligibility for employment shall not be affected by an applicant's race, religion, sex, age, disability, national origin, or color.

4. Assemble a selection committee composed of persons who should not be excluded from the committee based on the policy in this manual titled NEPOTISM 412. Selection committee members should have appropriate knowledge of the position and be in positions from which to validly judge the merits of the candidates.

5. Instruct the selection committee on the selection process in enough detail to ensure compliance with charter school policies and state and federal laws and regulations, and to ensure that all information and decisions shared with the committee remains confidential.

6. Paper screen submitted applications for completeness and eliminating any incomplete applications.

7. Rank the applicants' application materials based on criteria agreed upon by the selection committee.

8. Further reduce the applicant pool by pre-interview reference calls, if that is deemed appropriate by the chairperson of the selection committee.

9. Oversee the administration of any screening tests that may be selected to assess the candidates' abilities to perform the tasks for which they are being considered. Such tests may include written tests, lesson plans, sample lessons, oral presentations, group problem-solving activities, in-basket activities, mock parent or teacher conferences, and other activities designed to assess applicants' knowledge, skills, and abilities as they relate to the particular position.

10. With input from selection committee members, develop a set of interview questions which will be posed to all candidates in the interview process, discuss the sorts of answers to those questions the committee sees as favored, and set up a scoring system for the interviews.

11. See that all arrangements are made for the interviews.

12. Conduct applicant interviews with the selection committee.

    a. At the interview all candidates will be asked essentially the same questions, but there will be an opportunity for follow-up questions.

    b. Each selection committee member will be provided with a complete set of questions as well as other screening and rating materials.

    c. Each selection committee member shall make an independent evaluation of the responses made by each applicant. These evaluations shall be made on previously agreed upon forms and selection committee members shall rank the candidates in order for themselves.

    d. No selection committee members will discuss his or her opinion of any applicant until all interviews have been concluded.

    e. When all interviews are completed, the committee will assess the applicants, sharing any and all information, pro and con, that will help the group assess the candidates' knowledge, skills, and abilities related to the job. From this the committee and will make a tentative selection and rank order the candidates.

13. Check applicant's references.

14. Verify the selected applicant's employment for the previous ten years. This may be reduced to the previous three employers if there are more than three employers in the previous ten years.

15. If information is discovered in the process of checking an applicant's references or verifying an applicant's employment experience that calls the committee's selection into question, the selection committee will be reconvened to reconsider that selection. The committee may decide to further investigate the applicant, continue to recommend the applicant, look at another candidate from the interview process, or reopen the position to obtain more applications.

16. When an offer has been made, contingent upon the approval of the governing body at its next meeting, and accepted by a candidate, the approval of that offer of employment will be placed on the agenda for the next meeting of the governing body.

No hiring shall be valid or final until approved by the governing body.

MINIMAL EMPLOYABILITY CRITERIA - CERTIFIED SCHOOL STAFF

This section applies to both certified (licensed) professional staff members and to unlicensed teachers and administrators, who may be hired under provisions of NRS 386.590.

In the process of selecting an individual to fill a position as teacher, principal, or other position requiring a license, the selection committee chairperson shall ensure that the person selected meets the following minimal criteria in addition to other criteria used in the selection process.

1. The applicant must be a citizen of the United States or be in compliance with the federal Immigration Reform and Control Act. (Not applicable to alien exchange teachers pursuant to NRS 391.070.)

2. The applicant must, if required under NRS 386.590, hold an appropriate certificate (license) or life diploma issued by the Nevada State Department of Education or the applicant must agree to obtain any such required license. If the applicant does not have a valid required license, the teacher may be separated immediately. Licensure is the responsibility of the applicant and a requirement of employment.

3. If a license or life diploma issued by the Nevada State Department of Education is not required under NRS 386.590, the applicant must meet the requirements listed in NRS 386.590.

4. The applicant must be in such physical and mental condition as to be able to perform his or her duties. Examination and certification by a physician designated by the school may be required at the applicant's expense.

5. If the applicant has previously been employed by the school, he or she must have a satisfactory employment history with the school or show other evidence that would support consideration for reemployment.

6. The applicant must be of reputable character.

7. The applicant must be willing to take an oath of office as required by NRS 391.080.

8. If the applicant is not a licensed teacher or administrator in the state of Nevada, the applicant must submit to the governing body of the school a complete set of his or her fingerprints and written permission authorizing the governing body to forward those fingerprints to the Central repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report of the criminal history of the applicant. If the reports on the criminal history of the applicant indicate that the applicant has not been convicted of a felony or an offense involving moral turpitude, the governing body may employ the applicant.

All candidates shall be considered on the basis of their merits, qualifications, and the needs of the school. In each instance, the selection committee and the governing body shall seek to hire the best-qualified person for the job.

MINIMAL EMPLOYABILITY CRITERIA - CLASSIFIED SCHOOL STAFF

This section does not apply to unlicensed teachers and administrators hired under the provisions of NRS 386.590. Unlicensed teachers and administrators are covered in the previous section, titled MINIMAL EMPLOYABILITY CRITERIA - CERTIFIED SCHOOL STAFF.

In the process of selecting a person to fill a position that does not require a certificate (license) or life diploma issued by the Nevada State Department of Education, the selection committee chairperson shall ensure that the person selected

meets the following minimal criteria in addition to other criteria used in the selection process.

1. The applicant must be a citizen of the United States or be in compliance with the Federal Immigration Reform and Control Act.

2. The applicant must possess or be able to secure any licenses, certificates, etc., that may be required for the position (Refer to NRS 386.590).

3. The applicant must be in such physical and mental condition as to be able to fully perform his or her duties. Examination and certification by a physician designated by the school may be required at the applicant's expense.

4. The applicant must be of reputable character.

5. If the applicant has previously been employed by the school, he or she must have a satisfactory employment history with the school or show other evidence that would support consideration for reemployment.

6. If the applicant is being hired to work in programs supported with Title I, Part A funds, the applicant must

EITHER

a. Have a high school diploma, or its recognized equivalent, and

b. Have completed at least two years of study at an institution of higher education, possess at least an associate's degree or have demonstrated subject-matter competence through a Department of Education approved assessment.

OR

a. Be hired to act as a translator,

b. Be hired to conduct parent involvement activities, or

c. Have been employed as a paraprofessional by a school district or charter school in this state without an interruption in employment before the date of hire by the charter school he or she has applied to for the position in question.

7. If the applicant is being hired as a driver, he or she must meet the standards under PRE-EMPLOYMENT TESTING in the policy in this manual titled DRUG AND ALCOHOL TESTING 450.

8. If the applicant is being hired as a driver, he or she must agree in writing to be tested for drugs and alcohol during his or her employment with the school as per the policy in this manual titled DRUG AND ALCOHOL TESTING 450.

9. The applicant must submit to the governing body of the school a complete set of his or her fingerprints and written permission authorizing the governing body to forward those fingerprints to the Central repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report of the criminal history of the applicant. If the reports on the criminal history of the applicant indicate that the applicant has not been convicted of a felony or an offense involving moral turpitude, the governing body may employ the applicant.

References:

NRS 281.210
NRS 386.588 to 386.593
NRS 391.070 to NRS 391.140
20 U.S.C. § 6319(c)

REDUCTION IN FORCE 422

If the school determines that the staff needs to be reduced employees with the least "seniority" will be laid off first, however,

1. No employee shall be replaced by another employee who is not qualified, in the school's opinion, for the remaining position;
2. No employee shall replace another employee who is in position with a higher salary range;
3. No licensed teacher shall be replaced by an unlicensed teacher if such replacement would result in a violation of the provisions of NRS 386.590 regarding the percentage of licensed teachers required in the school; and
4. An employee in one occupational series shall not replace an employee in another occupational series.

"Seniority date" shall mean the most recent date of employment with the school. Thus, a person who is hired, subsequently leaves the service of the school, and is rehired will have a "seniority date" that is the same as the date of his or her second hire. The exception to this rule is that person who leaves the service of the school as a result of a layoff, and who is rehired within one year, will have a "seniority date" that is the same as the date on which he or she was originally hired. A person who is hired by the school and has had no break in service with the school will have a "seniority date" that is the same as the date on which he or she was hired. If two employees have the same seniority date, the one who was first approved for employment by the governing body shall have the earliest seniority date. If a difference in seniority date can not be determined in this way, the employee who first signed a letter of intent to work for the school shall be considered to have the earliest seniority date. If none of these methods of determining which employee has the earliest seniority date, seniority shall be determined by a lottery.

The "seniority" an employee has at any time will be equal to the number of days of service since the "seniority date" minus any days not worked due to layoffs and minus any days not worked due to unpaid leaves of absence.

In the event of a reduction in force, existing vacancies will be used to the maximum extent possible to place employees in continuing positions.

For a period of one year after an employee has been laid off that employee must be given preference for rehiring in positions for which he or she is fully qualified. If two or more employees have been laid off and each qualifies for a position that is open, the employee who was laid off first will be given preference in filling the open position.

An employee who has been laid off and reemployed shall be given at least the same salary and rank as he or she had before being laid off and shall be given all unused sick leave and other benefits held when laid off. The exception to this is that an employee who has been laid off and then rehired in a position for which the salary schedule is lower than it was for his or her original position, the employee will not be paid on his or her original salary schedule, which applied to the position previously held. Reemployed individuals shall not accumulate benefits during their lay-off periods.

REASSIGNMENT 424

VOLUNTARY REASSIGNMENTS

Fully qualified existing staff members will be notified of all vacant positions, and they will be given first consideration for all vacant positions. Under this policy a promotion to a higher paying position will be treated as a reassignment.

All existing staff members who apply for a vacant position will be interviewed. If the position is not filled by an existing staff member the position will be advertised and filled from outside the school.

If two or more fully qualified staff members apply for reassignment to a vacant position, the following factors shall be equally weighted in making a selection:

1. Seniority,
2. Past work performance,
3. Academic preparation for the position and/or experience related to the position, and
4. The needs of the school.

If it is in the best interest of the school not to reassign an existing staff member the school may hire someone from outside the school. This might happen, for example, if a staff member with exceptional skills applied for a transfer and it would be very difficult to fill that person's original position in the school.

If the highest rated employee or the employee with the most seniority is not selected for the reassignment, the employee may request a conference with the administrator to discuss the reasons for the decision, and, if requested by the employee, these reasons shall be provided in writing.

No existing staff member shall suffer a loss of salary, fringe benefits, or seniority as a result of a reassignment. Exceptions to this include requested reassignment to a position with a lower salary schedule, lower full time equivalency, or fewer benefits. Before any such reassignment is finalized all reductions in salary and fringe benefits shall be made clear and shall be agreed to in writing by the employee.

INVOLUNTARY REASSIGNMENTS

The school shall always seek voluntary reassignments prior to instituting an involuntary reassignment.

Involuntary reassignments shall only be made for the following reasons:

1. As a result of a reduction in force,
2. As a change in the number of classes,
3. An unlicensed employee may be reassigned for less than 30 days in response to temporary requirements for work under NRS 391.205, and
4. Other justifiable reason.

Except as specified above, reassignments within a school may be made at the discretion of the administrator as long as:

1. Reassignments are made only after every effort is made to ensure that the reassignments are mutually agreeable to all parties concerned, however, the final decision to make such a reassignment rests with the

administrator;

2. Any involuntary reassignment must be based on seniority, past work performance, academic preparation for the position and/or experience related to the position, and the needs of the school;
3. No reassignment may be made as a form of discipline; and
4. No reassignment shall be made that places an employee in a position for which he or she is not qualified.

Teachers who are reassigned during the school year shall be given ten working days notice prior to the date of the reassignment, and the school shall provide assistance in moving the teacher's classroom materials.

Legal Reference:

NRS 391.205

COMPENSATION – Classified 426

This policy applies to classified employees who are not hired as teachers or administrators. Teachers who do not hold Nevada teaching licenses, but who are teaching under the provisions of NRS 386.590 are covered by the policy titled COMPENSATION – Certified 428.

SALARY SCHEDULES

Salary schedules shall be adopted by the governing body for all classified positions.

OVERTIME

Overtime must be approved. No employee shall receive overtime compensation for work that was not approved.

Overtime pay is defined as additional compensation earned by a staff member who is held over on his or her regular shift in excess of

1. Eight hours in 1 calendar day;
2. Eight hours in any 16-hour period; or
3. A 40-hour week.

Exceptions under NAC 284.250 that are likely to apply to charter schools include those for:

1. For employees who choose and are approved for a variable workday, overtime will be considered only after working 40 hours in 1 week.
2. Employees who are eligible under the Fair Labor Standards Act of 1938, 29 U.S.C. §§ 201 et seq., to work a variable 80-hour work schedule within a biweekly pay period and who choose, and are approved for such a work schedule, will be considered eligible for overtime only after working 80 hours biweekly, except those eligible employees who are approved for overtime in excess of one scheduled shift of 8 or more hours per day.
3. An agency may experiment with innovative workweeks upon the approval of the head of the agency and after majority consent of the affected employees. The affected employees are eligible for overtime only after working 40 hours in a workweek.

All overtime will be paid in cash or credited as "compensatory time off" at the rate of time and one-half, per NRS 284.180. The principal means of payment for overtime shall be in cash, however, upon agreement of the administrator and the employee overtime shall be paid in compensatory time off. Compensatory time off must be used within sixty days of the time it was earned unless a 30 day extension of this time is given by the administrator or a longer extension is given by the governing body. If compensatory time off is not used within the time allowed, the employee must request in writing that it be paid in cash within five days of the end of the time period within which it was to have been used, including any extensions granted.

Overtime shall not count toward PERS (Public Employees Retirement System) benefits as per NRS 286.481.

Employees called back to work for emergency work shall be granted a minimum of two hours of work, as per NAC 284.214. When an employee is called, but does not actually end up returning to perform emergency work, he or she shall be compensated for work performed on the telephone for actual hours in quarter hour increments and at a reimbursement rate of time and one half for overtime. Please refer to NAC 284.214 for more information concerning call back work and exceptions to the information provided here. Call back time will not be counted toward PERS retirement benefits, per NRS 286.025.

PAID HOLIDAYS

Employees who work four or more hours per day or twenty or more hours per week for 180 or more days per year will be paid for the following holidays:

1. Nevada Day
2. Presidents' Day
3. Memorial Day
4. Labor Day
5. Veterans' Day
6. Thanksgiving (2 days)
7. Christmas (2 days)
8. Martin Luther King's Birthday
9. New Year's Day
10. Easter (1 day)

RETIREMENT

Employees who work an average of 20 hours per week will have, in addition to their salary, the current costs paid by the charter school to the Public Employees Retirement System (PERS) for their retirement benefits.

JOB RELATED EXPENSES

The school will provide payment of the actual and necessary expenses, including travel expenses, of employees incurred in the course of performing services for the school under the direction of the governing body.

Use of a personal vehicle for approved school purposes is reimbursable at current state rates.

INDUSTRIAL COMPENSATION INSURANCE

Employees of the school will be covered by the State Industrial Insurance System. This coverage will be covered by the school at no cost to the employee.

TEMPORARY ASSIGNMENT

An employee may be temporarily assigned to perform duties outside the scope of his or her regular job description. If such an assignment exceeds 15 working days the employee shall be reclassified to another job classification with a minimum of 2.5% pay increase for the balance of the temporary assignment.

PROBATIONARY PERIODS

Normally a new employee will complete a one year probationary period. Each temporary or part time employee who is hired into a full time or permanent position will serve a one year probationary period. However, a temporary or part time employee hired into a full time or permanent position will be given the hours worked as a temporary or part time employee as time served towards the completion of his or her probationary period.

An employee who has been promoted will serve a one year probationary period in the position to which he or she has been promoted. If that employee receives an unsatisfactory evaluation for his or her service in the position to which he or she has been promoted, he or she may return to the position from which he or she was promoted if that position or a like position is vacant.

Positions that are reclassified will be considered upgraded and will not be considered new positions or promotions. Employees in reclassified positions will remain in their newly classified positions and receive appropriate pay increases.

Legal References:

NAC 284.214
NAC 284.250
NRS 284.180
NRS 286.025
NRS 286.481
Fair Labor Standards Act of 1938, 29 U.S.C. §§ 201 et seq.

COMPENSATION – Certified & Not Administrative 428

This section applies to unlicensed teachers who are teaching under the provisions of NRS 386.590 as well as to certified (licensed) employees including teachers, librarians, counselors and others who normally work only two or three days longer than the 180 days of school each year.

Like school district negotiated agreements, this section addresses teachers most directly, but it is expected that other non-administrative certified employees will be treated equitably with teachers to the degree possible.

SALARY SCHEDULES

A salary schedule or salary schedules shall be adopted by the governing body for all certified positions.

SCHOOL YEAR – Non-administrative positions

The school year consists of all days from the first contracted day through the last contracted day, not to exceed 180 instructional days plus 2 days of orientation and/or preparation for returning employees or 3 days of orientation and/or preparation for new employees.

SCHOOL YEAR – Administrator

The school year consists of 210 days from the first contracted day through the last contracted day.

SCHOOL DAY– Non-administrative positions

The regular school day is defined as seven (7) hours and thirty (30) minutes. Any deviations from this requirement must be approved by the administrator.

A secondary teacher shall have no more than five (5) hours of student contact time each day and no more than twenty five (25) hours of student contact time each week.

An elementary teacher shall have no more than 312 minutes of student contact time each day or twenty six (26) hours per week of student contact time.

Student contact time refers to instructional or classroom time and does not include time spent supervising students during recess.

Teachers shall have an uninterrupted duty-free lunch period each day of not less than thirty (30) minutes, except when emergencies arise or scheduled special events make it necessary to alter the teacher's schedule. A teacher may volunteer to work during his or her duty-free lunch. The administrator shall make all determinations as to whether or not an emergency exists.

Teachers shall have forty-five (45) minutes for preparation each day except for emergencies or unusual scheduling problems, as determined by the administrator. Preparation time may be interrupted by conferences with parents or the administrator, school related telephone calls, and other school-related business. If block scheduling is used teachers may be given one hundred (100) minutes of preparation time every other day instead of forty-five minutes each day.

The administrator may require attendance of certified staff at staff meetings, in-service meetings, parent conferences, or similar activities designed to further the educational needs of the school. Such activities must be scheduled during the regular school day unless mutually recognized unusual circumstances warrant.

A certified staff member's school day may be extended by the assignment of duties such as bus duty, playground duty, and similar duties designed to ensure the safety and welfare of students. Such duties will be assigned equitably among the certified staff.

Open house nights will be attended by certified staff as part of their contractual duties despite the fact that time spent to attend open house will be beyond the regular school day.

Time spent outside of the regular school day in preparation for instruction, grading papers, and similar activities shall be done as needed with no additional compensation from the school.

SCHOOL DAY– Administrator

The regular work day is defined as a minimum of eight (8) hours.

Outside of the regular work day, the needs of the school may require attendance of the administrator at meetings of the governing body, in-service meetings, parent conferences, before or after school events, and other activities. Attendance at all such meetings, conferences, events, and other activities will be expected with no additional compensation from the school.

The school administrator will be expected to work outside of the regular work day as needed to ensure the proper functioning of the school. This time will be spent with no additional compensation from the school.

EXTRA DUTY PAY

Extra duties may include coaching, sponsoring school clubs, after school study programs for students, and similar assignments. Work in such additional assignments shall not be required as a condition of employment. Certified staff members shall be compensated for additional time spent in support of school activities at rates to be determined in advance by the governing body.

MANDITORY PARTICIPATION – Non-administrative positions

In addition to extra duties, which certified staff may perform for pay, there may be occasions that certified staff will be required to attend that lie outside of the above obligations. These may include, for example, mandatory training sessions and supervision at special events. Certified staff will be paid for the time they are required to spend at these activities at an hourly rate equal to their normal hourly rate of pay based on the number of days in their contracts and the seven and one half (7 ½)hours per day they are normally required to work.

TEACHING AN EXTRA CLASS

If both the teacher and the school agree, a teacher may use his or her preparation time to teach an additional class and be paid for that class at a rate equal to one fifth (1/5) of his or her regular salary.

EXTRA CONTRACT DAYS

The governing body may determine that some certified staff members services are required by the school for additional days beyond their normal contract year. Such determinations must either meet with the approval of the individual employee or be made nine (9) months in advance of the additional time to be spent on the job. Additional days in the certified employee's contract shall be paid at a rate that is equal to the employee's regular daily rate of pay.

RETIREMENT

The school will pay the current cost of the employee's contribution to the Public Employees Retirement System for employees who work half-time or more. For employees who work less than half-time the school will pay Social Security tax.

TERMS AND DATE OF PAYMENT

All contracts are paid over a twelve (12) month period unless other arrangements are made with the administrator. Upon termination, a certified employee may request to have the earned balance of his or her contract paid as soon as is practical.

LEAVE OF ABSENCE 430

JURY LEAVE

Any employee called for jury duty:

1. Shall be entitled to leave with pay at the his or her regular rate;
2. Shall not have his or her leave for other purposes impacted in any way;
3. Shall report to his or her supervisor daily to report the jury's schedule for the following workday; and
4. Shall either give to the school all pay given to him or her by the court for days leave is taken, or be given leave without pay at the employee's discretion.

MILITARY LEAVE

As required under NRS 281.145, service in the United States military forces will constitute authorized leave with pay. A copy of orders from the employee's commanding officer must be submitted to the administrator.

SICK LEAVE

Full-time certified employees and uncertified teachers and administrators hired under the provisions of NRS 386.590 who work seven and one half (7 ½) or more hours per day, 182 or more days per year (including all leave taken other than leave without pay) shall accrue 15 days of sick leave per year.

Full time classified employees who work eight (8) hours per day, 180 or more days per year (including all leave taken other than leave without pay) shall accrue 15 days of sick leave per year.

Employees who work half-time or more, but less than full-time shall accrue sick leave on a prorated basis, e.g., an employee who works half-time shall accrue sick leave at one half the rate of a full time employee.

Employees who work less than half time will not accrue sick leave. This means, for example, that a classified employee who works less than 4 hours per day or less than 90 days per year, will not accrue sick leave.

Employees shall be given credit for unused sick leave earned in other public schools in Nevada as specified in NRS 391.180.

There shall be no limit to the accumulation of sick leave if service is continuous.

Sick leave may be used for absence from work due to personal illness or accident, or because of serious illness, accident, or death in the family. It is the responsibility of the employee to notify the school as soon as possible when he or she will be absent on sick leave so that a substitute can be arranged. A doctor's statement may be requested for any such absence. For a sick leave absence of ten days or more a doctor's statement is mandatory, and it must include the anticipated length of absence and the reason for the absence. Before the employee may return to his or her normal duties following a sick leave absence of ten days or more, a doctor's release must be submitted to the administrator.

Sick leave may also be used because of serious illness, accident, or death of a member of the immediate family.

The school shall include a report of accumulated sick leave on each employee pay stub.

LEAVE WITHOUT PAY FOR UP TO 30 DAYS

When an employee's sick leave has been exhausted and the employee needs to take time off that would normally be covered by sick leave, the administrator may grant leave without pay for up to 30 days.

Leave without pay may also be granted by the administrator for child rearing and other reasons deemed appropriate for the good of the employee and/or the school for up to 30 days.

Leave without pay for periods in excess of 30 days may be granted by the governing body for reasons of health, child rearing, and for other reasons deemed appropriate for the good of the employee and/or the school. Please refer to the sections of this manual titled FAMILY AND MEDICAL LEAVE ACT 446 for more information on this topic.

An employee will not earn annual leave or sick leave while on leave without pay, and he or she will not be credited with the time on leave without pay in the calculation of their seniority, which is used, for example, to calculate classified employees' annual leave, and which may be used in making decisions regarding reductions in force.

ANNUAL LEAVE - Classified

Unlicensed teachers and administrators are not covered in this section. Please refer to the next section titled ANNUAL LEAVE – Certified for annual leave policies that cover these employees.

Newly hired classified employees who earn benefits:

1. Begin earning annual leave time immediately,
2. May not take annual leave until satisfactory completion of six months of service, and
3. May not take annual leave if terminated before completion of six months of satisfactory service.

Annual leave days may be used whenever the employee wishes for personal business or time off with the following restrictions:

1. The employee shall give the school five days advance notice and receive the administrator's permission to take leave before using one or more annual leave days. The administrator will approve requests for leave in the order in which they are received. The administrator may deny a request for leave if granting the leave will put the school in the position of not having enough substitutes to adequately cover all of the leaves granted.

2. An annual leave day may not be used immediately prior to or immediately following a school holiday or vacation unless it is approved by the administrator;

3. Annual leave must be taken in increments of half and/or whole work days; and

4. An annual leave day may not be used within five school days of the beginning or end of a summer break or within five school days of the beginning or end of a break between sessions of a school that is on a year-round schedule unless an exception to this rule is approved by the administrator.

Full-time classified employees (who work 8 hrs. each day 180 days per year including leave time) accrue annual leave as follows:

1. Employees with less than 5 years of service will receive seven (7) days each year; and
2. Employees with more than 5, but less than 10, years of service will receive ten (10) days each year.

Employees who work 90 or more days per year, but less than 180 days per year, will accrue annual leave on a prorated basis using the above standards.

Employees who work 4 or more hours per day, but less than 8 hours per day, will accrue annual leave on a prorated basis using the above standards.

No annual leave will be provided to employees who work less than 4 hours per day, less than 90 days per year, or a combination of days and hours that amounts to less than half-time.

An individual's maximum accumulation of annual leave shall not exceed 30 days (240 hours). Any annual leave beyond this limit will be forfeited.

Annual leave earned in each pay period shall be credited to employees' accounts at the end of each pay period.

ANNUAL LEAVE – Certified

The annual leave for unlicensed teachers and administrators hired under the provisions of NRS 386.590 is the same as it is for licensed professional employees.

Each full time certified employee shall be credited with two annual leave days each year. Each year any unused annual leave days shall be rolled over to the next year. Certified employees who work less than a full year and/or less than full-time, but at least half-time, shall earn annual leave on a prorated basis.

Annual leave days may be used whenever the employee wishes for personal business or time off with the following restrictions:

1. The employee shall give the school five days advance notice and receive the administrator's permission to take leave before using one or more annual leave days. The administrator will approve requests for leave in the order in which they are received. The administrator may deny a request for leave if granting the leave will put the school in the position of not having enough substitutes to adequately cover all of the leaves granted.

2. An annual leave day may not be used immediately prior to or immediately following a school holiday or vacation unless it is approved by the administrator;

3. Annual leave must be taken in increments of half and/or whole work days; and

4. An annual leave day may not be used within five school days of the beginning or end of a summer break or within five school days of the beginning or end of a break between sessions of a school that is on a year-round schedule unless an exception to this rule is approved by the administrator.

LEAVE OF ABSENCE

Leave of absence without pay for up to a full school year may be granted by the governing body to employees who have completed at least three years of continuous service to the school.

Leave of absence without pay may be granted for the following reasons or such other reasons that the governing body decides are appropriate:

1. Approved study,
2. Approved travel,

3. Exchange with a teacher form another school system,
4. Health,
5. Child rearing,
6. Service in or for the armed services of the United States, and
7. Service in an elected public office.

All staff members who are on leave of absence without pay must notify the school in writing of their intent to return to their service with the school upon the completion of the approved leave. This notification must be received by the school by March 15. Failure to comply will terminate the employee's rights to re-employment.

If the employee fails to comply with the conditions of the leave of absence; the governing body may, at its discretion, terminate the agreement to reemploy.

Employees granted a leave of absence will return to duty at the same status on the salary schedule, unless they have qualified for advancement, e.g., by accumulation of graduate credits that place them higher on the salary schedule. Employees shall be credited with the same sick leave and personal leave that they had when their leaves of absence started.

LEAVE FOR PROFESSIONAL PURPOSES

The administrator may authorize absences of employees for professional purposes with pay provided that such absences provide an educational value to the school and do not exceed two weeks.

LEAVE WITHOUT PAY FOR PERSONAL BUSINESS

If an employee does not have any annual leave and needs to conduct personal business during work time or has an involuntary absence not here-to-fore provided for, the administrator may grant leave without pay if the employee applies for the leave at least ten (10) days in advance of the occurrence, or, if advance application is not possible, not later than ten (10) days after the occurrence. The administrator's decision to grant or deny leave without pay shall consider such factors as the amount of leave to be taken; length of service with the school; previous record of absence, other than for personal illness; and the purpose of the leave.

The administrator may also release employees for short periods of time during the work day when they are not needed at the school, e.g., during teachers' preparation time, or lunch time.

ABSENCES WITHOUT LEAVE

Other absences than those provided for or failure to follow the above policies regarding leave may be deemed neglect of duty or insubordination and may be sufficient grounds for dismissal.

Failure to report to work because of weather conditions, road conditions, or any reason other than those stated by these policies or law will result in a per diem deduction for the salary of the employee.
Legal References:
NRS 281.145
NRS 391.180

MENTORS 432

Experienced employees may serve as mentors for probationary employees so long as the mentoring is voluntary on both

employees' parts. The role of the mentor shall be determined by mutual agreement of the evaluating administrator and both employees. The mentor shall not provide input for, nor be cited in, the evaluation of the probationary employee, and neither the administrator nor the probationary employee may use the mentor as a witness in any dispute arising from the evaluation of the employee being mentored.

DISCIPLINARY ACTIONS 434

PROGRESSIVE DISCIPLINE

The principles of progressive discipline will be used when considering disciplinary actions against any employee. These principles provide the employee with early notification of deficiencies and assistance in correcting deficiencies. Demotion, suspension, dismissal and non-renewal actions taken against certified employees in accordance with NRS 391 shall be, whenever appropriate, progressive in nature and reasonably related to the nature of the problem.

JUST CAUSE

The governing body shall not suspend a permanent employee without pay, nor shall the governing body demote, discharge, or fail to renew a permanent employee's contract as a disciplinary action without just cause.

APPEALS

Prior to suspension without pay, demotion, discharge or failure to renew a permanent employee's contract the employee shall have a right to a hearing before the governing body to provide evidence, testimony, and arguments on his or her behalf. At the conclusion of this hearing the governing body shall make a decision regarding the suspension, demotion, discharge, or failure to renew the employee's contract unless the employee and the governing body agree to another course of action.

At the hearing the employee will have a right to representation. The hearing shall be in a closed session of the governing body unless otherwise allowed by law and the wishes of the employee.

CERTIFIED EMPLOYEES

All disciplinary actions taken regarding certified employees shall be taken using procedures that are in compliance with the provisions and procedures of NRS 391.

Legal Reference:

NRS 391

EVALUATIONS 436

CLASSIFIED

Unlicensed teachers and administrators hired under the provisions of NRS 386.590 shall be evaluated as if they were certified employees.

Written evaluations of classified employees will be done annually assessing work performance based upon individual employees' job descriptions and job related behavior. Each employee's evaluation will be due on the anniversary of his or her original date of hire unless the employee has been reclassified by having his or her position reclassified or by having been reassigned to a job with a different classification. Employees who have been reclassified will have the date of their reclassifications as the dates on which their evaluations will be due.

If an employee believes that his or her evaluation is not fair, the employee may submit in writing to his or her supervisor any information and/or statements relevant to the evaluation, and those materials shall be attached to the evaluation before it is placed in the employee's personnel file. The employee shall also discuss the evaluation with the employee before it is placed in the employee's personnel file. As a result of any materials submitted by the employee and discussions with the employee the supervisor may choose to revise the employee's evaluation and present a revised evaluation to the employee. Any such revised evaluation will be treated as the initial evaluation is treated, allowing the employee to provide written input, that will accompany the evaluation if it is placed in the employee's personnel file.

If an employee receives an unsatisfactory evaluation, the employee shall be re-evaluated in three months.

If an employee is not evaluated on or before his or her evaluation due date, he or she shall have any merit increase that would result from a positive evaluation processed for the next pay period as it would be if the evaluation would have been done on time.

CERTIFIED

Evaluations of all certified employees and unlicensed teachers and administrators hired under the provisions of NRS 386.590 shall be done in compliance with the provisions of NRS 391 using instruments compatible with the position category, e.g., teacher, counselor, and librarian.

Legal References:

NRS 386.590
NRS 391

COMPLAINTS ABOUT STAFF 438

When there are complaints about a staff member they should usually be discussed with the staff member to try to resolve any problems before complaints are presented to a supervisor or administrator. Exceptions to this general rule include cases requiring criminal or welfare investigations.

Except for criminal or welfare investigations, no formal action shall be taken upon any complaint directed toward an employee, nor shall any record of the complaint be placed in the employee's personnel file unless such matter has been reported to the employee in writing within ten (10) working days of the complaint. This does not preclude the employee's supervisor or administrator meeting with the employee and resolving the issue informally. Such a resolution might even involve agreement to make some change in school operations that resolves a problem.

Any complaint that is not acted upon after investigation by the school shall not be considered in the employee's evaluation, shall not become a part of the employee's personnel file, and shall not be used against the employee in any action by the school.

PARENT COMPLAINTS

Each employee has the right to be present during parent conferences that bear upon the employee's work performance, and the employee shall be given prior notification of the nature of any such meeting. Such notification can occur immediately prior to the meeting, but the notification should provide the employee time to collect and bring any relevant materials to the meeting.

Written complaints made by parents may be placed in employees' personnel files if the employees have been provided copies of those complaints prior to those complaints being placed in the employees' personnel files. When a decision is made to place such a complaint in an employee's personnel file the employee shall be given ten (10) working days to write a response that shall be attached to the complaint in the employee's file.

CRITICAL LETTERS AND REPORTS

Letters or reports from the school, other than evaluations and letters of admonition, that are critical of an employee's performance will not be placed in an employee's personnel file without prior opportunity for the employee to review the document, present his or her point of view, and have ten (10) working days to write a response which will be attached to the document.

For more information on complaints in personnel files please refer to the section of this appendix titled PERSONNEL INFORMATION AND RECORDS 418.

OUTSIDE ACTIVITIES AND NON-SCHOOL EMPLOYMENT 440

Charter school staff should not engage in outside activities that interfere with their duties as members of the school staff. If outside activities such as non-school employment, political activities, volunteer work, church work, hobbies, etc. do interfere with staff members' abilities to perform their duties then legal and reasonable actions may be taken. For example, an employee's evaluation may reflect the effects of an employee not being able to perform his or her job duties at as high a level as he or she might otherwise, but evaluations may not be used to penalize staff members for their outside involvements. Evaluations will only be used to reflect employees' performance of their duties. The following discussion on school personnel and public office is provided as an illustration.

SCHOOL PERSONNEL SEEKING PUBLIC OFFICE

School employees have the right, as do other citizens, to seek public office. School employees are not encouraged to seek public office if it will interfere in any way with the performance of the duties for which they were employed. If an employee plans to run for office, the following guidelines shall be observed:

1. Before filing for any office, the employee must first notify the administrator and the governing body.
2. No electioneering or politics shall be brought into the schools.
3. No school time shall be used for electioneering or for the performance of any duties of the office.

UPON TAKING OFFICE

1. If there should be any released time from school duties for the office in any way, there shall be a substitute deduction for occasional absences. Longer absences may require a leave without pay.

2. Since it may be necessary in some cases to ask for extended and/or frequent periods of leave, the employee should be aware that this may reduce his or her effectiveness at school and could result in a less positive evaluation of the employee's job performance.

SUBSTITUTE AND TEMPORARY PERSONNEL 442

The following policy applies to all substitute and temporary personnel hired by a charter school.

The school will comply with all applicable state and federal laws and base all hiring decisions on individual qualifications and the school's needs.

All school employees shall be selected based on merit. The candidate's merit will be determined by an evaluation of the candidate's experience, performance, educational attainment, employment background, maturity, and potential for maintaining educational service in the school. All applicants shall receive full consideration without discrimination based on race, religion, gender, sexual orientation, disability, national origin, ancestry, color, creed, or age.

Any substitute or temporary employee's misstatement of fact material to qualifications for employment or the determination of salary shall be considered to constitute grounds for immediate dismissal.

The administrator, or his or her designee, shall do all of the following before a substitute or temporary employee is first hired:

1. Ensure that all applicants are treated equally in all stages of the selection process.

2. Ensure that all applicant information and deliberations remain confidential.

3. Ensure that selection shall be based solely on merit and availability for the position as it is or as it may arise. Eligibility for employment shall not be affected by an applicant's race, religion, sex, age, disability, national origin, or color.

4. Paper screen submitted application materials designed to elicit appropriate information upon which to make a selection for existing or potential substitute or temporary positions.

5. Conduct interviews and other applicant assessments as deemed appropriate.

6. Ensure that all applicants considered for substitute or temporary work meet the MINIMUM EMPLOYABILITY CRITERIA for the position(s) for which they are applying as listed in the appropriate section of this manual titled EMPLOYMENT OF REGULAR PERSONNEL 420. In applying these criteria it is important to note that there are sometimes reasonable exceptions. For example, substitute teachers may be employed with substitute teaching certificates to fill positions that normally require employees to hold regular teaching certificates, and an oath of office is not required of a substitute teacher each time he or she accepts a position.

7. Check applicants' references.

8. Verify the applicants' previous employment for a reasonable period of time or positions.

9. If information is discovered in the process of checking an applicant's references or verifying an applicant's employment experience that causes concerns, the applicant may be eliminated from consideration.

Once a substitute or temporary employee has been used that employee may be used or not used for future assignments as needed by the school, based on the quality of the employee's previous work at the school, as judged by the administrator, or his or her designee.

SUBSTITUTE EMPLOYEES

Substitute employees shall be paid a basic substitute pay for up to 20 successive school days of service in the same position. After 20 days of service in the same position, a substitute shall be paid at a long term substitute rate.

Under NAC 391.332 a substitute teacher may work an unlimited number of days of service if filling the position of a licensed teacher who is under contract. A substitute may also work 60 days if filling a teaching position for which a licensed teacher has not been hired, and this time may be extended in exceptional cases with approvals that are outlined in NAC 391.332 and NAC 391.398.

TEMPORARY EMPLOYEES

Temporary employees should not be hired to serve more than 90 successive days in the same position.

Legal References:

NAC 391.330
NAC 391.332
NAC 391.398

COMPENSATORY EXTRACURRICULAR POSITIONS 444

The responsibility for filling extra duty positions shall rest primarily with the school administrator, who shall annually determine the duties to be assigned and make such assignments after due consultation with teachers. Whenever possible, compensatory extracurricular positions should be assigned to certified or contracted personnel from within the school where the position exists.

Should on-site certified or contracted staff not be available to fill a compensatory extracurricular position, it is suggested the following steps be followed:

1. Seek certified staff from other schools.

2. Consider classified employees from within the school.

3. Consider qualified applicants from the community-at-large.

Though first consideration will be given to individuals as outlined above, the final selection will be up to the administrator.

An extra-pay-for-extra-duty schedule shall be established by the governing body.

FAMILY AND MEDICAL LEAVE ACT 446

Charter schools shall uphold the provisions of the Family and Medical Leave Act of 1993.

ELIGIBLE EMPLOYEES

Employees are eligible under the Family and Medical Leave Act if they have worked for the charter school for at least 12 months and for at least 1,250 hours during the 12 months before the time leave is taken under the Family and Medical Leave Act. Subject to the conditions in this policy, eligible employees may request up to 12 weeks family and medical leave during a twelve-month period.

Any employee who works principally in an instructional capacity who would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, may be required to take leave for periods of particular duration or transfer temporarily to an alternative equivalent position that better accommodates the leave.

Any employee who works primarily in an instructional capacity, and who requests a period of leave near the conclusion of the academic term, may be required to continue the leave until the end of the term.

PERMISSIBLE PURPOSES OF FAMILY AND MEDICAL LEAVES

An eligible employee may request a family and medical leave for any or all of the following reasons:

1. The birth of the employee's child;
2. The placement of a child with the employee in connection with adoption or foster care;
3. To care for a child, parent, or spouse who has a serious health condition; or
4. Due to a serous health condition that prevents the employee from performing the functions of his or her position.

In a situation where both spouses are employed by the school, the family unit is only entitled to an aggregate 12-week maximum leave period. If one spouse is ineligible for FMLA leave, the eligible spouse is entitled to the full leave period. If each spouse is entitled to the full leave period and if each spouse has used less than the 12-week leave for qualified purposes, each would be entitled to the unused portion of the 12 week entitlement.

Any leave of absence that is granted to an employee under this policy or any other policy for a purpose specified above shall be credited against the 12-week limit contained in this policy.

Leave taken to care for a new born or newly-adopted child must be completed within 12 months after the birth or adoption. Leave taken to care for a terminally ill child may be taken only once for any given child. The school may require confirmation by a health care provider of the employee's need for family leave.

"Child" is defined as a biological, adopted, or foster child, a stepchild, a legal ward who is under 18 years of age or incapable of self care due to a mental or physical disability. A "serious health condition" is one caused by injury, illness, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider.

BENEFITS DURING LEAVE

An employee who is granted a family and medical leave of absence must utilize any accrued vacation and other applicable paid time off during the period of the leave. Any portion of a leave that occurs after all vacation and other applicable paid

time off have been exhausted shall be without pay. For purposes of this policy's 12-week limitation, any paid and unpaid portions of the leave of absence shall be added together whether or not they are taken consecutively.

Any health insurance benefits ordinarily provided by the charter school, and for which the employee is otherwise eligible, will be continued during the period of the leave. The charter school will continue to pay its share of the premiums for the period of the leave, up to a maximum of 12 weeks. The cost of dependent coverage normally borne by the employee will remain the sole responsibility of the employee. The employee must pay his or her share of the premiums for dependent coverage by making timely payments to the charter school by the same times as such payments would be made if they were paid via payroll deductions.

NOTIFICATION RULES

An employee must provide proper notification as a condition of eligibility for this leave. The employee must notify the administrator in writing of the need for such a leave, the date it will commence, and the anticipated duration of the leave. The employee must provide 30 days advance notice, unless the family leave is not foreseeable, in which case the employee must notify the administrator of the expected leave within one (1) working day of the beginning of the leave. A failure to comply with these notice rules may result in denial or postponement of the requested leave. However, if the need for a family and medical leave results from an emergency or is otherwise unforeseeable, the leave will not be denied simply because an employee fails to provide advance notice.

CERTIFICATION BY HEALTH CARE PROVIDER

If an employee requests a leave due to a serious health condition of the employee or a family member, the employee must support the request with a certification issued by the health care provider of the individual with the serious health condition. The certification should include the following information:

1. The date, if known, on which the serious health condition commended;
2. The probable duration of the condition;
3. An estimate of the amount of time that the health care provider believes that the employee needs to care for the individual requiring the care; and
4. A statement that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the individual requiring care.

If an employee requests intermittent leave for planned medical treatment, the certification should specify the dates on which such treatment is expected to be given and the duration of such treatment. If the time estimated by the health care provider (item number 3 above) above expires, the employee must submit a recertification if the employee desires additional leave. In addition, extensions will not be granted that cause the total period of the leave to exceed the 12-week limitation identified above.

REEMPLOYMENT PRIVILEGES

An employee who complies with the provisions of this policy will be guaranteed reemployment upon expiration of an approved leave, provided that the total period of the leave does not exceed 12 weeks. The employee will be reemployed in the same position or an equivalent position to the one he or she occupied when the leave commenced. An employee who takes a leave because of his or her own serious health condition must provide a medical certification verifying that he or she is able to return to work in the same manner as employees who return from other types of medical leave. If an employee fails to return for work immediately following the expiration of the approved leave, the employee will be considered to have voluntarily separated from the charter school's employ.

Legal Reference:

Family and Medical Leave Act

DRUG FREE WORKPLACE 448

Charter schools shall comply with the terms of the federal Drug Free Workplace Act, state laws, and regulations concerning the use of alcohol and drug abuse. It will be the policy of charter schools to maintain drug-free environments in all areas under their control. Drug-free environment is one in which no person may engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance.

Any violations noted should be immediately reported to the administrator in charge, who in turn shall report the violation to local law enforcement authorities for investigation. If the local law enforcement authorities determine that a violation of this policy and/or law has occurred, an appropriate action will be taken for filing administrative and/or criminal charges.

All employees are held equal under this policy and as a condition of employment accept the responsibility of reporting any conviction on a drug statute violation that occurred on school property to the administrator, or the president of the governing body in the case of an administrator, within five (5) days of conviction. The school in turn will notify all required agencies and parties of the violation conviction within ten (10) days of receiving the report.

Under this policy employees may be dismissed after due process procedures have been followed.

All new and existing school employees shall be made aware of this drug-free environment policy and dangers related to drug abuse in the work place. Drug and alcohol abuse can be managed or cured, and the school will encourage its employees with addictions or difficulties with alcohol, drugs, or controlled substance to make use of rehabilitation and treatment programs.

DRUG AND ALCOHOL TESTING 450

Charter schools shall adhere to federal law and regulations requiring a drug and alcohol testing program for employees who are required to maintain a commercial driver's license as a condition of their employment.

Charter schools are also required to comply with Federal regulations pertaining to the attainment and maintenance of an Alcohol and Drug-Free Workplace. These requirements are outlined by the U.S. Department of Transportation (DOT), Federal Highway Administration (FHWA), under Title 49 CFR Part 382 and Part 40. The purpose of this program is to reduce accidents that result from the use of alcohol and/or drugs, thereby reducing fatalities, injuries, and property damage.

DRIVERS SUBJECT TO ALCOHOL AND CONTROLLED SUBSTANCE TESTING

The alcohol and controlled substance testing regulation applies to all charter school drivers who are licensed to operate a commercial vehicle that:

1. Has a gross combination weight rating of 26,001 or more pounds inclusive of a towed unit with a gross vehicle weight of more than 10,000 pounds;

2. Has a gross vehicle weight rating of 26,001 or more pounds;

3. Is designed to transport 16 or more passengers; or

4. Is of any size, is used to transport hazardous material, and requires the vehicle to be placarded under the hazardous materials regulations.

This includes, but is not limited to: Full-time drivers; casual, intermittent, or occasional drivers; leased drivers; and independent owner-operator contractors who are either directly employed by or under lease to the school, or who operate a commercial motor vehicle at the direction of or with the consent of the school. This program shall not apply to drivers who are granted a Federal or State waiver (i.e., emergency response vehicles) as outlined in Part 382.103.

SAFETY-SENSITIVE FUNCTIONS

A driver shall not use alcohol when performing safety-sensitive functions nor perform safety-sensitive functions within four (4) hours of using alcohol. No employer or appropriate designee having actual knowledge that a driver is using or has used alcohol as stated above shall permit the driver to perform or continue to perform safety-sensitive functions. No driver shall report for duty, remain on duty or perform a safety-sensitive function if the driver tests positive or has adulterated or substituted a test specimen for controlled substances. No employer or appropriate designee having actual knowledge that driver has tested positive or has adulterated or substituted a test specimen for controlled substances shall permit the driver to perform or continue to perform safety-sensitive functions.

A driver is performing a safety-sensitive function when:

1. All time at a school terminal, facility, or other property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school;

2. All time performing pre-trip inspections, general inspections, servicing, or conditioning any commercial motor vehicle at any time;

3. All time spent at the driving controls of a commercial motor vehicle in operation;

4. All time, other than driving time, in or upon any commercial motor vehicle, except time spent resting in a qualified sleeper berth;

5. All time loading or unloading the vehicle, supervising or assisting the loading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the motor vehicle, or in giving or receiving receipts for shipments loaded and unloaded;

6. All time repairing, obtaining assistance or remaining in attendance upon a disabled vehicle.

PROHIBITED CONDUCT

The following shall be considered "prohibited conduct" for purposes of this policy:

1. As per DOT regulations, no driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of .04 or greater. Pursuant to DOT regulations, no employer having actual knowledge that a driver has an alcohol concentration of .04 or greater, shall permit the driver to perform or continue to perform safety-sensitive functions. However, as per charter school policy, no driver shall report for duty or remain on duty while having an alcohol concentration of .02 or greater.

2. No driver shall use alcohol while performing safety-sensitive functions. The school, having actual knowledge that a driver is using alcohol while performing safety-sensitive functions, shall not permit the driver to perform or continue to perform safety-sensitive functions.

3. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol. The school, having actual knowledge that a driver has used alcohol within four (4) hours, shall not permit a driver to perform or continue to perform safety-sensitive functions.

4. No driver required to take a post-accident alcohol test shall use alcohol for eight (8) hours following the accident or until he or she undergoes a post-accident alcohol test, whichever occurs first.

5. No driver shall refuse to submit to a post-accident alcohol or controlled substance test, a random alcohol or controlled substance test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substance test.

6. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when use is pursuant to the instructions of a licensed medical practitioner (Part 382.107) who has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle. The school, having actual knowledge that a driver has used a controlled substance, shall not permit the driver to perform a safety-sensitive function.

7. No driver shall report for duty, remain on duty or perform a safety-sensitive function if the driver tests positive or has adulterated or substituted a test specimen for controlled substances. The school, having actual knowledge that a driver has tested positive or has adulterated or substituted a test specimen for controlled substances, shall not permit the driver to perform or continue to perform safety-sensitive functions.

DRIVER VOLUNTARY SELF-IDENTIFICATION PROGRAM

In order to be supportive of drivers who come forward voluntarily to seek assistance for alcohol misuse or controlled substance use, drivers who admit to alcohol misuse or controlled substance use will not be subject to the referral, evaluation, and treatment requirements as outlined in 49 CFR Part 382 and Part 40 provided that the driver:

1. Does not self-identify in order to avoid testing under the requirements;

2. Makes the admission of alcohol misuse or controlled substance use before performing safety-sensitive functions; and

3. Does not perform a safety-sensitive function until the charter school is satisfied that the employee has been evaluated and has successfully completed education or treatment requirements as determined by a qualified Substance Abuse Professional (SAP). The employee must also provide a negative controlled substance test and/or an alcohol test result of less than .02 before participating in a safety-sensitive function.

No adverse action will be taken against a driver making a voluntary admission of alcohol misuse or controlled substance use as long as he/she complies fully with the requirements of the self-identification program.

ALCOHOL AND CONTROLLED SUBSTANCE TESTING

Drivers for charter schools shall be subject to the following types of alcohol and controlled substance testing:

1. Pre-employment testing,
2. Reasonable suspicion testing,
3. Post-accident testing, and
4. Random testing.

Under this policy return-to-duty testing and follow-up testing will not be required unless the charter school requires them.

PRE-EMPLOYMENT TESTING

All applicants for driving positions requiring a license to operate a commercial vehicle, as a condition of employment, upon a contingent offer of employment and before the employee begins his or her employment duties, must submit to a urine controlled substance test and breath alcohol test. The charter school will verify that no prior employer of the driver has records indicating a violation of any DOT rule pertaining to controlled substance or alcohol use within the previous two (2) years. Any applicant selected for a position that tests positive to a pre-employment controlled substance or alcohol test will be excluded from employment. Each driver who is absent from work for more than thirty (30) days will be subject to a pre-employment controlled substance and alcohol test.

All applicants for driving positions, as a condition of employment, will be required to sign a release of information allowing the school to access past employer records relating specifically to any record indicating that the driver had a positive alcohol test with a concentration of .04 or greater, positive controlled substance test results or refusals to test within the preceding two (2) years. Applicants will also be required to state on the application if they have had a positive alcohol test with a concentration of .04 or greater, positive controlled substance test, or a refusal to test within the preceding two (2) years. Any record of positive alcohol or controlled substance test or refusal to test will result in not being considered for employment or in a withdrawal of the offer of employment. In compliance with D.O.T. standards, it will be considered a refusal to test if the individual commences the collection process but then leaves before the collections process is complete or takes any action defined in policy as a refusal to test. Commencing the collection process begins when the individual selects an individually wrapped or sealed collection container from the collection kit materials. At that point, the individual is committed to complete the collection process or it'll be considered refusal to test.

If the driver applicant has had a positive pre-employment controlled substance test or refused to test during the past two (2) years from the date of the employment application with the charter school, the applicant will not be hired and the offer of employment will be withdrawn.

REASONABLE SUSPICION TESTING

1. A driver shall be required to submit to an alcohol and/or controlled substance test when the school has reasonable suspicion that the driver has violated the prohibitions of the alcohol and controlled substance program. The school's determination that reasonable suspicion exists to require the driver to undergo testing will be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odors of the driver. The required observations for alcohol and/or controlled substance testing shall be made by a supervisor or designated school employee who is trained in accordance with Part 382.603.

2. A driver may be directed by the school to undergo reasonable suspicion alcohol testing only while the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing such functions. A driver may be directed by the school to undergo reasonable suspicion controlled substance testing at any time during work hours. The supervisor who makes the determination that reasonable suspicion exists will not conduct the driver's breath alcohol test.

3. If a reasonable suspicion alcohol test is not administered within two (2) hours following the determination that the driver was under the influence, the school shall prepare and maintain on file a record stating the reasons the alcohol test was not promptly administered. If a reasonable suspicion alcohol test is not administered within eight (8) hours, the school shall cease attempts to administer an alcohol test and shall state in the record the reasons for not administering the test.

4. A written record shall be made of the observations leading to a reasonable suspicion controlled substance test, and it shall be signed by the supervisor who made the observations, within twenty-four (24) hours of the observed behavior or before the results of the controlled substance test are released, whichever is earlier. While DOT does not require written documentation for reasonable suspicion alcohol testing, it will be the policy of the school to require such documentation as outlined above.

POST-ACCIDENT TESTING

1. A driver shall be required to submit to controlled substance and alcohol testing as soon as possible following an occurrence involving a commercial motor vehicle operating on a public road in commerce when any of the following circumstances exist:

   a. When a fatality occurs as a result of the accident;

   b. When a driver receives a citation for a moving violation as a result of the accident and the accident involves an injury to anyone who requires immediate medical treatment away from the scene; or

   c. When a driver received a citation for a moving violation as a result of the accident and the accident involves disabling damage to any of the vehicles. Disabling damage means one or more vehicles had to be towed away or could not be driven from the scene.

2. The school will require each driver to complete a post-accident report form that provides instructions to follow in completing any required alcohol and controlled substance test. Drivers will then be obligated to follow the instructions and see that the tests are conducted. Any driver subject to post-accident testing who leaves the scene of an accident before a test is administered, other than for the period necessary to obtain assistance in responding to the accident or to obtain necessary emergency medical care, or who fails to remain readily available for testing, may be deemed by the school to have refused to submit to testing.

3. In the event that Federal, State, or local officials conduct a breath or blood test for the use of alcohol and/or urine tests for the use of controlled substances following an accident, these tests shall be considered to meet the DOT

requirements, provided the tests conform to applicable Federal, State, or local requirements. The employee will be required to sign a release allowing the school to obtain the test results from such officials.

4. In the event a driver is so seriously injured that the driver cannot provide a urine or breath specimen at the time of the accident, the driver must provide necessary authorization for the school to obtain hospital records or other documents that would indicate whether there were controlled substances or alcohol in the driver's system at the time of the accident.

5. If an alcohol test is not administered within two (2) hours following the accident, the school shall prepare and maintain on file a record stating the reasons the test was not promptly administered. If an alcohol test is not administered within eight (8) hours following the accident, the school shall cease attempts to administer an alcohol test and shall prepare and maintain the same record. Records shall be submitted to the FHWA upon request of their Associate Administrator.

6. For safety reasons, a driver required to submit to post-accident testing will be placed on a leave of absence with pay pending receipt of the post-accident testing result.

7. If a controlled substance test is not administered within thirty-two (32) hours following the accident, the school shall cease attempts to administer a controlled substance test, and the school shall prepare and maintain on file a record stating the reasons the test was not promptly administered. Records shall be submitted to the FHWA upon request of their Associate Administrator.

RANDOM TESTING

All drivers will be subject to random alcohol and controlled substance testing. The name of the entity contracted by the school to conduct a random selection system will be available to employees through the Alcohol and Drug Testing Program Manager who will be the administrator, or his or her designee. Random selection of drivers for testing and dates for testing may be accomplished by computer generated random selection, drawing names and dates from a hat or other generally accepted means for randomly selecting. Random selections will be unannounced and spread reasonably throughout the year. Random selection, by its very nature, may result in drivers being selected in successive selections or more than once in a calendar year. Alternatively, some drivers may not be selected in a calendar year, unless there is only one driver. The school will controlled substance test, at a minimum, one driver or fifty percent (50%) of the average number of driver positions in each calendar year, whichever is more. Random controlled substance testing may be performed at any time while the driver is at work for the employer.

The school will select, at a minimum, one driver or ten percent (10%) of the average number of driver positions, whichever is more, for random alcohol testing. Random alcohol testing will be limited to the time period surrounding the performance of safety-related functions. A driver will only be tested immediately before, during, or just after the driver has ceased performing such functions. If a driver selected for a random test is not at work on the day designated for random testing, the driver will not be tested. The school shall prepare and maintain on file a record stating the reasons the random test was not administered. When a driver is selected at random for testing, the Alcohol and Drug Testing Program Manager will notify the driver. Once notified, the driver must take action intended to lead to an immediate collection. If the driver engages in conduct that does not lead to a collection as soon as possible after notification, such conduct may be considered a refusal to test.

RETURN-TO-DUTY TESTING

Under this policy, any driver testing positive for alcohol at a concentration of .02 or greater, having a positive controlled substance test, or refusing to test will be subject to termination. As a result, the school will not provide an opportunity for a driver engaged in prohibited conduct to participate in return-to-duty testing. However, the school is required by the

DOT regulations to provide information to all drivers on the requirements necessary to become medically re-qualified after engaging in prohibited conduct. A description of these requirements, including return-to-duty testing is found in Appendix A of this policy.

FOLLOW-UP TESTING

Under this policy, any driver testing positive for alcohol at a concentration of .02 or greater, having a positive controlled substance test or refusing to test will be subject to termination. As a result, the school will not provide an opportunity for a driver engaged in prohibited conduct to participate in follow-up testing. However, the school is required by the DOT regulations to provide information to all drivers on the requirements necessary to become medically re-qualified after engaging in prohibited conduct. A description of these requirements, including follow-up testing is found in Appendix A of this policy.

ALCOHOL TESTING PROTOCOL

Alcohol testing is done by testing breath, because breath is the most easily obtained bodily substance and the results are known within minutes of testing. The testing device is called an Evidential Breath Testing Device (EBT). The EBT is a scientific instrument that determines the concentration of alcohol expressed as "percent by weight." The weight of alcohol in the breath sample is determined and the quantity of the alcohol converted to its equivalent value in blood. A blood alcohol concentration (BAC) of .10 means one-tenth of a gram of alcohol per 210 liters of breath. The EBT will print three (3) copies numbered copies of each test. When an initial test result shows a reading of .02 BAC or greater, a confirmation test will be conducted. Before the confirmation test, a 15-minute waiting period will occur for the purpose of ensuring that the presence of mouth alcohol from recent use of food, tobacco, or hygiene products does not artificially raise the test result. The confirmation test will be done using the same EBT as the first test. When the confirmation result is different from the initial test, the confirmation test result will always be used to determine driver consequences. The driver will be given a copy of the breath alcohol testing form. The EBT will be maintained in accordance with the standards outlined in 49 CFR Part 40, Section 40.55, Quality Assurance Plans for EBT's.

CONTROLLED SUBSTANCE TESTING PROTOCOL

1. The controlled substance testing program required by the regulations is limited to five (5) controlled substance types: 1) Marijuana, 2) Cocaine, 3) Opiates, 4) Amphetamines, and 5) Phencyclidine (PCP).

2. As set forth in 49 CFR Part 40, all controlled substance testing will be done from urine specimens collected under highly controlled conditions. The driver will provide a urine specimen, in a location that affords privacy. The "collector" will seal and label the specimen, complete a chain of custody document, and prepare the specimen and accompanying paperwork for shipment to a controlled substance testing laboratory. The specimen collection procedures and chain of custody ensure that the specimen's security, proper identification and integrity are not compromised.

3. Driver protection is also built into the testing procedures. In order to meet the Federal requirements, the only laboratories that can be used for testing are those certified by the Federal Government. The initial test of any specimen will be an immunoassay which meets the requirement of the Food and Drug Administration for commercial distribution. All specimens identified as positive will be further confirmed using gas chromatography/mass spectrometry techniques. Before a laboratory is certified to conduct controlled substance testing, it is subject to a rigorous testing and inspection by the Department of Health and Human Services (DHHS). This testing and inspection includes the submission of test samples to the laboratory for analysis during three (3) cycles over a period of three (3) months. If these test samples are correctly analyzed, a team of qualified inspectors conducts an on-site inspection prior to certification of the lab. Continuing evaluation of the performance of certified laboratories by the Department of Health and Human Services includes the submission of

performance test specimens every other month and an on-site inspection at least twice a year.

4. The laboratory must report test results to the school's designated Medical Review Officer within an average of five (5) working days after the receipt of the specimen by the laboratory. Test results must be certified accurate. The report must identify the controlled substances, metabolites tested for, whether the results are positive or negative, the specimen identification number assigned to the driver, and the controlled substance testing laboratory specimen identification number. The laboratory will retain samples that yield confirmed positive test results for one (1) year in secured frozen storage. Because it is possible that some analytes may deteriorate during storage, the results of the retest are to be reported as confirmation of the original test results if the detected level of the controlled substance is below the DOT established limits and equal to or greater than the sensitivity of the test.

5. Per DOT requirement, the approved U.S. Department of Health and Human Services Laboratories to be used by the school to perform controlled substance testing will be as follows: (Employees will be informed of the controlled substance testing location and primary site for sample collection through the Alcohol and Drug Testing Program Manager.)

COLLECTION SITES

Employees will be informed of the controlled substance testing location and primary site for sample collection through the Alcohol and Drug Testing Program Manager.

Drivers will not be allowed to transport themselves to or from the collection site in the event of a reasonable suspicion test or post-accident test request. The Alcohol and Drug Testing Program Manager will arrange transportation for the driver at all times. The driver shall report immediately to the collection site once properly notified.

The school will bear the cost for reasonable suspicion testing, post-accident testing, and random testing. The school will pay the initial cost of pre-employment testing with the understanding that if the driver fails to complete a nine-month probationary period, the cost of the pre-employment test will be deducted from the driver's final paycheck.

THE ROLE OF THE MEDICAL REVIEW OFFICER

1. The Medical Review Officer (MRO) is a licensed physician who is knowledgeable in the medical use of prescription controlled substances and the pharmacology and toxicology of illicit controlled substances. The primary responsibility of the MRO is to review and interpret positive test results obtained through the school's controlled substance testing program. Alcohol testing is not subject to medical review given the evidentiary nature of its results.

2. In terms of controlled substance testing, it is important to understand that a positive test result does not automatically identify an individual as an illegal controlled substance user. The MRO must evaluate the alternative medical explanations that could account for a positive test result.

3. The review of a positive test result is initiated immediately upon receipt and is ordinarily completed within two (2) working days after receipt of all information pertinent to the review. No information about the test result shall be given to the school during this period. In addition to information provided by the driver, this review will include considerations of chain of custody documents prepared at the time of collection and, in connection with the laboratory, processing of the specimen. In the case of a positive test result for cocaine, marijuana, or PCP, for which an acceptable medical explanation for the result is unlikely, the review should be completed on the day of the receipt of the report. This review must also include review of the chain of custody documentation. If the MRO is unable to contact the driver directly, the MRO will contact the school's Alcohol and Drug Testing Program Manager, who shall in turn contact the driver and direct the driver to contact the MRO. Upon being so

directed, the driver shall contact the MRO immediately or, if the MRO is unavailable, at the start of the next business day.

4. During the review of the laboratory results, the MRO will conduct a medical interview with the driver, review the driver's medical history, or review other biomedical factors. This interview may be conducted by telephone. The MRO must review all medical records that the tested driver submits when a confirmed positive test could have resulted from legally prescribed medication. Prior to making a final decision to verify a positive test result for a driver, the MRO shall give the individual an opportunity to discuss the test result with him or her.

5. If any questions arise about the accuracy or validity of a positive test result, the MRO should review the laboratory records to determine whether the required procedures were followed. This will require collaboration with the laboratory director, the analysts, and expert consultants. If necessary, the MRO may request the sample be reanalyzed to determine the accuracy of the test result.

6. The MRO shall not disclose to any third party medical information provided by the individual to the MRO as part of the testing verification process with the following exceptions:

   a. The MRO may disclose such information to the school, the DOT, or any other Federal safety agency, or a physician responsible for determining the medical qualification of the driver when an applicable DOT regulation permits or requires such disclosure;

   b. In the MRO's reasonable medical judgment, the information could result in the driver being determined to be medically unqualified under an applicable DOT agency rule; or

   c. In the MRO's reasonable medical judgment, the information indicates that continued performance by the driver of his or her covered function could pose a significant safety risk.

   Before obtaining medical information from a driver as part of the verification process, the MRO shall inform the driver that the information may be disclosed to third parties and must also disclose the identity of any parties to whom the information may be disclosed.

7. At this point, the MRO makes a determination as to whether the result is scientifically sufficient to take further action. However, if the records from the collection site or laboratory raise doubts about the handling of the sample, the MRO may decide the urinary evidence is insufficient and no further actions would be taken. In these cases, the MRO shall note the possible errors in laboratory analysis or chain of custody procedures and shall notify the proper officials.

8. If it is determined with reasonable certainty that there is a legitimate medical or other reason to account for a positive laboratory test result, the report will be reclassified as a negative test result. The notice to the school will indicate that the test result was negative. Any medical information obtained by the MRO will be treated as confidential.

9. If there is no medical or other reason to account for a positive result, the verified positive test result will be disclosed to the school as required by the program. Any medical information acquired that is not specifically related to illegal controlled substance use will be treated as confidential and not disclosed.

10. No later than seventy-two (72) hours after receipt of a confirmed positive test result, a driver may submit a written request to the MRO for retesting of the specimen producing the positive test result. The MRO must honor the request. Each driver may have one written request that the sample of the specimen be provided to the original or another DHHS-certified laboratory for testing. Prior to the retest, the driver shall pay the costs of the additional test and all handling and shipping costs. The driver will be reimbursed for such costs if the retest is negative.

11. In summary, the MRO determines whether there is some reason other than illegal controlled substance use to explain a positive urine controlled substance test. If illegal controlled substance use is verified, the MRO will inform the Alcohol and Drug Testing Program Manager of the identification of the controlled substance found in a positive test. The driver shall then be notified of the results of the random, reasonable suspicion, and post-accident controlled substance test if the test results are verified as positive. The driver will also be informed as to which controlled substance(s) were verified as positive.

12. The school shall notify a driver applicant of the results of a pre-employment controlled substance test if the driver requests such information within sixty (60) days of being notified of the disposition of his or her employment application.

13. Employees will be informed of the MRO by the school's Alcohol and Drug Testing Program Manager.

DRIVER CONSENT

Under this policy, a driver's consent to alcohol and controlled substance testing is required as a condition of employment and a driver's refusal to consent will result in termination. Upon request, a driver must properly complete any required forms and releases and promptly provide a sample for alcohol and controlled substance testing. A driver who refuses to test under DOT regulations and this policy shall not be permitted to perform in a safety-sensitive position. Refusal shall be treated as a positive test for purposes of this policy and will result in termination. Consent to testing includes a driver's obligation to fully cooperate.

REFUSAL TO SUBMIT TO A TEST

DOT regulations provide that a driver shall not refuse to submit to a required reasonable suspicion, post-accident, random, or follow-up alcohol and/or controlled substance test. Refusal to submit to an alcohol and/or controlled substance test is defined as:

1. Failure to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing;

2. Failure to provide a urine/saliva/breath specimen for alcohol and/or controlled substances testing after he or she has received notice of the requirement for testing;

3. Failure to provide adequate urine for controlled substance testing without a valid medical explanation after he or she has received notice of the requirement for urine testing;

4. Failing or declining to take a second test, following a negative dilute result, when required by the employer;

5. Failure to undergo an additional medical examination or evaluation, as directed by the MRO as part of the verification process, or as directed by the Designated Employer Representative (DER), who in a charter school, is the Alcohol and Drug Testing Program Manager or appropriate others designated by the school, concerning the evaluation as part of "shy bladder" or "insufficient breath" procedures;

6. Failure to sign the certification at step 2 of the alcohol testing form (ATF); or

7. Engaging in conduct that clearly obstructs the testing process; including, but not limited to failure to appear for any test within a reasonable time after being directed to do so by the employer or to remain at the testing site until the testing process is complete, this includes the failure of an employee to appear for a test when called by their

testing consortium; in the case of a directly observed or monitored collection of a controlled substances test, the driver fails to permit the observation or monitoring of the provision of a specimen .

Under this policy, a driver refusing to submit to a required test will be subject to termination.

CONSEQUENCES OF A POSITIVE TEST

Under this policy, any driver who is found to have a BAC of .02 or greater, or who tests positive for a prohibited controlled substance, shall be terminated. At the sole discretion of the school, a driver who is terminated may be given an opportunity to apply for a driving position once that driver becomes medically re-qualified and has followed all requirements as outlined in Part 382.605.

QUESTIONS REGARDNG ALCOHOL AND CONTROLLED SUBSTANCE TESTING

Federal Regulations require that there be a person designated to answer questions about the alcohol and controlled substance testing program. The school may choose to designate the Alcohol and Drug Testing Program Manager as this person.

CONFIDENTIALITY OF RECORDS

The release of individual alcohol and/or controlled substance test records is permitted only with the specific written consent of the driver with the following exceptions:

1. The school shall make available copies of all results for alcohol and/or controlled substance testing when requested by the Secretary of Transportation, any DOT agency, or any State or local officials with regulatory authority over the school or of its drivers.

2. When requested by the National Transportation Safety Board part of an accident investigation, the school shall disclose information related to the administration of a post-accident alcohol and/or controlled substance test administered following the accident under investigation.

3. Records shall be made available to a subsequent employer upon receipt of a written request from the driver. Disclosure by the subsequent employer is permitted only as expressly authorized by the terms of the driver's request.

4. The school may disclose information required to be maintained under this policy pertaining to a driver, to the decision maker in a lawsuit, grievance, or other proceeding initiated by or on behalf of the driver, and arising from the results of an alcohol and/or controlled substance test administered under 49 CFR Part 382 (including, but not limited to a workers compensation, unemployment compensation, or other proceeding relating to a benefit sought by the driver). Effective August 1, 2001, these proceedings have been expanded to include a criminal or civil action resulting from an employee's performance of safety-sensitive duties, in which a court of competent jurisdiction determines that the controlled substance or alcohol test information sought is relevant to the case and issues an order directing the employer to produce the information. The employer may release the information only with a binding stipulation that the decision maker to whom it is released will make it available only to parties in the proceeding.

Upon written request, a driver shall receive copies of any records pertaining to his or her alcohol and/or controlled substance test results.

RELEASE OF ALCOHOL AND CONTROLLED SUBSTANCE TEST INFORMATION BY PREVIOUS EMPLOYERS

The school shall obtain, pursuant to a driver's written consent, information on the driver's alcohol tests with a concentration result of .04 or greater, positive controlled substance test results, and refusals to be tested, within the preceding two (2) years, that are maintained by the driver's previous employers. This information cannot be obtained without the driver's written consent. This information must be obtained and received by the school no later than thirty (30) calendar days after the first time a driver performs safety-sensitive functions. If it is not feasible to obtain the information prior to the driver performing safety-sensitive functions, the school will not permit a driver to perform safety-sensitive functions after thirty (30) days without obtaining the information. If the driver stops performing safety-sensitive functions for the school before expiration of the 30-day period or before the school has obtained this information, the school must still obtain these records. The school will provide to each of the driver's employers within the two (2) preceding years, the driver's specific written authorization for release of the information.

The release of any information under this policy may take the form of personal interviews, telephone interview, letters, or any other method of obtaining information that ensures confidentiality. The school will maintain a written, confidential record with respect to each past employer contacted.

DRIVER ASSISTANCE TRAINING PROGRAM

The school shall require designated supervisors and designated school employees who are assigned the responsibility to determine whether reasonable suspicion exists to require a driver to undergo testing, to receive at least 60 minutes of training on alcohol misuse and receive at least an additional 60 minutes of training on controlled substance use. The training shall cover the physical, behavioral, speech, and performance indicators of probable alcohol and controlled substance misuse.

The school will ensure all drivers receive information concerning the effects of alcohol and controlled substance use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substance problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or a controlled substance problem is suspected, including confrontation, referral to any employee assistance program, and/or referral to management. Drivers will also receive information on the requirements and procedures for alcohol and controlled substance testing, the consequences of refusing to submit to a controlled substance or alcohol test, and the consequences of having a positive controlled substance and alcohol test. The Alcohol and Drug Testing Program Manager will maintain a list of community treatment resources for drivers in need of assistance.

SEVERABILITY

If any part or provision of this policy, or the application thereof to any person or circumstance, should be held invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any part of this provision is restrained by such tribunal pending a final determination as to its validity, the remainder of this policy, or the application of such part of provision to other persons or circumstances, shall not be affected and shall continue in full force and effect.

APPENDIX A

Under this policy, any driver testing positive for alcohol at a concentration of .02 or greater, having a positive controlled substance test, or refusing to test will be subject to termination.

However, the school is required by the DOT regulations to provide information to all drivers on the requirements necessary to become medically re-qualified after engaging in prohibited conduct. These requirements are as follows:

1. Return-to-Duty

a. Each driver who has engaged in prohibited conduct shall be advised by the school of the resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and controlled substance, including the names, addresses, and telephone numbers of substance abuse professionals and treatment programs.

b. Each driver who engages in prohibited conduct shall be evaluated by a substance abuse professional who shall determine what assistance, if any, the driver needs in resolving problems associated with alcohol misuse and controlled substance abuse. The substance abuse professional must require some level of professional assistance in every case as well as recommend at least the minimum number (6) of follow-up tests for each employee who returns to duty following any violation of the rules. Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in prohibited conduct, the driver shall undergo a return-to-duty alcohol test with an alcohol concentration of less than .02 if the conduct involved alcohol or a controlled substance test with a verified negative result if the conduct involved a controlled substance. The driver who returns to duty will also be subject to follow-up testing. Return-to-duty process and follow-up testing requirements continue to apply even if workers change jobs or have a break in service.

2. Follow-Up Testing

Each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, the driver shall be evaluated by a substance abuse professional (SAP) to determine that the driver has properly followed any rehabilitation program. The driver shall be subject to unannounced follow-up alcohol and controlled substance tests administered by the school following the driver's return to duty. The number and frequency of such follow-up testing shall be as directed by the substance abuse professional, and it shall consist of at least six (6) tests in the first 12 months following the driver's return to duty. The school may direct the driver to undergo return-to-duty and follow-up testing for both alcohol and controlled substances if the substance professional determines that return to duty and follow up testing is appropriate.

Legal Reference:

Title 49 CFR Part 382 and Part 40, D.O.T., F.H.W.A.

USE OF TOBACCO 452

The use of tobacco products is prohibited within any building owned, leased, or contracted for; and utilized by a charter school for the provision of Kindergarten, Elementary, or Secondary education or library services to children in accordance with 20 U.S.C. S6084 (The Pro-Children Act of 1994). This prohibition extends to any portion of a building that is routinely or regularly used by school employees and, therefore, prohibits the school from designating an area or room in a building as a smoking area for employees. The designation of a smoking area by the administrator for those who may desire one shall not be in an area that is in proximity to students. The use of tobacco products shall not be allowed during staff and training meetings. Further, smoking and the use of tobacco products is banned in all vehicles owned by the school.

Legal References:

NRS 202.2491
20 U.S.C. S6084

USE OF FORCE & PROTECTION FROM PHYSICAL HARM 454

Corporal punishment may not be administered in charter schools, but NRS 392.4633, which prohibits corporal punishment, states in part: "… does not prohibit any teacher, principal or other licensed person from defending himself if attacked by a pupil." Further it does not prohibit the "… use of reasonable and necessary force:

(a) To quell a disturbance that threatens physical injury to any person or the destruction of property;

(b) To obtain possession of a weapon or other dangerous object within a pupil's control;

(c) For the purpose of self-defense or the defense of another person; or

(d) To escort a disruptive pupil who refuses to go voluntarily with the proper authorities."

In accordance with NRS 392.4633, physical force may be used as it is reasonable and necessary in the above instances.

No employee shall be required to perform any duty or act that unreasonably threatens an employee's or student's physical safety or wellbeing.

The school shall assist any employee who is assaulted while acting within the scope of his or her employment in accordance with school policies and direction. Administrative leave may be authorized by the administrator, upon request, without deductions to the employee's regular leave time.

Criminal charges or civil complaints filed against an employee shall not be the basis of disciplinary action by the school where the employee is acquitted or found not guilty of the allegations contained in the court documents.

Reasonable efforts will be made to ensure that each classroom has a working communication system that gives employees emergency contact with the main office.

Legal Reference:

NRS 392.4633

PROTECTION FROM BLOOD BORNE PATHOGENS 456

Charter schools shall offer appropriate protections to shield at-risk employees from the health hazards associated with the Hepatitis B virus and other blood borne pathogens. An employee shall be considered at-risk when their normal job duties subject them to possible exposure to blood borne pathogens. Usually this includes employees who are first aid responders as a function of their job, but may also include other employees who have frequent contact with blood or other body fluids in their employment duties. In accordance with federal Occupational Safety and Health Administration (OSHA) standards (29 CFR 1910.1030), the school will offer preventative measures to protect employees who work under these conditions. These measures shall include:

1. Training in the use of universal precautions;

2. Making available to the employee such protective devices as will help reduce or eliminate exposure (e.g., gloves, gowns, facemasks, appropriate disposal containers, disinfectants, etc.); and

3. Offering to provide, at school expense, protective vaccinations.

The school will offer these preventive measures to employees in writing on an individual basis and will document efforts to involve employees in these and related efforts. However, no employee will be required to submit to vaccination as a condition of employment.

If, while in the performance of his or her employment duties, an unvaccinated employee experiences an exposure incident, such as a needle stick or a blood splash in the eye, he or she will be offered, at school expense, a confidential medical evaluation and appropriate follow-up care from a licensed health care professional. The employee's blood will also be screened, if he or she agrees.

The health care professional must give a written opinion to the employer on whether or not the vaccination is recommended and whether the employee received it. All other information is confidential and may not be released to the employer by the health care professional.

The administrator shall annually determine the categories of employees who will be considered at risk and who will be offered the preventative measures outlined above.

Legal Reference:

Occupational Safety and Health Administration (OSHA) standards:
29 CFR 1910.1030

HIV AND OTHER INFECTIOUS DISEASES 458

Employees with HIV and other infectious diseases are entitled to continue to engage in as many of their normal pursuits as their conditions allow, including work. Administrators and other supervisors should be sensitive to such employees' conditions and ensure they are treated consistently with other employees, provided these employees meet acceptable performance standards and medical evidence indicates that their conditions do not constitute threats to others.

When the administrator of a charter school knows of or suspects the presence of a serious communicable disease such as human immunodeficiency virus (HIV) within the school, he or she shall notify the district health authority or the State Health Officer.

The health authority shall investigate the report to determine whether a communicable disease or the human immunodeficiency virus is present and direct what action, if any, must be taken to prevent the spread of the disease or virus.

As provided in NRS 441A.220, all persons involved in reporting procedures are required to treat all documents and all information obtained in any manner as confidential medical information that must not be disclosed to any person under any circumstances, including pursuant to any subpoena, search warrant or discovery proceeding, except as provided in NRS 441A.

Legal References:

NRS 441A.010 to 441A.330

SAFETY PROGRAM 460

The school will maintain safe and healthful working conditions in accord with applicable Nevada Revised Statutes and Administrative Code.

When each employee is hired he or she will be provided with a document or videotape setting forth the rights and responsibilities of employers and employees to promote safety in the workplace. The receipt of this information shall be documented by having the employee sign a receipt for the material and by placing that receipt in the employee's personnel file, as required under NRS 618.376.

The school will establish and conduct a safety program as required by NRS 618. The safety program will be administered by an administrator appointed by the governing body to ensure school compliance with all requirements set forth in NRS 618.

Legal Reference:

NRS 618

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

FINANCIAL POLICIES

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

TABLE OF CONTENTS

Fiscal Management Goals 1
Charter School Budget 2
Budgeting System 3
Budget Calendar 4
Budget Priorities 5
General Operating Contingencies 6
Fund Balance 7
Budget Preparation 8
Budget Preparation Procedures 9
Budget Committee
Organization, Membership and Term of Office 10
Presiding Officer and Orientation of Budget Committee 10
Meetings of the Budget Committee 10
Function of the Budget Committee 10
Final Action 11
Budget Hearing 12
Budget Implementation 13
Budget Transfer Authority 14
Budget Transfer Authority Procedures 15
Budget Transfer Request Form 16
Funding Proposals and Applications 17
Revenues from Private, State and Federal Sources 18
Charter School Foundation (Version 1) 19
Charter School Foundation (Version 2) 20
Charter School Foundation (Version 3) 21
Investment of Funds 22
Diversification of Maturity 23
Qualified Institutions for Investment Purchases 23
Diversification of Instrument of Investment 24
Grants for Private Sources 26
Income From Program Related Sales and Services 27
Depository of Funds 28

Authorized Signatures 29
Bonded Employees and Officers 30
Fiscal Accounting and Reporting 31
Financial Reports and Statements 32
Property Inventory and Capitalization 33
Audits 34
Charter School Purchasing 35
Expenditure of Charter School Funds for Meals, Refreshments and Gifts
Meals and Refreshments 36
Gifts 37
Petty Cash Accounts 38
Bidding Requirements 39
Personal Services and Other Contracts 40
Credit Cards 41
Business Expense (Bank Card) Claim Form 42
Vendor Relations 43
Payment Procedures 44
Payroll 45
Payday Scheduled 46
Salary Deductions 47
Expense Reimbursements 48
Staff Expense Reimbursement 49
In-Charter School Travel – Use of Private Vehicles 49
Out-of-Charter School Travel (In-State) – Use of Private Vehicles 49
Out-of-State Travel 50
Insurance Coverage 50
Meals and Meetings 51
Travel Advances 50
Reservations, Commercial Carrier and Lodging 51
Vehicle Rentals 51
Cancelled Trips 51
Personal Travel Combined With Charter School Business Travel 52
Expense Reimbursement Request and Accounting Procedures 53

Reimbursable Expense Limitations 54
Travel and Expense Reimbursement Report Form 55
Cash in Charter School Buildings 57
Disposal of Charter School Property 58

Preface

The Suggested Model Financial Policies for Nevada Charter Schools were developed by the Nevada Department of Education to assist Nevada's charter schools in their attempts to establish and maintain strong financial standing and accountability. The manual provides guidance only, and is not meant to be automatically, wholly adopted by any charter school. The following guidelines apply to using the manual:

- Financial policies to be adopted by a charter school should be reviewed and approved by the school's legal counsel;
- Policies should also be reviewed and approved by the school's sponsor.

Fiscal Management Goals

The governing body will review the fiscal needs of the charter school annually, considering instruction, capital outlay, building improvements and adjustments to accommodate any growth or decline of student enrollment or charter school area. The governing body encourages the input of staff, parents and members of the community as a part of the review and recommendation process. After due consideration of recommendations, the governing body will adopt fiscal goals for the school year.

END OF POLICY

Legal Reference(s):

Charter School Budget

The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. The charter school will provide the budget and budget documents in accordance with the rules and regulations as specified by the Nevada Department of Education on an annual basis.

The charter school budget will be prepared in full compliance with NRS 386.550 and NAC 386.370. The administrator will be responsible for the preparation of the budget document.

END OF POLICY

Legal Reference(s):

Budgeting System

The charter school's budgeting system will be in accordance with federal and state laws, regulations and sponsor and charter school procedures.

END OF POLICY

Legal Reference(s):

Budget Calendar

The Governing body will adopt and comply with a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget as determined by the Nevada Department of Education. The budget calendar will be prepared on an annual basis

The administrator will prepare and recommend a proposed calendar for governing body approval. The calendar will identify dates and activities to include those needed to comply with state law.

END OF POLICY

Legal Reference(s):

NAC 386.370

Budget Priorities

As the budget is prepared, staff will use a prioritizing system consistent with program needs as identified by staff and the governing body. Priorities should be established to be used as a basis for budget additions or reductions.

A budget committee may review suggested priorities and will either accept, modify or reject the priorities.

END OF POLICY

Legal Reference(s):

General Operating Contingencies

General operating contingencies may be established at an amount deemed sufficient by the governing body to responsibly enable the charter school to meet unforeseen financial needs due to emergencies and changing charter school needs. The amount will be established by the governing body during the budget development process.

General operating contingencies may be recommended by the administrator for governing body approval. The need, purpose and amount of the transfer shall be duly recorded.

END OF POLICY

Legal Reference(s):

NRS 386.550

NAC 386.370

Fund Balance

The governing body recognizes its responsibility to establish an unreserved fund balance[1] in an amount sufficient to:

1. Protect the charter school from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

Consequently, the governing body directs the administrator to manage the currently adopted budget in such a way to ensure [strive for] an ending fund balance of at least 8.3 percent of total adopted revenues.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including the predictability and volatility of its expenditures[2]; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds[3]; liquidity[4]; and designations[5]. Such factors will be reviewed annually.

END OF POLICY

Legal Reference(s):

[1]The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The Nevada Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

[2]Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

[3]The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

[4]The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

[5]The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.

Budget Preparation

The administrator has the overall responsibility for budget preparation and will develop such procedures necessary to ensure that the proposed budget reflects all areas of charter school operation.

The administrator and the governing body will establish budget priorities for the charter school and will make appropriate recommendations related to those priorities.

The administrator will deliver the budget message and actual budget document to the budget committee when the message and budget have been completed and are ready for presentation.

END OF POLICY

Legal Reference(s):

Budget Preparation

The following steps will be followed in preparing the budget:

1. In developing the proposed budget, building administrators will solicit participation by teachers and other building staff in determining the budget requirements necessary to meet identified student needs;

2. Building administrators will evaluate proposed staff budget requests to ensure compatibility with charter school goals, curriculum goals and fiscal guidelines;

3. After screening requests, administrators will submit their proposed building budgets to the management team for discussion and possible modification before presentation to the budget committee;

4. The administrator will work with the management team and other supervisory staff to develop proposed budgets for the various administrative units of the charter school;

5. The administrator will compile the proposed budget and will present it to the budget committee. He/She will see that committee members have detailed as well as summary information early enough to allow time for adequate study before decisions are made.

Budget Committee

Organization, Membership and Terms of Office

The charter school budget committee will consist of the [five] [seven] members of the governing body and [five] [seven] electors appointed by the governing body. The governing body will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a [14-member budget committee is 8] [10-member budget committee is 6]. Therefore, if only [8] [6] members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

- Organization: The budget committee will hold its first regular organizational meeting on a day set by the governing body. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.

- Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the governing body's educational plan, and other pertinent material bearing on the preparation of a school budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public pursuant to NAC 386.223.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the governing body. No new program should be considered for the budget estimate that has not previously been submitted to the governing body and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated budget document for submission to the governing body.

END OF POLICY

Legal Reference(s):

NAC 386.223

Budget Hearing

After the budget document has been approved by the (budget committee) administrator, a public hearing will be held regarding the recommended budget document. The date will be on or before May 1st; time and place will be determined by the governing body. At the hearing, any person may speak for or against items in the budget document.

END OF POLICY

Legal Reference(s):

NAC 386.370

Budget Implementation

The budget, as adopted by the governing body, becomes the financial plan of the charter school for the ensuing budget period.

The administrator and staff are authorized to make expenditures and commitments in accordance with the policies of the governing body and the approved budget.

The administrator will make the governing body aware of any substantial changes in expected revenues or unusual expenditures to the governing body by January 1st and the end of the fiscal year.

END OF POLICY

Legal Reference(s):

Budget Transfer Authority

The adopted budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. All appropriation transfers shall be made using the guidelines in NAC Chapter 354.

END OF POLICY

Legal Reference(s):

NAC Chapter 354

Budget Transfer Authority

1. The "Budget Transfer Request" form will consist of two part sensitized paper. The original will be filed in the business office with the second copy being forwarded to the originating department after final approval.

2. All "Budget Transfer Request" forms, when completed and approved by building administrators and/or department directors, will be forwarded to the business manager for review. A determination will be made if funds are available for transfer (i.e., outstanding encumbrances or low fund balance).

3. Requests will be forwarded to the administrator for approval. If the request involves a transfer between levels of appropriation, a resolution will be prepared for Board consideration.

4. The "Budget Transfer Request" form will accompany the resolution and upon affirmative action by the governing body, be signed by the administrator.

5. The approved request will then be acted upon by the [business manager] who will make the transfer.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

BUDGET TRANSFER REQUEST

DATE: _____

Fund	Function	Object	Building	Area	Decrease	Increase

Explanation of Request

_____

_____

Requested by: _____

Approved: _____
Building Administrator and/or Department Director

Reviewed by: _____
Business Manager

Approval: _____

Administrator/Clerk

Funding Proposals and Applications

The charter school shall pursue federal, state or private grants or other such funds that will assist the charter school in meeting adopted governing body and charter school goals.

Proposals for external funds will be submitted to the governing body for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

The governing body shall, before an acceptance of such funds, consider the charter school's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

Legal Reference(s):

Revenues From Private, State and Federal Sources

The governing body may authorize, accept and use private, state or federal funds available to the charter school to carry out charter school educational programs. The charter school will comply with all regulations and procedures required for receiving and using such funds.

END OF POLICY

Legal Reference(s):

NRS 386.570

Charter School Foundation
(Version 1)

The governing body authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the charter school for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, improvement and extension of programs and other activities of benefit to the charter school and its students. Both the governing body and the foundation governing body of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Nevada Revised Statutes and registered as a tax exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be governed by a governing body of directors whose selection, membership and functions will be set forth in the foundation's by-laws. There may be no more than two (2) representatives of the foundation on the charter school's governing body.

END OF POLICY

Legal Reference(s):

NAC 386.345

Charter School Foundation
(Version 2)

The governing body will establish a nonprofit corporation to be known as the [Charter School Foundation, Inc.] for the purpose of encouraging and receiving and administering gifts, bequests and endowments for student scholarships.

The officers of the corporation may be [the governing body chair, the administrator and the business manager].

The investment objective of the charter school foundation is to invest and reinvest the available moneys and securities so that over a period of time they will earn a reasonable rate of return and have a potential for growth income. Standards for investment will be maintained in accordance with applicable Nevada Revised Statutes. There may be no more than two (2) representatives of the foundation on the charter school's governing body.

END OF POLICY

Legal Reference(s):

NAC 386.345

Charter School Foundation
(Version 3)

The governing body authorizes the establishment of the [Schools Foundation]. Its purpose is to raise and expend funds for educational projects and programs that are not part of the general operations or regular education functions of the charter school.

The foundation's assets will not be used for the general maintenance program of the charter school or for the purchase of normal supplies, basic instructional materials or equipment used for the general operation of the charter school. Rather, the foundation's assets may be used to help fund specific educational projects and programs throughout the charter school developed with the cooperation of the charter school and other civic, charitable or private organizations and individuals. Both the governing body and the board of directors of the foundation will receive evaluations for all funded projects.

There may be no more than two (2) representatives of the foundation on the charter school's governing body.

END OF POLICY

Legal Reference(s):

NAC 386.345

Investment of Funds

The governing body may authorize the investment or reinvestment of funds which are not immediately needed for operation of the charter school. Such investments will comply with state law and Nevada Administrative Code.

END OF POLICY

Legal Reference(s):

NRS 386.570

Investment of Funds

These regulations are issued for the guidance of the portfolio manager in the day-to-day operation of the investment program.

These regulations apply to activities of the portfolio manager with regard to investing the financial assets of all excess funds of the charter school including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of the charter school.

The portfolio manager will routinely and actively monitor the contents of the investment portfolio, the available markets and the relative values of competing investments and will adjust the portfolio accordingly. The portfolio manager, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized over the life of the security.

Diversification of Maturity

1. The charter school shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves, will the charter school invest in securities having a maturity more than 18 months from the date of purchase.

2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.

3. In determining the amount of excess funds available for investment purposes, the portfolio manager will maintain cash flow projections and schedules as well as a historical record of expenditures and receipts. These forecasts and schedules will be reviewed and updated as required to reflect actual conditions as they exist.

Qualified Institutions for Investment Purchases

1. The charter school shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition ("call" report), rating reports, financial statements as well as analysis of the particular institution's management, profitability, capitalization and asset quality.

2. Any financial institution with whom the charter school wishes to do business shall provide financial data at the request of the portfolio manager. The information will be reviewed by the portfolio manager who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for the charter school. The charter school reserves the right to be selective and to add or delete institutions from the approved list at will.

3. The portfolio manager will maintain a qualified institution list. A financial institution must be on this approved list prior to transacting any business with the charter school. A basic requirement for inclusion on the approved listing is a capital adequacy ratio in excess of [120 percent (1.2 to 1)].

4. All approved financial institutions must be chartered in Nevada and insured by either the FDIC or FSLIC.

5. Brokers or dealers not affiliated with a bank shall have offices located in Nevada, be classified as reporting dealers affiliated with the New York Federal Reserve Bank as primary dealers, or be required to meet capital adequacy requirements.

Diversification of Instrument of Investment

1. The portfolio manager will diversify the investment portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual institutions or maturities.

2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 10 percent of the total deposits of any single institution. As required by Nevada Revised Statutes, the portfolio manager will be responsible to ensure that a Certificate of Participation has been presented by the issuing institution to cover any outstanding TCD above the statutory level of insurance provided by FDIC/FSLIC. The charter school will always require full collateralization on all TCD investments.

3. Banker's acceptances: All banker's acceptances (BA's) will be purchased from a Nevada chartered financial institution.

4. Repurchase Agreements: All repurchase agreements will be collateralized [110 percent] by U.S. Government or Agency obligations. All collateral will be held by third party safekeeping. A signed repurchase agreement will be obtained from the issuing institution.

5. U.S. Treasury Obligations: No limits on purchase.

6. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of [25 percent] in any one type issue.

7. Local Government Investment Pool: The LGIP limits investment to two accounts of [$30,630,000] each. Other than this limitation, there is no limit to the amount that can be invested in the pool, although the pool does not collateralize or deliver investment instruments.

8. Diversification Guidelines:

Diversification by Instrument	**Percent of Portfolio**
(The charter school will consult ORS 294.035 when establishing limitations.)	
U.S. Treasury Obligations (Bills, Notes, Bonds)	100
U.S. Government Agencies	100
Banker's Acceptances	25 (of surplus in any single qualified institution) [50]* (of surplus funds in the aggregate)
Time Certificates of Deposit	[75]*
Repurchase Agreements	[25]* (of operations surplus funds) [100]* (of capital funds surplus funds)
State and Local Government Securities	[25]*
Local Government Investment Pool	100

*Suggested maximums. Limit not set in statute.

Grants for Private Sources

Grant proposals for external funds from private sources will be submitted to the governing body for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the grant proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

END OF POLICY

Legal Reference(s):

Income From Program-Related Sales and Services

Certain activities allow students to charge the public for goods and services. These activities are designed for educational purposes and not to compete with community businesses.

Charges for work performed and goods sold through these activities will be kept current with costs for the service or item.

Money collected will be deposited in the student body fund account in accordance with the charter school student activity account handbook.

END OF POLICY

Legal Reference(s):

Depository of Funds

The governing body will, at its annual organizational meeting following January 1, or at other times deemed necessary by the governing body, designate one or more banks which meet charter school, state and federal guidelines as official depositories for charter school funds.

END OF POLICY

Legal Reference(s):

NRS 386.570

Authorized Signatures

The governing body will, at least annually or at other times deemed necessary by the governing body, designate and authorize check signors with two signatures required on all charter school checks.

END OF POLICY

Legal Reference(s):

Bonded Employees and Officers

All charter school employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the charter school against loss in an amount determined by the governing body and upon recommendation of the charter school's agent-of-record. In compliance with Nevada statutes and administrative codes, the administrator [fund custodians and other individuals as deemed necessary by the governing body] will have individual fidelity bond coverage in the amount of [$50,000]. The charter school will pay the cost of such bonds.

END OF POLICY

Legal Reference(s):

Fiscal Accounting and Reporting

The charter school's accounting and reporting system will be in accordance with generally accepted accounting principles and will conform to state laws and regulations.

Accounting procedures shall show a detailed and meaningful analysis of both receipts and expenditures. This analysis should be adequate for study and evaluation by the governing body and school management, and will serve as a basis to make financial and related educational decisions, to formulate future plans, to safeguard public funds and to ensure adequate financial accountability.

Payment on all charter school accounts, including the general fund and special accounts, shall operate according to established accounting procedures.

All cash received is to be properly receipted. Money received shall be placed in deposit.

The [administrator] shall be the lawful custodial officer of all charter school funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books and papers belonging to the charter school. Funds may be commingled in the depository so long as they are budgeted and accounted for separately.

From time-to-time, funds may become available to the charter school prior to the time they are needed to offset current expenditures. The custodial officer shall forward all such receipts to the Local Government Investment Pool or other investment instrument as authorized by the charter school's investment policies. Funds that are not currently needed for the operation of the charter school will be invested with the interest from these funds being credited to the same account as that to which the invested funds revert.

END OF POLICY

Legal Reference(s):

NAC 386.390

Financial Reports and Statements

The governing body will receive and accept financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any governing body meeting, upon the governing body's request, to respond to questions and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

END OF POLICY

Legal Reference(s):

NRS 386.600

Property Inventory and Capitalization

The charter school will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than [$200]. This inventory will be updated [as necessary]. The governing body may authorize the employment of an appraisal company to assist with the inventory procedure.

The charter school will maintain an inventory of all capital assets in accordance with governmental accounting standards. The charter school's inventory will be updated [annually] to include property newly purchased and disposed.

Capital assets includes all charter school-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than [$5,000].

END OF POLICY

Legal Reference(s):

NAC 386.342

Audits

An audit of all charter school accounts will be made at least annually by an accountant selected by the governing body.

A copy of the audit report will be presented to the governing body. The administrator will submit a copy of the audit report to the sponsor, Legislative Counsel Bureau and Department of Education.

END OF POLICY

Legal Reference(s):

NAC 386.380

Charter School Purchasing

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The purchasing agent will be appointed by the governing body. He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase] will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed ($10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

No governing body member, officer, employee or agent of this charter school shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the governing body member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the charter school by any governing body member, officer or employee of the charter school is prohibited.

END OF POLICY

Legal Reference(s):

NRS Chapter 332
NRS 386.573

Expenditure of Charter School Funds for Meals, Refreshments and Gifts

The charter school recognizes there may be occasions when it is appropriate for governing body members, administrators and others to expend charter school funds in the course of conducting charter school business to provide meals or refreshments (bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various charter school and building level meetings, gatherings to celebrate charter school successes or recognize individual achievements, contributions or outstanding service to the charter school and other charter school and school-sponsored activities. Such expenditures may be made with prior governing body approval only, subject to the provisions of this administrative regulation.

The use of charter school funds, as used in this regulation, means the use of money in any of the general accounts of the charter school. This includes the General Fund, Food Service Fund and others. It also includes money in student body accounts held at each school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a "social fund" or "sunshine fund" to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

Meals and Refreshments

Charter school funds may be used to pay for individual or group meals only if official charter school business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with governing body policy and the following:

- Meals may be provided by the charter school to recognize the contributions of staff, through retirement dinners or other recognition events;

- Meals may be provided by the charter school as a part of governing body or administrative work sessions, at charter school or building-level committee meetings or other charter school-approved activities.

Meals not directly business related may be provided to staff or others at the individual's expense only.

Governing body members, administrators and other charter school administrative staff may use charter school funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar charter school or school-sponsored activities, not to exceed [$] per participant and subject to the following additional requirements:

- The purchase of alcoholic beverages with charter school funds is strictly prohibited;

- The use of charter school funds for parties is prohibited.

Gifts

There are numerous occasions that may arise whereby governing body members, administrators or other charter school staff may feel the need to recognize employees, i.e., Bosses' Day, Secretaries' Day, classified employees' week, birthday, etc. A governing body member, administrator or other charter school employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

- The charter school may provide a small token of appreciation for a governing body member's or employee's retirement and years of service and other related activities utilizing charter school funds, as approved in advance. For example, the governing body generally proclaims special recognition for classified employees' week and teacher appreciation week;

- Administrators may use charter school funds to provide an appropriate token of appreciation on behalf of the governing body. The value of this item may not exceed [$] per person;

- No other expenditure of charter school funds for gifts is permitted without prior authorization from the Body or administrator.

Petty Cash Accounts

The handling and processing costs of a single purchase order for nominal purchases are very expensive. To facilitate small expenditures, a petty cash revolving fund may be established for each charter school.

Administrative regulations will be developed establishing the amount of petty cash to be allowed, the maximum dollar amount for a single purchase and the accounting system to be used for record keeping.

Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

The business manager/deputy clerk may, at their discretion, periodically audit each petty cash account to ensure that the proper accounting is followed. Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.

END OF POLICY

Legal Reference(s):

Bidding Requirements

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules.

END OF POLICY

Legal Reference(s):

NRS Chapter 332

Personal Services and Other Contracts

The charter school may enter into personal services contracts with qualified professionals. Personal services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The charter school may enter into a personal services contract with a current charter school employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts (in excess of [$]) shall require prior governing body approval.

The administrator will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

NRS Chapter 332

NAC 386.400

NAC 386.405

NAC 386.407

NAC 386.033

NAC 386.345

Credit Cards

The governing body authorizes the administrator to hold a bank credit card in the name of the charter school and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit cards shall have a governing body approved maximum limit.

Credit cards issued to employees may only be used to purchase items authorized by the adopted charter school budget when purchase orders are not feasible.

Purchase slips and receipts must be turned in to the business office within [15] days of the transaction. [The business office shall pay in full the credit card balance no later than the due date so that finance charges will not be incurred.]

Charter school-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on charter school-issued credit cards. If a personal item is inadvertently purchased on a charter school-issued credit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the charter school will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use;

2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization;

3. Leaving a gratuity that exceeds [15%] is prohibited;

4. Airline tickets may be purchased with a charter school-issued credit card only with prior administrator or designee approval. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized charter school business.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including termination of employment.

END OF POLICY

Legal Reference(s):

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Business Expense (Bank Card) Claim

Name: _____ Office:_____

Time Period Covered: From: _____ To: _____ (Inclusive)

Please list each expenditure separately. Attach receipts for all lodging and other disbursements.

Date	Item	Account Code	Auto Expense	Meals	Lodging	Trans-portation	Miscellaneous
TOTALS:							

Total amount due this bank card statement: $ _____

Date Submitted: _____ Submitted By: _____

Date Approved: _____ Approved By: _____

Vendor Relations

The charter school welcomes business and bids from all eligible vendors. Preferential treatment will not be extended to any vendor. Orders will be placed on the basis of quality, price and delivery, with past services being a factor if other considerations are equal.

Salesmen or agents may not solicit staff members during hours when students are present or during teach prep. [School administrators] may allow sales representatives or agents of educational products to contact staff members at times that will not interfere with the educational program.

Advertising is not allowed in the charter school unless it is approved by the [administrator]. No charter school employee will receive compensation of any kind from any vendor for the sale of supplies or services.

END OF POLICY

Legal Reference(s):

NAC 386.345

Payment Procedures

All claims for payment from charter school funds will be processed by the [business manager] in conformance with charter school procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers approved by the governing body.

The [administrator] will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

END OF POLICY

Legal Reference(s):

NRS 386.573

Payroll

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

No other automatic deductions except those required by law will be made from an employee's pay without authorization of the governing body.

END OF POLICY

Legal Reference(s):

NRS 386.595

Payday Schedule

Regular salary checks will be issued on the governing body approved pay date(s).

Deviations from this schedule must be approved by the governing body.

END OF POLICY

Legal Reference(s):

Salary Deductions

Authorized payroll deductions will be made upon an appropriately submitted written request from the employee.

There must be [five] or more employees participating in any one program in order for that plan to qualify for payroll deduction. [The charter school reserves the right to limit the number of TSA programs.] Changes of TSA companies or plans will only be allowed from the starting of fall in-service to the payroll cutoff date for September of that fiscal year.

Subject to standard accounting procedures, employees may authorize modification of their salary or withholdings to include deductions such as:

1. Tax-Sheltered Annuities (TSA), as authorized by the Internal Revenue Service and approved by the governing body;

2. Insurance premiums in excess of charter school contributions to governing body-approved programs;

The employee will comply with federal requirements that establish maximum annual TSA allowable contributions.

Automatic deductions, except those required by law, will not be made from an employee's pay without the governing body's authorization.

END OF POLICY

Legal Reference(s):

Expense Reimbursements

The governing body recognizes that certain expenses are incurred by charter school employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative regulation and consistent with Internal Revenue Service requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement.

Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower.

END OF POLICY

Legal Reference(s):

NRS 386.573

Staff Expense Reimbursement

Expense reimbursement for staff traveling on approved charter school business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. As used in this regulation an "ordinary" expense means one that is common and accepted in the profession; a "necessary" expense means one that is essential and appropriate in order to conduct charter school business. [Reimbursement procedures established by the charter school will also apply to governing body members traveling on [governing body-approved] charter school business, as applicable.]

In-Charter School Travel – Use of Private Vehicles

1. Staff will use charter school-owned vehicles, whenever possible, in conducting charter school business that requires travel within charter school boundaries.

2. Private vehicles may be used in conducting charter school business only with prior [building administrator] approval. In-charter school travel approval may be granted by the [building administrator] for individual trips or by blanket approval, as deemed appropriate.

3. Travel in a private vehicle for the purpose of conducting charter school business may be approved when:

    a. A charter school vehicle is not available;
    b. The destination is not conveniently accessible by commercial carrier;
    c. Various points must be visited and commercial carrier schedules are such that the use of commercial carrier transportation is not practical;
    d. Carrying articles by commercial carrier would not be feasible; or
    e. Commercial travel is deemed to be less economical.

Out-of-Charter School Travel (In-State) – Use of Private Vehicles

1. Staff will use charter school-owned vehicles, whenever possible, in conducting approved charter school business that requires in-state travel outside charter school boundaries.

2. Private vehicles may be used only with prior [administrator/building administrator/business manager] approval. Out-of-charter school travel approval may be granted by the [administrator/building administrator/business manager] for individual trips or by blanket approval, as deemed appropriate.

Out-of-State Travel

Out-of-state travel requires prior [governing body] [administrator] approval.

Insurance Coverage

1. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct charter school business. It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance.

2. The responsibility of the charter school for damages resulting from vehicle accidents is not the same as set forth in the charter school's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved charter school business.

3. All charter school employees operating private vehicles on approved charter school business are required to complete and maintain on file with the charter school, verification of vehicle liability insurance that meets or exceeds Nevada statutory minimum limits. This verification is required [annually] [prior to any charter school approval to conduct charter school business in a private vehicle]. Employees are required to update their verification of vehicle liability information maintained on file with the charter school upon **any** change in the employee's vehicle insurance coverage.

Meals and Meetings

1. Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for charter school business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by the charter school. See **Expense Reimbursement Request and Accounting Procedures** below.

2. Expenses in excess of the charter school's established limit are ordinarily the responsibility of the employee and may be reimbursed only with administrator approval. Receipts for all meal expenses must be secured and attached to the claim.

Travel Advances

1. A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds [$50]. The travel advance may be requested by completing the form provided by the charter school.

2. The cost of commercial travel tickets will not be included in a cash advance request.

3. In the event of loss, the employee is personally responsible for cash advances issued and for any third party use of a charter school-provided credit card.

4. At least [15] working days are required for processing an advance check after the approved request is received by the business office.

5. Only one cash advance may be outstanding to any employee at any time.

Reservations, Commercial Carrier and Lodging

1. Travel must be conducted in the most expeditious and cost-effective manner, as determined by the charter school.

2. Each employee is responsible for making his/her own reservations by obtaining a purchase order number from the business office and furnishing that number to the local travel agency or commercial carrier.

3. [Individuals traveling on approved charter school business by a carrier offering travel credits (i.e., frequent flyer mileage, etc.) are required to account for credits received and may use the credits for future approved charter school travel purposes only.] [The charter school prohibits the accrual of travel credits for individuals traveling on approved charter school business.]

Vehicle Rentals

1. Rental vehicles may be used only when use will effect a savings or otherwise be more advantageous to the charter school or when the use of other transportation is not feasible.

2. Rental of a compact vehicle is recommended when suitable for approved charter school business because of the lower initial rate and the guaranteed rate. Certain rental agencies guarantee the compact rate in all owned stations and in most licensee stations, which means that if a reservation for a compact vehicle is accepted and one is not available, a standard-sized vehicle will be substituted at the compact rate.

4. Rental vehicles will be used only for official travel or in lieu of taxi for necessary travel. Any additional costs incurred for other usage will be the personal responsibility of the traveler.

5. Employees will be informed if the charter school carries the rental car endorsement as part of its insurance coverage. In the event the charter school does not carry the rental car endorsement, the employee will be authorized to purchase insurance coverage from the rental agency.

Cancelled Trips

1. If an employee cannot leave at the scheduled time, it is his/her responsibility to call the travel agency or carrier and arrange to have the tickets cancelled or exchanged.

2. Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.
3. Lodging reservations must be cancelled by the employee as soon as possible to avoid a cancellation charge.

4. If a trip is cancelled after an advance and/or tickets have been issued, the advance and tickets must be returned to the business office immediately.

Personal Travel Combined With Charter School Business Travel

1. If an individual traveling on approved charter school business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of charter school business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.

2. When personal travel is combined with approved charter school business travel and the individual is traveling by less than the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.

3. Time away from work caused by traveling by less than the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.

4. Vacation or other personal leave may be taken in conjunction with approved charter school travel subject to the following:

    a. Time delays related to approved charter school business are charged as working time even if no work is performed;
    b. If the employee travels by less than the most cost-effective manner, as determined by the charter school, for approved charter school business or for personal travel combined with travel for charter school business purposes, he/she must pay the additional cost (e.g., increased fare, meals, lodging expenses, etc.) incurred as a result of the personal travel;

c. All subsistence and local transportation (taxi, vehicle fare, etc.) while on vacation status or other appropriate leave must be paid by the employee;
d. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved charter school business, even though he/she spends a substantial part of the total time away from home on vacation or other personal leave, provided the employee was traveling on approved charter school business;
e. A traveler who decides on his/her own to conduct charter school business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have the charter school pay his/her basic transportation cost from the charter school to the location visited, or submit a request for other expense reimbursement.

Expense Reimbursement Request and Accounting Procedures

1. Reimbursement requests detailing actual expenditures must be submitted on the charter school's travel expense form and be approved by the [administrator] in writing. Receipts and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, registration, conference and workshop fees. All requests must be submitted to the charter school office within [10] working days of the conclusion of the trip.

   a. If the completed travel expense report totals less than the travel advance, the difference must be returned within [10] working days to the business office with the report.
   b. Reimbursement for expenditures in excess of a travel advance, or where no travel advance has been requested, will be made within [30] working days after the approved travel expense report is received by the business office.

2. Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed upon submission of a travel expense report which includes:

   a. Names of guests;
   b. Organizations involved;
   c. Full explanation of the charter school business purpose of the meeting.

3. In the event a vehicle was rented, a copy of the rental agreement must be attached to the travel expense report. The rental charge should be paid from the amount advanced, as applicable. Purchase of gas and oil which have been deducted from the rental charge by the rental agency must be included.

4. Any claim for mileage reimbursement only may be submitted at the end of each month in which reimbursement is to be claimed. A claim must be submitted no later than [90] calendar days of incurring the expense. Reimbursement claims later than [90] calendar days of the expense will be denied.

5. Mileage for approved charter school business travel in a private vehicle will be reimbursed at the current rate per mile established by the charter school, collective bargaining agreement or Internal Revenue Service (IRS), as applicable. Reimbursement that exceeds the IRS rate will be included as income to the employee in accordance with IRS regulations.

6. Meal expenses for approved charter school business travel purposes may be reportable as income to the employee in accordance with IRS regulations. Generally, meal expenses incurred for approved charter school business purposes in which charter school business is conducted with at least one or more other persons or that is incurred on approved charter school business for a trip that is overnight, or long enough that the individual needs to stop for sleep or rest to properly perform his/her duties, as defined by the IRS, will not be reportable as income to the employee.
7. In the event the total of the amount charged to, and/or received from, the charter school by the employee as advances, reimbursement or otherwise, exceeds the ordinary and necessary business expenses, the excess must be reported as income in accordance with IRS requirements.

Reimbursable Expense Limitations

1. Meal expenses may be reimbursed subject to the following limitations:

Allowance:	Breakfast	[$ 5]
	Lunch	[$ 7]
	Dinner	[$13]

2. Gratuities must not exceed [15] percent and must be included as a part of the receipt. Gratuities in excess of [15] percent are the responsibility of the employee and will not be reimbursed by the charter school.

3. Other expenses such as toll charges, parking fees, valet services, cleaning, pressing and laundry may be reimbursed if the length of the trip or circumstances demand.

4. Mileage reimbursement for actual miles traveled on charter school business, may be approved subject to the following limitations:

   a. In-charter school mileage reimbursement will not be granted to an employee, other than a charter school-approved tutor, for traveling from his/her residence to the place where work begins for the day or for returning home from the last place worked during the day;
   b. Reimbursement will be made only for those miles actually traveled in the course of completing approved charter school business. When chauffeured, mileage for two round trips and short-term parking will be reimbursed if not greater than the cost of one round trip plus economy parking;
   c. Group travel may be requested on one travel request form for a group traveling together as long as advance and reimbursement is payable to one person who has complete responsibility for reporting expenses;
   d. In the event a private vehicle is approved for use from home, to or from airport or railroad station, mileage for one round trip and economy parking will be reimbursed. Parking receipts are required;
   e. Individuals requesting reimbursement for use of a private vehicle on approved charter school business must meet insurance requirements. See **Insurance Coverage** above.

5. Lodging will be reimbursed at reasonable commercial rates.

6. Local taxi, shuttle, bus fares and vehicle rentals may be reimbursed, subject to the charter school's requirement that travel selected is by the most expeditious, cost-effective manner, as determined by the charter school.

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Travel and Expense Reimbursement Report

Name of Claimant: _____

Address/City/Zip Code: _____

School/Location: _____

Period Covered: From: _____ To: _____ Date Submitted: _____

Fund: _____ Function: _____ Object: _____

Date	Travel Destination		Mileage	Auto Expense @ [.36] per mile	Lodging	Meals	Other/ Miscellaneous Expenses	Total Expenses	Purpose of Expenditure and/or Topic of Meeting *(If paid for additional persons, list persons other than self*
	From	To							
Total Expenditures									

I certify that the above claim accurately reflects actual expenses incurred by me in authorized charter school travel:

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Submitted by: _____

Advance Funds Used: $_____ Total Owed Claimant or Due to Charter School: _____
(Please circle: "Owed Claimant" or "Due to Charter School"

Supervisor Approval: _____

All receipts must be attached, substantiating request for reimbursement. Form must be completed totally. If not preprinted on receipt, write names of restaurant on meals receipts and itemize meals. If more than [$5.00] for breakfast, [$7.00] for lunch and [$13.00] for dinner is expended, please attach an explanation and rationalization. If you paid for persons other than yourself, please list individuals' names and positions (attach additional page, if necessary).

Cash in Charter School Buildings

Money collected within school buildings will be taken to the charter school's designated depository when the sum accumulated in any one day by a class, a teacher or others at any school exceeds [$25]. Accumulated cash maintained in school buildings overnight may not exceed [$].

Pre-numbered three way receipt is required for any cash transaction.

END OF POLICY

Legal Reference(s):

Disposal of Charter School Property

Except as stipulated in NAC 386.342, the governing body may, at any time, declare charter school property as surplus and authorize its disposal when such property is no longer useful to the charter school, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the charter school, the governing body may dispose of them in another manner.

END OF POLICY

Legal Reference(s):

NAC 386.342

NRS Chapter 332

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

Youth Empowered to Succeed

SPECIAL EDUCATION
POLICY & PROCEDURES MANUAL

Y.E.S. ACADEMY
of Performing & Fine Arts Charter School

TABLE OF CONTENTS

Chapter 1.0 INTRODUCTION

Chapter 2.0 PROCEDURAL SAFEGUARDS

Chapter 3.0 PRIOR NOTICE

Chapter 4.0 IDENTIFICATION

Chapter 5.0 EVALUATION

Chapter 6.0 ELIGIBILITY

Chapter 7.0 INDIVIDUALIZED EDUCATION PROGRAMS

Chapter 8.0 PLACEMENT

Chapter 9.0 DISCIPLINE

Chapter 10.0 STUDENT RECORDS AND CONFIDENTIALITY

CHAPTER 1.0 INTRODUCTION

1.0 This chapter serves as the introduction to the Y.E.S. Academy of Performing & Fine Arts Charter School Special Education Procedures Manual.

1.1 Purpose of this Manual

1.2 Applicable Laws and Regulations

1.3 Free Appropriate Public Education

1.4 Overview of the Manual

1.1 PURPOSE OF THIS MANUAL

This manual is designed for use by teachers, administrators, parents, service providers, professionals, and others involved in the identification, evaluation, and education of students with disabilities in the Y.E.S. Academy of Performing & Fine Arts Charter School (referred to as "School"). The manual is intended to guide the user in complying with federal and state legal requirements as they apply to the School's interaction with students with disabilities and their parents.

This manual frequently refers to School personnel who are responsible for carrying out certain activities, as well as the appropriate contacts if issues arise. If School personnel have any questions regarding the use or interpretation of this manual or any legal or other issues affecting students with disabilities, they should contact the Executive Director or the Governing Body.

1.2 APPLICABLE LAWS AND REGULATIONS

1.2.1. Individuals with Disabilities Education Improvement Act (IDEA)

a. The Individuals with Disabilities Education Improvement Act of 2004, often referred to as "IDEA," provides federal funds to state and local agencies for the education of eligible students with disabilities. In order to be eligible to receive services under IDEA, a student must be determined to be a child with a disability and to need special education and related services (each as defined under IDEA).

b. The State of Nevada receives IDEA funds for the education of students with disabilities only if it complies with the specific requirements of IDEA. They include, among other things, the requirement to identify and evaluate students who may have disabilities, to determine the eligibility of such students, to develop individualized education programs, to place students in appropriate settings, to follow certain procedural safeguards (including in connection with disciplinary actions), and to protect the confidentiality of student records. These requirements are discussed in more detail throughout this manual.

c. Congress made changes to IDEA in 2004, and the U.S. Department of Education revised the regulations on August 14, 2006 and December 1, 2008. This manual incorporates those changes.

1.2.2. State of Nevada Requirements

a. The State of Nevada has adopted its own laws and regulations covering the education of students with disabilities. These largely emulate the requirements of the federal laws and regulations

discussed above but in some instances, expand on the federal requirements. The Nevada requirements are incorporated throughout this manual.

1.2.3. Settlement Agreements and Similar Requirements

a. From time to time, the School may enter into mediation, resolution, and/or settlement agreements or compliance plans in connection with administrative or court actions against the School involving the education of students with disabilities. The terms of such agreements must be carried out by the School in addition to the federal and state requirements discussed above.

1.3 FREE APPROPRIATE PUBLIC EDUCATION

IDEA requires that a student who meets eligibility criteria is entitled to receive a free appropriate public education, often referred to as "FAPE." Because the meaning of FAPE is important to all the topics covered in this manual, this section discusses its meaning in detail.

1.3.1. Definition

The regulations implementing IDEA define free appropriate public education to mean special education and related services that:

a. are provided at public expense, under public supervision and direction, and without charge;
b. meet the standards of the Nevada Department of Education, including the requirements of the IDEA;
c. include preschool, elementary school, or secondary school education for students 3-21 in the State of Nevada; and
d. are provided in conformity with an Individualized Education Program (IEP) that meets the requirements described in Chapter 7.0 – Individualized Education Programs of this manual.

The meaning of special education and related services is discussed in Chapter 7.0 — Individualized Education Programs. Other components of FAPE are discussed in greater detail below.

• Free

For purposes of FAPE, the term free means that required services are provided without cost to the student's parents. There may be other governmental agencies, insurers, or other third parties (e.g., Medicaid) that have an obligation to provide or pay for services required under IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504); or the American with Disabilities Act (ADA). That said, the IDEA regulations specify that the School may access a parent's private insurance proceeds only if the parent provides informed consent as described in Chapter 2.0 — Procedural Safeguards. Informed parental consent must be obtained each time the parent's private insurance is accessed, and the parent must be informed that his or her refusal to consent does not relieve the School of its responsibility to ensure that all required IDEA services are provided at no cost to the parents. The IDEA regulations also provide that the School may not:

— require parents of a student with a disability to sign up for or enroll in public insurance programs in order for their child to receive FAPE under IDEA;

— require parents to incur an out-of-pocket expense such as payment of a deductible or co-pay amount incurred in filing a claim for services provided under IDEA;

— use a student's benefits under a public insurance program if that use would

- decrease available lifetime coverage or any other insured benefit;
- result in the family paying for service that would otherwise be covered by the public insurance program and that are required for the student outside of the time the student is in school;
- increase premiums or lead to the discontinuation of insurance; or
- risk loss of eligibility for home and community based waivers, based on aggregate health-related expenditures.

For assistance in locating potential sources of services or funding for services to meet the FAPE requirements, School personnel should contact their Area Director or the Office of Compliance and Monitoring.

The requirement that services be provided without cost to the student's parents applies only to the costs of special education and related services. The School may charge the parents of students with disabilities any incidental fees that are normally charged to students without disabilities or their parents as part of the general education program. For example, fees may be charged for classroom supplies, art supplies, etc., if parents of students without disabilities are charged for the same supplies and the supplies are not part of the student's special education and related services.

• Appropriate

The meaning of the term appropriate will depend on the unique needs of the individual student. Under IDEA, an appropriate education to a student with a disability is provided when:

— School personnel comply with Nevada Administrative Code (NAC), applicable federal law, and the procedural requirements described in this manual; and

— the individualized education program developed for the student (as described in Chapter 7.0 — Individualized Education Programs) is reasonably calculated to enable the student to receive educational benefit.

The federal regulations implementing IDEA define an appropriate education as the provision of general or special education and related aids and services that:

— are designed to meet individual educational needs of persons with disabilities as adequately as the needs of persons without disabilities are met; and

— are based on adherence to procedures that satisfy the requirements for evaluation (described in Chapter 5.0 — Evaluation), placement and educational setting (described in Chapter 8.0 — Placement), and procedural safeguards (described in Chapter 2.0 — Procedural Safeguards).

The School is not required to provide the best possible education for a student with a disability. However, the School must provide a program that is designed to provide some educational benefit to the student. These educational benefits must be more than minimal, meaning that the program must be designed to result in some tangible gain in the student's abilities.

• Public

The term public education means one that meets the standards established by the Nevada Department of Education, including standards that relate to compliance with IDEA. This requirement does not mean that

a student cannot be placed in a private school or facility if the Multidisciplinary Team determines that such a placement is needed to provide FAPE.

1.3.2. Students Who are Entitled to FAPE

a. Generally

The School is required to ensure that FAPE is available to all students with disabilities, aged 3 through 21, residing within the School, including students with disabilities who have been suspended or expelled from school. FAPE includes the requirement that the School engage in appropriate child find activities for certain children who are not enrolled in the School, such as students in private schools and homeless students. These requirements are discussed in Chapter 4.0 — Identification.

b. Suspensions and Expulsions

The FAPE requirements specifically apply to students who have been suspended or expelled. For discussion of the requirements for disciplinary action against a student with a disability, please refer to Chapter 9.0 — Discipline.

c. When the FAPE Requirement Terminates

The School's obligation to provide FAPE to a student ends when:

- the student is found not eligible through a reevaluation;
- the student graduates with an Option One/Standard diploma;
- the student ages out at 22 years old;
- the parent provides the School with a written revocation of consent and the School issues a prior notice of revocation of services; or
- a hearing officer orders the termination.

d. Students in Private Schools

If the School has made FAPE available to a student in a timely manner, and the student's parent(s) nevertheless unilaterally place(s) the student in a private school or facility, the School is not obligated to pay the costs of the private school placement. These provisions, as well as certain other limitations on the FAPE requirement for students in private schools, are described in Chapter 8.0 — Placement.

e. Students in Adult Prisons

Under IDEA regulations and Nevada requirements, a student aged 18 through 21 may not be eligible to receive FAPE if:

- he or she is incarcerated in an adult correctional facility;
- was not identified as a student with a disability before the incarceration; and
- did not have an IEP.

These provisions are discussed in Chapter 6.0 — Eligibility.

1.3.3. Other Terms Defined in This Manual

Many other important terms are used routinely in connection with students with disabilities. These terms are defined and discussed in context, in the chapters covering the related areas.

1.4 OVERVIEW OF THE MANUAL

1.4.1. Introduction

This manual is organized in ten chapters, each covering a particular stage in the process of ensuring that students with disabilities receive a free appropriate public education.

1.4.2. Procedural Safeguards

Chapter 2.0 addresses the procedural safeguards afforded to parents and students under federal and state law. These safeguards include provisions regarding notice, consent, and participation in certain decisions, as well as requirements for mediation, due process hearings, state complaints, and civil actions.

1.4.3. Prior Notice

Chapter 3.0 addresses prior notices which are required to be given to parents under federal and state law. The notices include Parental Prior Notice of School Proposal, Parental Prior Notice – Proposed Meeting Arrangements, Parental Notice of School Refusal, and Notice of Intent to Implement IEP.

1.4.4. Identification

Chapter 4.0 addresses requirements for identification of students who may be covered by federal or state protections relating to persons with disabilities. These requirements include child find obligations and the process for referring a student for an evaluation. This chapter also discusses intervention measures that may be appropriate for a student who has not yet been identified as having a disability.

1.4.5. Evaluation

Chapter 5.0 addresses the process for evaluating a student to determine whether he or she may have or continues to have a disability. The chapter also discusses the requirements for persons who are involved in an evaluation, as well as certain procedural requirements designed to keep parents informed of and involved in their child's evaluation.

1.4.6. Eligibility

Chapter 6.0 addresses the requirements for determining whether a student has a disability and is entitled to receive services under IDEA or the protections of Section 504 and the ADA. These requirements include provisions governing the Multidisciplinary Team and its eligibility determinations.

1.4.7. Individualized Education Programs (IEPs)

Chapter 7.0 addresses the development and revision of a student's IEP. The chapter discusses the procedural and substantive requirements for an IEP.

1.4.8. Placement

Chapter 8.0 addresses the process for ensuring that a student is placed in an appropriate setting in accordance with state and federal special education law. The chapter discusses the options available for placement in the least restrictive environment (LRE) and specific requirements for certain types of placements.

1.4.9. Discipline

Chapter 9.0 addresses the special provisions applicable to governing disciplinary actions involving students with disabilities. It discusses the procedural safeguards that are provided during the student disciplinary process, as well as parents' rights to challenge disciplinary actions.

1.4.10. Student Records and Confidentiality

Chapter 10.0 addresses the requirements for the School's handling of the records of students with disabilities.

CHAPTER 2.0 PROCEDURAL SAFEGUARDS

INTRODUCTION

The School is required to establish, maintain, and implement procedural safeguards as described in this Chapter. This chapter describes:

2.1 Parents and Communications with Parents

2.2 Notices and Opportunities to Participate

2.3 Consent

2.4 Student Records

2.5 Independent Educational Evaluations

2.6 Disciplinary Placements

2.7 Private School Placements at Public Expense

2.8 Mediation

2.9 Due Process

2.10 Civil Actions

2.11 State Complaints

2.12 Attorney's Fees

2.1 PARENTS AND COMMUNICATIONS WITH PARENTS

2.1.1. Definition of Parent

The use of the term "parent" includes:

a. child's biological or adoptive parent;

b. foster parent;

- the biological parent's authority to make educational decisions on the student's behalf has been terminated under State law,
- the foster parent has an ongoing, long-term parental relationship with the student,

- the foster parent is willing to make the educational decisions required of the parent under IDEA, and
- the foster parent has no interest that would conflict with the interests of the student.

c. guardian authorized to act as a child's parent or authorized to make educational decisions by a court of law;

d. individual acting in the place of a biological or adoptive parent (grandparent, stepparent or other relative) with whom the child lives, or who is legally responsible;

e. surrogate parent;

- surrogate must be appointed whenever:
  — parents cannot be identified
  — parents cannot be located after reasonable efforts
  — the child is a ward of the State (surrogate may be appointed by judge)
  — the child is an unaccompanied homeless youth; or
- represents the child in all matters concerning the identification, evaluation, and educational placement of the child, and the provision of FAPE
- When more than one party is qualified to act as a parent, it must be presumed the biological or adoptive parent is the parent unless they do not have legal authority to make educational decisions for the student
- In the cases described above the Site Administrator (or designee) should request the appointment of a surrogate parent from the Director of Wraparound Services. For additional information regarding surrogate parents contact the Director of Wraparound Services. If it is unclear who has legal responsibility for a student, School personnel may seek assistance from the Office of Compliance and Monitoring, who will coordinate with the appropriate agencies.

2.1.2. Transfer of Parental Rights to the Student

In certain circumstances, the parent's rights will transfer to the student, and after rights have transferred, references to "parent" in this manual should be read to mean the student.

2.1.3. The parent's rights under IDEA generally transfer to the student:

a. when the student reaches age 18; or
b. if the student is incarcerated in an adult or juvenile, state or local correctional institution
.

2.1.4. The parent's rights under IDEA do not transfer to the student if:

a. the student is adjudged incompetent and a court appoints a guardian for the student; or

b. the student's parent submits an application (Notice of Application to Represent the Educational Interests of a Special Education Student at the Age of Majority) to continue to represent their child's special education interests whose child participates in the state's alternate assessment;

2.1.5. Even after the parent's rights transfer to the student, any notices which ordinarily are required to go to the parent must be provided to both the parent and the student. All other rights accorded to parent under IDEA will transfer to the student. However, at the discretion of the student or of the School, the parent could be invited to attend IEP meetings as "individuals who have knowledge or

special expertise" regarding the student. The student and their parent are to be notified of the transfer of IDEA rights to the student through the IEP process, beginning when the student reaches age 17, as described in Chapter 7 — Individualized Education Programs, and when the parent's rights transfer to the student.

2.1.6. Native Language or Mode of Communication

The native language of a parent with limited English proficiency means the language normally used by the parent. The native language of a student with limited English proficiency means the language normally used by the parent of the student. However, for purposes of all direct contact with the student (including evaluation of the student), the student's native language is the language normally used by the student in the home or learning environment. If a person has deafness or blindness or does not have a written language, the mode of communication would be that, which is normally used by that person (e.g., sign language, Braille, or oral communication).

2.1.7. If a parent has limited English proficiency, School staff should contact the English Language Learner Department for any assistance needed in locating an interpreter. For a parent with hearing impairment, the Low Incidence Department should be contacted.

2.2 NOTICES AND OPPORTUNITIES TO PARTICIPATE

2.2.1. Notices of Meetings and Other Actions

Written prior notice that meets the requirements described in this Section must be given to the parent of a student in a reasonable time. Reasonable time is defined as no less than 5 school days (School Best Practice is 10 days) unless both parties agree otherwise. The prior notice must be provided before the school proposes or refuses to initiate or change the student's:

a. identification as a child with a disability;
b. evaluation;
c. educational placement; or
d. provision of a free appropriate public education (FAPE).

2.2.2. The required notice must include:

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 any other options that the School considered and the reasons why those options were rejected;

d. a description of each evaluation procedure, assessment, record, or report the School relied upon when the action was proposed or refused;

e. a description of any other factors that are relevant to the School's proposal or refusal;

f. a statement that the parents of a student with a disability have protection under the procedural safeguards described in this Chapter; and

g. sources for parent to contact to obtain assistance in understanding the provisions of the IDEA.

2.2.3. Notice to parent must be written in a language understandable to the general public, and provided in the native language of the parent, or other mode of communication used by the parent. If

the native language or other mode of communication of the parent is not a written language, staff should contact the English Language Learner Department, as appropriate, for assistance in taking steps to ensure that:

a. the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

b. that the parent understands the content of the notice; and

c. that there is written evidence in the student's confidential folder that these requirements have been met.

2.2.4. Copies of the notice forms sent to parent must be filed in the student's confidential folder, or if the student does not have a confidential folder, the student's cumulative folder. Copies of the notice forms for IEP meetings should be filed with the student's IEP in the confidential folder.

2.2.5. Procedural Safeguards Notice

School personnel must give parent a copy of the procedural safeguards notice, at a minimum:

a. upon initial referral or parent request for evaluation;

b. at least once per year;

c. when parent requests a copy;

d. upon first request for due process hearing;

e. first filing of a state complaint during the school year; or

f. when the School proposes a suspension that will result in a disciplinary change of placement.

2.2.6. Opportunity to Participate in Meetings and Decisions

Parent must be given an opportunity to participate in meetings with respect to:

a. identification;

b. evaluation; and

c. educational placement of the student; and

d. the provision of FAPE to the student.

2.2.7. "Meeting" The term 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 if those issues are not addressed in the student's IEP. The term also does not include preparatory activities that School personnel engage in to develop a proposal or to prepare a response to a parent proposal that will be discussed at a later meeting. For example, if a member of an IEP Team contacted a Behavior Mentor Teacher for ideas about possible positive behavioral intervention strategies to discuss at an IEP meeting, the conversation between the IEP Team member and the Behavior Mentor Teacher would not be a "meeting" requiring an opportunity for parent participation.

2.2.8. The Site Administrator (or designee) also must take steps to ensure that the meeting is scheduled at a mutually convenient time and place. If neither parent can physically attend the meeting, the Site Administrator (or designee) must use other methods to ensure parent participation, including individual or conference telephone calls or video conferencing. A decision may be made by a group without the involvement of the student's parent if School personnel are unable to obtain the parent's participation in the decision. In such cases, all efforts to ensure the parent's participation must be documented in the student's confidential folder, including at a minimum:

a. detailed records of telephone calls made or attempted and the results of those calls (it is School Best Practice that at least one telephone call be made and that follow-up calls be made if School staff are unable to speak with the parent directly over the phone);

b. copies of correspondence sent to the parent and any responses received (it is School Best Practice that at least one notice be sent by regular mail); and

c. detailed records of visits made to the parent's home or place of employment and the results of those visits.

2.2.9. School personnel must make reasonable efforts to ensure that the parent understands, and is able to participate in any group discussions relating to the educational decision for the student. The efforts should include arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. For additional information regarding Parent Participation in Meetings, see Chapter 3 Prior Notice.

2.3 CONSENT

2.3.1. Definition

Certain actions with respect to a student with a disability require parental consent, as described below in this Section. Consent means that:

a. the parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language or other mode of communication;

b. the parent understands and agrees in writing to the carrying out of the activity for which consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and

c. the parent understands that the granting of consent is voluntary and may be revoked at any time.

2.3.2. If a parent revokes consent for evaluation, the revocation is not retroactive. That is, the revocation does not invalidate actions that were taken between the time consent was granted and the time it was revoked. For example, if a parent consents to an evaluation of a student but later revokes that consent, the revocation does not invalidate steps to conduct evaluation components taken by School personnel between the time consent was given and the time it was revoked.

2.3.3. When Consent is Required

Parental consent must be obtained before:

a. conducting an initial evaluation;

- If the parent refuses to consent or does not respond to the School's request for consent for an initial evaluation, the School may, but is not required to, request mediation or request a due process hearing to override the parent's refusal.

b. initial provision of special education and related services to a student with a disability; and

- If the parent refuses to consent or does not respond to the School's request for consent to provide special education and related services to the student for the first time, the School cannot use mediation or due process to override the parent's lack of consent. If the parent does not provide consent for the initial provision of special education and related services, the School will not be required to develop an IEP and will not be in violation of the obligation to make a free appropriate public education available to the student.

- Parental consent to an initial evaluation does not constitute consent to the initial placement.

c. conducting a reevaluation.

- If the parent refuses to consent or does not respond to the School's request for consent for a re-evaluation, the School may, but is not required to, request mediation or request a due process hearing to override the parent's refusal.

2.3.4. Parental consent is not required before:

a. reviewing existing data as part of an evaluation or a reevaluation; or

- Under the IDEA and Nevada regulations, informed parental consent need not be obtained for a reevaluation of a student if School personnel can demonstrate that they have taken reasonable measures to obtain parental consent, and the student's parent has failed to respond.

b. administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all children.

2.3.5. To demonstrate that they have taken reasonable measures to obtain consent, School personnel must have a record in the student's confidential folder of all attempts to obtain consent, including:

a. detailed records of telephone calls made or attempted and the results of those calls (it is School Best Practice that at least one telephone call be made and that follow-up calls be made if School staff are unable to speak with the parent directly over the phone);

b. copies of correspondence sent to the parent and any responses received (it is School Best Practice that at least one notice be sent by regular mail); and

c. detailed records of visits made to the parent's home or place of employment and the results of those visits.

2.3.6. Revocation of Consent

The parent has the right to revoke consent for the continued provision of special education and related services by submitting a written request for the revocation to the Principal of the School.

- The School may not initiate a due process hearing or mediation procedures to continue special education and related services for a student when their parent has revoked consent.

- If at a later date the parent requests that special education services be reinstated, the request would be treated as an initial referral and offered an evaluation in the same manner as any other student suspected of having a disability.

- If the parent requests that the special education records be expunged, Family Educational Rights and Privacy Act (FERPA) procedures for amending records must be followed.

- If the student engages in behavior that may result in a disciplinary change of placement, the student is not entitled to the protections under IDEA. The School is deemed not to have knowledge of a suspicion of a disability and the student will be disciplined as a general education student.

- A parent cannot revoke one service. 1) The parent consent is for the initial provision of ALL special education and related services, not for a particular service. 2) For example: a parent cannot revoke resource services but keep the speech language services. 3) If a parent disagrees with the provision of any particular service, they can pursue their due process rights by requesting a hearing.

2.4 STUDENT RECORDS

2.4.1. Under the Family Education Rights and Privacy Act (FERPA), a parent has the right to:

a. inspect and review all student's educational records; and

   - School personnel will explain and interpret the records.

   - The School may charge a fee for copies of records that are made.

b. give written permission before the School can release any personal identifying information to any person not otherwise entitled by law to see this information.

   - The School must keep a record of parties obtaining access to educational records collected or maintained including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

For a more detailed description of matters relating to student records, see Chapter 10 — Student Records and Confidentiality.

2.5 INDEPENDENT EDUCATIONAL EVALUATIONS

2.5.1. Generally

The parent has the right to obtain an independent educational evaluation (IEE) of the student. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the School.

2.5.2. If a parent disagrees with an evaluation obtained by the School, the parent has a right to an independent educational evaluation at the School's expense, meaning that the School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. If the parent requests an independent educational evaluation at the School's expense, School personnel must respond to the request in a timely manner. School personnel must, without unnecessary delay, either:

a. ensure that an IEE is provided at the School's expense; or

b. refuse and initiate an impartial due process hearing, as described below, to demonstrate that the School's evaluation is appropriate.

2.5.3. School personnel may ask the parent why there is an objection to the School's evaluation. However, School personnel may not require the parent to give an explanation, and the School may not unreasonably delay either providing the IEE at the School's expense or initiating a due process hearing to defend the School evaluation.

2.5.4. If a hearing officer requests an IEE as part of a hearing, the cost of the evaluation must be at public expense. If a due process hearing results in a final decision that the School's evaluation is appropriate, the student's parent still has the right to an IEE, but not at the School's expense.

2.5.5. School personnel must consider an IEE that meets School criteria, whether paid for by the School or not, in any decision regarding the provision of a free appropriate public education to the student. The results of an IEE may be presented as evidence in a due process hearing regarding the student, as described in Section 2.9.

2.5.6. Notice of the Right to an Independent Educational Evaluation Upon request, School personnel must provide the parent an IEE, information about how and where an IEE may be obtained, and School criteria for an IEE. This information should be made available in a manner that is readily understandable to the general public, including parents whose native language is not English. The information should be made available so that if a parent disagrees with an evaluation, he or she will have access to the School criteria for an independent educational evaluation, as described below. For more information regarding IEEs, see Chapter 5 – Evaluations.

2.5.7. Criteria for an Independent Educational Evaluation Should the parent obtain an IEE 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, must be the same as the criteria the School uses in initiating evaluations. For further information about the School's criteria for an independent educational evaluation, please contact the Director, School-Wide Related Services.

2.6 DISCIPLINARY PLACEMENTS

Certain procedures apply for placement of a student in an interim alternative educational setting in connection with disciplinary action against the student. These procedures are described in Chapter 9 – Discipline.

2.6.1. The parent has the right to have a manifestation determination review, to determine relatedness of the student's behavior to the disability, when the student's school recommends removal of the student from the current educational placement to an interim alternative educational placement for more than 10 school days for violating school disciplinary rules.

a. The School can place the student in an appropriate interim alternative educational setting for up to 45 school days if the student engages in any of the following conduct at school, on school property or at a school function under the jurisdiction of the school, School or State:

- carries or possesses a weapon;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance; or
- inflicts serious bodily injury on another person.

b. A hearing officer can order that the student be placed in an appropriate alternative educational setting under certain circumstances if the School demonstrates that the student's current placement is likely to result in injury to the student or to others.

2.6.2. The parent has the right to request an impartial due process hearing (see, Section 2.9), and have the hearing expedited (see, Section 9.5), if the parent disagrees with:

a. the school's decision to remove the student to an interim alternative educational placement for more than 10 school days for violating school disciplinary rules;

b. the determination of the relatedness of the student's behavior to the disability; or

c. any discipline-related decision regarding the student's educational program.

2.7 PRIVATE SCHOOL PLACEMENTS AT PUBLIC EXPENSE

2.7.1. If a student's parent unilaterally places the student in a private school or facility, the School may not be required to pay for the costs of that placement if the School made FAPE available to the student in a timely manner before the parent elects the private placement. However, the parent may enroll a student in a private school if the parent disagrees with the School's offer of FAPE and intends to seek tuition reimbursement. The request for tuition reimbursement may be denied or reduced if:

a. the parent does not provide the School with notice of their intent to remove the student from public school at the student's most recent IEP meeting prior to removal; and/or

b. the parent does not provide the School written notice ten (10) days prior to removing the student from the public school.

2.7.2. Disagreements between the School and a parent regarding the availability of a program appropriate to the student, and the question of financial responsibility, are subject to the due process procedures described in Section 2.9.

2.8 MEDIATION

2.8.1. The State and School are required to ensure that formal mediation procedures are established and implemented to allow resolution of disputes resulting from the School's proposal, or refusal, to identify, evaluate, place, or provide the student with a free appropriate public education. The parent may request mediation of a dispute by contacting in writing, either the Office of Compliance and Monitoring or the Nevada Department of Education.

a. The State bears the cost of the mediation process.

b. Mediators are qualified and impartial individuals who may not be an employee of the School, the Nevada Department of Education or other state agency which receives IDEA funding or which provides direct services to a student who is the subject of the mediation process.

c. If School personnel are aware of any need that the parent may have for an interpreter that information should be provided to the Nevada Department of Education at the time the mediation is initiated, or as soon as possible.

d. Mediation is a voluntary process that brings both parties together with a mediator in an attempt to resolve the disagreement through a structured, yet informal meeting.

e. Mediation is an alternative but not a prerequisite to the due process hearing.

f. Mediation sessions are held in a timely manner and scheduled at times and in places convenient to the parties.

g. Discussions that occur during mediation are confidential and may not be used as evidence in due process hearings or court proceedings.

h. Any agreement reached will be a written agreement that is legally binding and enforceable in court.

i. The agreement is signed by the parent and a representative from the School.

j. School personnel may initiate mediation of a dispute by contacting the Office of Compliance and Monitoring, which in turn notifies the parent, the Site Administrator, and the Nevada Department of Education.

2.9 DUE PROCESS

2.9.1. Request for a Due Process Hearing

The parent or the School may initiate an impartial due process hearing if they disagree with identification, evaluation, educational placement or the provision of FAPE to the student.

a. A parent may request a due process hearing if the School refuses to identify, evaluate, or appropriately serve the student, fails to consider the results of an IEE, the parent disagrees with a proposed IEP, or objects to termination of the student's special education program.

b. The parent's request for due process must be in writing to the Principal of the School and must include:

- student's name;
- student's address;
- name of the school the student is attending;
- a description of the nature of the problem and the facts relating to the problem; and
- a resolution to the problem.

c. If the request does not include the information above, the School may ask the hearing officer within 15 days of the request to find the due process insufficient.

d. A due process hearing must be requested within two years from the date the parent or the School knew or should have known about the act or omission that gave rise to the hearing request unless the parent was prevented from requesting a hearing because the School:

- specifically misrepresented to the parent that it had resolved the problem; or
- withheld required information.

e. When a request for a due process hearing has been received, the Principal (or designee) must inform the parent of the availability of mediation as described in Section 2.8, as well as any free or low-cost legal and other relevant services available in the area. Apart from due process, the

Principal (or designee) must also provide the parent information on such legal and other services at any time upon request by the parent.

f. A model form of parent notice requesting a due process hearing is available on the Nevada Department of Education's website.

g. If School personnel believe that it may be appropriate for the School to initiate a due process proceeding, they should contact the Site Administrator and the Office of Compliance and Monitoring. The Office of Compliance and Monitoring will assist in determining whether due process may be appropriate and in seeking to resolve the problem.

2.9.2. Resolution

a. After the School receives a request for due process they must:

- give the parent written notice of the special education action related to the issues in the hearing request within 10 days of receiving the request unless the School has already given the parent written notice prior to the request;
- convene a resolution session within 15 days (7 days if expedited) of the hearing request unless, the parent and School agree in writing to waive the meeting or agree to mediation;
- try to solve the issues stated in the due process request during the resolution time period; and
- include the parent, relevant IEP members, and a representative of the School with decision making authority in the resolution session.

b. The School may not have an attorney present at the resolution session unless the parent brings an attorney.

c. If an agreement is reached, it will be written in a legally binding document and signed by the School representative and the parent. The resolution agreement can be canceled in writing within 3 business days if either party changes their mind.

d. If an agreement is not reached to the parent's satisfaction within 30 days (15 days if expedited) of receiving the hearing request, the time line for due process begins.

2.9.3. Conducting a Due Process Hearing

a. Impartial Hearing Officer

- Within 5 calendar days after receiving a parent request for a due process hearing, or upon the School's initiation of a due process hearing, the School must forward the request to the Nevada Department of Education.
- The Nevada Department of Education is responsible for appointing an impartial hearing officer to conduct the hearing.
- When expedited, the hearing officer must conduct a hearing within 20 school days after the date the hearing was requested.

b. Stay-Put Requirements Once a due process hearing has been initiated:

- the School cannot change the student's educational placement during a due process until the legal proceedings are completed (stay-put);

  — unless the student is placed in an alternative educational setting for behavior that is not a manifestation of the disability, or

  — if the student is removed by the School to an interim alternative educational setting for weapons, drugs, controlled substance or causing serious bodily injury.

- a hearing officer can also remove the student to an interim alternative educational setting for up to 45 school days because it is likely the student may injure him/herself or others.

c. Disclosure Prior to the Hearing

- At least 5 business days prior to the hearing, each party must ensure that any evidence that the party wishes to use at the hearing has been disclosed to the other party and the hearing officer.

- If required disclosure is not made, the hearing officer may exclude the admission of undisclosed evidence from being introduced at the hearing.

d. Due Process Hearing

- Due Process hearings must be conducted at a time and place that is reasonably convenient to the parent and the student involved.

- The School is responsible for:

  — notifying the parent (by certified mail) and the hearing officer of the time and place set for the hearing; and

  — notifying the parent of their rights in a due process hearing and of any free or inexpensive legal services and other relevant services available in the area.

- Any party to a due process hearing has the right to:

  — be represented;

  — be accompanied by and advised by persons who have special knowledge of or training regarding students with disabilities;

  — present evidence, object to the admissibility of evidence, and evaluation or a recommendation based on an evaluation that was not disclosed to that party;

  — confront, cross-examine, and compel the attendance of witnesses;

  — obtain a written, or, at the option of the parent, electronic, verbatim record of the hearing; and

  — obtain written, or, at the option of the parent, electronic findings of fact and decisions.

- In addition, the parent involved in a hearing must have the right to:

  — have the student who is the subject of the hearing present;

— a hearing open to the general public; and

— a record of the due process hearing and the findings of fact and decisions at no cost.

- The School must take whatever action is necessary to ensure that the parent understands the written notice and the proceedings at the hearing. These steps include arranging for an interpreter for a parent who is deaf or hard of hearing or whose native language is not English. If School personnel are aware of any need that the parent may have for an interpreter, that information should be provided to the Office of Compliance and Monitoring at the time the due process hearing is initiated, or as soon as possible.

e. Findings of a Due Process Hearing

- The hearing officer is required:

  — to reach a decision in the due process proceeding no later than 45 days after the resolution period ends;

  — if expedited, a determination must be made within 10 school days after the hearing,

  — to base the decision solely on the evidence presented at the hearing; and,

  — to mail a copy of the decision to each of the parties within the 45 day period.

- The hearing officer may grant specific extensions of time beyond the 45-day period at the request of either party.

- The Nevada Department of Education must, after deleting all personally identifiable information from a copy of the findings and decision, transmit the redacted version to the Nevada State Special Education Advisory Council and make the redacted version available to the public.

The hearing officer's decision in a due process hearing is considered final, but may be appealed by either the parent or the School as described in below.

2.9.4. Appeals

a. Any party aggrieved by the findings and decision in the hearing has the right to appeal the decision of the impartial due process Hearing Officer.

- The request for an appeal must be made (to the Nevada Department of Education) within 30 calendar days after receiving the decision of the hearing officer.

- A party to the hearing may file a cross-appeal within 10 calendar days after receiving notice of the initial appeal.

b. The State Review Officer who is appointed by the Nevada Department of Education:

- examines the entire hearing record, to make sure required procedures were followed consistent with the requirements of due process and makes an independent decision;

- may give parties an opportunity for oral or written arguments, or both, at the discretion of the review officer;

- seek additional evidence necessary and, if a hearing is held to receive additional evidence, afford the parties the same right under due process hearings;
- must reach a decision and mail a copy or electronic findings of fact and the decision to each party within 30 days after the request for review is made;
- may grant an extension if one of the parties requests; and
- State Review Officer's decision is final unless a party brings a civil action as described in Section 2.10.

c. After deleting any personally identifiable information, the Nevada Department of Education is to transmit the redacted version of the findings and decisions to the Nevada State Special Education Advisory Council, and is to make the redacted findings and decisions available to the public.

2.10 CIVIL ACTIONS

2.10.1. A civil action may be brought by any party disagreeing with the findings and decision of a State Review Officer in an appeal.

a. A civil action may be brought in a state court with jurisdiction or in federal school court.

b. The request for an appeal must be made within 90 calendar days after receiving the decision of the review officer.

2.10.2. Before a civil action may be filed the party must exhaust his or her remedies under the due process and appeal proceedings described above in Section 2.9.

2.11 STATE COMPLAINTS

2.11.1. An organization or individual may file a complaint with the Nevada Department of Education (NDE).

a. The complaint must be in writing, signed and include:

- a statement that the School has violated state or federal special education law;
- the facts related to the issue(s);
- signature and contact information of the complainant;
- a description of the nature of the problem; and
- a proposed resolution of the problem. b. If a specific school or student is referenced in the complaint, the complaint must also include:
- the name and residence of the student;
- the name of the school the student is attending.

b. The parent must submit a copy of the complaint to the School and the NDE.

c. The complaint must allege a violation that occurred within one year of filing.

e. The School has the right to respond and try to resolve the complaint or mediate if both parties agree.

f. The NDE must complete its review and give its decision within 60 calendar days.

g. If the complaint includes issues which are also the subject of a due process hearing, the NDE is required to set aside those issues until the due process hearing is resolved.

h. Any issues which are not the subject of a due process hearing must proceed and be resolved within the 60 calendar-day time frame.

i. If any issues raised in a complaint have previously been decided in a due process hearing involving the same parties, the due process hearing decision is binding, and the NDE must inform the complaining party to that effect.

j. If a complaint alleges that the School has failed to implement a due process decision, the NDE must resolve that complaint.

2.11.2. After reviewing all relevant information, the NDE will make an independent determination as to whether the School violated a requirement of IDEA. The NDE will issue a written decision to the complainant that:

a. addresses each allegation in the complaint;

b. contains findings of fact and conclusions; and

c. states the reasons for the NDE's final decision.

2.11.3. If the NDE finds that the School has failed to provide appropriate services to a student, it must address:

a. how to remediate the denial of those services, including, as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the student; and b. appropriate future provision of services for all students with disabilities.

2.12 ATTORNEY'S FEES

2.12.1. Under IDEA, the School may be liable for the reasonable attorney's fees of a parent who prevails in a due process hearing, appeal, or civil action. A parent may be considered to have prevailed in a proceeding if the parent succeeded on any significant issue and obtained some of the benefits sought.

2.12.2. However, in a number of circumstances, the student's parent may not recover their legal fees when they prevail or the award of attorney's fees may be reduced. It is important for School personnel to bear in mind that compliance with IDEA and School policy requirements, including requirements relating to time lines, notices, consent, parent contact, and documentation, may directly affect whether and to what extent the School may avoid liability for attorney's fees.

2.12.3. If the School prevails, parent's attorneys may be liable for the reasonable attorney's fees of the School for bringing actions that are or become frivolous, unreasonable, or without foundation. In addition, the School may recover reasonable attorney's fees from the parent or the parent's attorney if the request for due process was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

Chapter 3.0 PRIOR NOTICE

INTRODUCTION

The parent has the right to receive prior written notice in a reasonable time in their native language or other mode of communication, when the School proposes, or refuses to initiate or change the student's identification, evaluation/ re-evaluation, eligibility, provision of a free appropriate public education (FAPE) through an Individualized Education Program (IEP) and change of placement.

This chapter describes the prior notice requirements for:

3.1 Identification, evaluation/re-evaluation

3.2 Eligibility

3.3 Provision of FAPE, through an IEP and change of placement

3.4 Parent Revocation of Consent for Special Education Services

3.1 IDENTIFICATION, EVALUATIONS/RE-EVALUATIONS

3.1.1. Parental Prior Notice of School Proposal (CCF 563)

Site-based special education staff must provide the parent prior written notice of the initiation of an evaluation within a reasonable time before the evaluation begins.

a. Notice of the initiation of the evaluation (CCF 563) must be completed in full.

b. The purpose of this meeting must be marked on the CCF 563 as:

- evaluate and identify student's special education needs for initial evaluations; or

  — The Parental Prior Notice (CCF 563) must be given to the parent prior to or in conjunction with the Consent for Evaluation (CCF 555).

- re-evaluate student's special education needs and continued eligibility for special education services.

  — The Parental Prior Notice (CCF 563) must be given to the parent prior to or in conjunction with the Consent for Evaluation (CCF 555) or Parent Notification of No Additional Assessment Information Needed and Status of Reevaluation; Warranted/Unwarranted (CCF 607).

3.1.2. Parental Prior Notice – Proposed Meeting Arrangements (CCF 564)

At the time site-based special education staff notifies parent of the initiation of any evaluation, staff may also provide prior notice of any meeting (CCF 564) of the Multidisciplinary Team (MDT) that may be scheduled to consider whether additional data are needed as part of the evaluation.

a. The term meeting does not include informal or unscheduled conversations involving School personnel. The term also does not include preparatory activities that School personnel engage in to develop a proposal or to prepare a response to a parent proposal that will be discussed at a later meeting.

b. The MDT is not required to hold a meeting solely to determine whether additional data are needed, and parent consent is not required in order to review existing data as part of any evaluation.

c. If a meeting is determined to be necessary to discuss the components of any evaluation, a CCF 564 must be completed in full.

d. The school must maintain detailed records of:

- telephone calls made or attempted and the results of those calls (it is School policy that at least one telephone call be made, and that follow-up calls be made if School staff are unable to speak with the parent directly over the phone);
- copies of correspondence sent to the parent and any responses received (it is School Best Practice that at least one notice be sent by regular mail); and
- any visits made to the parent's home or place of employment and the results of those visits.
- If School personnel are unable to convince the parent to participate, all efforts to obtain the parent's input should be documented on a status record which will be placed in the student's confidential folder.

3.1.3. Parental Notice of School Refusal (CCF 567)

If the student's parent requests an evaluation, and the MDT determines that an evaluation is not required or otherwise warranted, the MDT must provide the parent written notice of the School's determination to refuse the evaluation. Written Notice of Refusal must state:

a. a description of the action refused by the School;

b. an explanation of why the School refuses to take the action;

c. a description of any other options that the School considered and the reasons why those options were rejected;

d. a description of each evaluation procedure, assessment, record, or report the School relied upon when the action was refused;

e. a description of any other factors that are relevant to the School's refusal;

f. a statement that the parents of a student with a disability have protection under the procedural safeguards described in Chapter 2.0; and

g. sources for parents to contact to obtain assistance in understanding the provisions of IDEA.

3.2 ELIGIBILITY

3.2.1. Parental Prior Notice of School Proposal (CCF 563)

Site-based special education staff must provide the parent prior written notice of determination of eligibility within a reasonable time before the eligibility meeting is held.

a. Notice of the determination (CCF 563) must be completed in full.

b. The purpose of this meeting must be marked on the CCF 563 as:

- Determine student eligibility for special education programming.

3.2.2. Parental Prior Notice – Proposed Meeting Arrangements (CCF 564)

At the same time the site-base special education staff notifies the parent of the determination of eligibility, they must also provide the parent prior written notice (CCF 564) of the eligibility meeting.

3.3 PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION (FAPE), THROUGH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Parental Prior Written Notice of School Proposal (CCF 563) and Parental Prior Notice – Proposed Meeting Arrangements (CCF 564) must be given to the parent for all IEP meetings.

3.3.1. Parental Prior Notice of School Proposal (CCF 563)

Site-based special education staff is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. Within a reasonable time, but at least five school days (School Best Practice is 10 days) before a proposed IEP meeting, the site-based special education staff must provide prior notice of the meeting to the student's parent. The Parental Prior Written Notice of School Proposal (CCF 563) must be completed in full.

The purpose of the meeting must always be marked on the CCF 563 as either Develop an Initial/Annual IEP and Educational Placement or Review/Revise IEP. There may be other purposes which also must be marked such as:

a. Change in Placement: If the IEP team is considering a change in placement, such as moving to a more (or less) restrictive setting, or the discontinuation of educational services upon a student's graduation, prior written notice to the parent is required. When completing the CCF 563 the purpose of the meeting would be:

- Change in special education placement; AND
- Develop an Initial/Annual IEP and Educational Placement; or
- Review/revise IEP.

b. Change in Special Education Related Services: If the IEP team is considering a change or addition of special education related services, prior written notice to the parent is required (CCF 563 and CCF 564). When completing the CCF 563 the purpose of the meeting would be:

- Change in Special Education related services, AND
- Develop an Initial/Annual IEP and Educational Placement, or
- Review/revise IEP.

c. Transition: Beginning when a student reaches age 14, or earlier if appropriate, the Prior Written Notice (CCF 563) must also indicate that one of the purposes of the meeting will be to develop transition services and/or postsecondary goals. When completing the CCF 563 the purpose of the meeting will be to:

- Develop transition services and/or postsecondary goals beginning at age 14; AND

- Develop an Initial/Annual IEP and Educational Placement; or
- Review/revise IEP.

d. Manifestation Determination: If the IEP team is going to conduct a manifestation determination, the prior written notice must state that the purpose of the meeting is to:

- Conduct a manifestation determination and propose a disciplinary change of placement; AND
- Develop an Initial/Annual IEP and Educational Placement; or
- Review/revise IEP.

3.3.2. Parental Prior Notice – Proposed Meeting Arrangements (CCF 564)

Site-based special education staff is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. Within a reasonable time, but at least five school days (School Best Practice is 10 days) before a proposed IEP meeting, the site-based special education staff must provide prior notice of the meeting to the student's parent. The Parental Prior Notice – Proposed Meeting Arrangements (CCF 564) must be completed in full. The Notice of Meeting Arrangement must indicate:

a. the purpose, time, and location of the meeting;

b. who will be in attendance at the meeting;

c. the student if the student is 14 years old or older;

d. the parent may bring to the meeting other people who have knowledge or special expertise regarding the student;

e. if the parent gives consent to the School to invite person(s) from outside agencies who can provide information on their agencies.

3.3.3. Parental Notice of School Refusal (CCF 567)

If the student's parent requests to revise the IEP and site-based special education staff determines that an IEP is not required or otherwise warranted, the site based staff must provide the parent written notice of the School's determination to refuse the IEP revision. Written Notice of Refusal must state:

a. a description of the action refused by the School;

b. an explanation of why the School refuses to take the action;

c. a description of any other options that the School considered and the reasons why those options were rejected;

d. a description of each evaluation procedure, assessment, record, or report the School relied upon when the action was refused;

e. a description of any other factors that are relevant to the School's refusal;

f. a statement that the parent of a student with a disability has protection under the procedural safeguards described in Chapter 2.0; and

g. sources for the parent to contact to obtain assistance in understanding the provisions of IDEA.

3.3.4. Notice of Intent to Implement IEP (CCF 566)

The Notice of Intent to Implement is required to provide prior written notice of the School's intent to implement a student's IEP. The Notice of Intent to Implement is required for ALL IEPs.

a. This includes instances where:

- the parent disagrees with all or part of the IEP (disagree checked on IEP); or
- the parent does not agree or disagree (no box checked on IEP); or
- the parent is not in attendance (either by telephone or in person); or
- the parent agrees with the IEP as written (agree is checked on IEP).

The Notice of Intent to Implement (CCF 566) must be provided to the parent as soon as possible after the IEP meeting, along with a copy of the IEP and the Procedural Safeguards.

b. The Notice of Intent to Implement (CCF 566) must state:

- a description of the action proposed or refused by the School;
- an explanation of why the School proposes or refuses to take the action;
- a description of any other options that the School considered and the reasons why those options were rejected;
- a description of each evaluation procedure, assessment, record, or report the School relied upon when the action was proposed or refused;
- a description of any other factors that are relevant to the School's proposal or refusal;
- a statement that the parent of a student with a disability has protection under the procedural safeguards described in Chapter 2.0; and
- sources for the parent to contact to obtain assistance in understanding the provisions of IDEA.

3.4 REVOCATION OF CONSENT FOR SPECIAL EDUCATION SERVICES

3.4.1. Parental Prior Notice of School Proposal (CCF 563)

The parent has the right to revoke consent for the continued provision of special education and related services by submitting a written request for the revocation to the Principal of the School.

- The Office of Compliance and Monitoring will respond by issuing the parent a prior written notice to change the student's placement and direct the school to status the date in the student's confidential folder that services will be discontinued as described in Chapter 7.0.

Chapter 4.0 IDENTIFICATION

INTRODUCTION

This Chapter describes both the identification and the intervention processes. These processes are not mutually exclusive. Rather, either or both may be appropriate for a particular student. The process for making a referral is described in the Evaluation Chapter.

This chapter describes:

4.1 School Intervention Teams (SIT) and the Student Intervention Program (SIP) Model

4.2 Child Identification

4.1 Student Intervention Teams (SIT) and the Student Intervention Program (SIP) Model

4.1.1. When Intervention is Appropriate The Student Intervention Team (SIT) can provide viable educational interventions for students prior to, or in lieu of, referral for special education, or when referral to existing formal programs within regular or special education is inappropriate. The main purpose of the SIT is not referral for special education. Instead, focus is placed on early detection and successful remediation of academic and behavioral difficulties across all at-risk students. By creating building-level teacher assistance teams, the SIT provides direct assistance to general education classroom teachers. If a student is experiencing academic and/or behavioral difficulties, the school staff should initially seek the assistance of the site-based SIT. The SIT is a collaborative problem solving approach that addresses the needs of a student demonstrating difficulty in the general education program. Members of SIT identify and clarify issues, select and implement appropriate interventions and supports, and monitor student progress in the general education curriculum. In many cases, interventions will adequately address the student's needs so that the student is able to succeed academically and/or behaviorally without formal evaluation. School staff should consider requesting the assistance of the SIT whenever a student exhibits any of the following:

a. the student demonstrates behaviors that are resistant to conventional classroom management techniques;

b. the student presents a substantial risk of failing one or more subjects during any grading period;

c. the student is at risk of retention at the end of the year;

d. the student is absent without medical excuse for more than 10 school days in any school semester;

e. the student is 16 to 21 years old and is planning to leave school without a high school diploma;

f. the student is involved in high risk behavior, e.g., substance abuse, suicide attempts, etc.;

g. the student's parent requests assistance. Students who exhibit suicidal behavior should receive immediate attention from site-based personnel. The Y.E.S. ACADEMY Student Threat and Crisis Response Team is called when necessary. SIT consultation may also be appropriate for students who do not meet the above criteria, but who may benefit from intervention. SIT may not be used to defer or delay processing of a referral for an evaluation when the team suspects a disability under IDEA (i.e., suspicion of a disability and need for special education services). If a teacher, parent, or other person knowledgeable about the student suspects that the student might have a disability under IDEA, the Site Administrator and members of the Multidisciplinary Team (MDT) should be consulted.

4.1.2. Student Intervention Program (SIP) Model Process

a. Request for Assistance The School or the parent may request SIP assistance by:

- contacting a member of the schools' SIT; and
- completing the SIP referral form

b. Gather Information The person requesting assistance should consult with a member of the SIT to clarify the problem, describe interventions and supports previously attempted with the student, and collect additional relevant data. The SIP process should be explained to the student's parent.

If a student is having difficulty learning and there is a question about English proficiency, it is suggested that the Site Administrator or designee compile the following information to share with the SIT:

- classroom observation data by teacher, ELL school specialist (if appropriate) or other school personnel;
- classroom performance data; and
- student performance data in relation to any currently implemented scientific, research-based interventions. The English Language Learner Program establishes procedures to determine the levels of language proficiency in English, and guidelines for ELL students who may need to access the SIP process. The SIP Manual provides additional information on SIP activities, team membership and process.

4.1.3. SIP Problem-Solving Approach

School personnel should apply a systematic problem-solving and data collection approach to child identification and interventions. At a minimum, this process should include:

a. notification to the student's parent of any proposed intervention and the parents' right to initiate a formal evaluation of the student;

b. description of the problem in objective, measurable terms that address individual and environmental characteristics that may be altered, as well as discrepancies between educational expectations and the student's performance;

c. collection of data, analysis of the problem, and sharing information with the parent;

d. design and implementation of interventions based on the data collected, analysis of the problem, parent input, and professional judgment, including identification of goals, responsible parties, methods for measuring progress, and time frames;

e. monitoring progress and modification of interventions as needed;

f. evaluation of the effects of intervention; and

g. referral for an IDEA evaluation at any time during the process when referral is appropriate.

4.1.4. Strategic Intervention Assistance

The 2004 reauthorization of the IDEA requires Nevada to have in effect policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and/or ethnicity of children as students with disabilities. There is also a heightened priority on considering the extent to which a student has been provided appropriate instruction and instructional supports prior to, or as part of, the special education referral process, including review of any data based evidence of student progress relative to instruction. Specifically, NAC requires that educational interventions be implemented and

evaluated before a student can be determined eligible for special education as having either Specific Learning Disabilities or Emotional Disturbance. According to the NAC:

a. Interventions are strategies, developed on the basis of individual need, designed to have a remedial effect upon any academic or behavioral difficulties of a student.

b. Performance in the current educational setting means the behavioral and academic functioning of a student in the environment in which the majority of the student's education occurs. Additional NAC criteria exist for determining a student eligible under the classification of Specific Learning Disabilities:

c. Scientific Research-based Intervention means the modification of the classroom environment, curriculum or delivery of instruction in the general education settings, which is based upon an examination of the characteristics of the student as a learner, the instruction being provided and the curricular task 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 the student's academic achievement or behavior.

4.1.5. Evidence Scale for MDT Referral

The School has developed the Evidence Scale for MDT Referral form (CCF 572) to be used in conjunction with the SIP operations. The form is intended to document both considerations and interventions made by the SIT in working with a particular student. The use of the Evidence Scale is mandated in the School. The School recommends that the SIT make such considerations and document interventions on an ongoing basis in working with a student. Failure of the SIT to adequately address and document interventions with the student and monitoring of the student's progress may result in rejection and return of the referral by the MDT.

4.2 CHILD IDENTIFICATION

4.2.1. Identification Requirements

IDEA and NAC regulations require the School to have policies and procedures in place to ensure that children aged 3 through 21 residing within the state who are suspected of having disabilities and needing special education and/or related services are identified, located, and evaluated. The Child Find Project and school staff engage in child identification activities. Students who may be identified include:

a. children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade;

b. highly mobile students including migrant students;

c. homeless children;

d. wards of the state; and

e. children who are enrolled in private schools or are home-schooled.

4.2.2. Identification Activities

a. Communication

The Child Find Project seeks to create public awareness of special education programs, to advise the public of the rights of eligible children and parents, and to alert community residents of the need to identify, locate, and assess qualified children who are suspected of having a disability or developmental delay, and needing special education and/or related services. The Child Find Project provides information in understandable terms in English and other languages commonly used by parents and children residing within the School's jurisdiction. Child Find accesses qualified interpreters, when appropriate, to facilitate communication with the parent. In carrying out child identification activities, the Child Find Project:

- utilizes various local media resources by issuing public service announcements on television and radio, press releases in major newspapers and minority publications, and/or videotaped informational programs;

- reaches out to members of the community who may not understand English by making presentations at community meetings or to business groups, and/or attending meetings of public employees and officials;

- reaches out to highly mobile members of the community and agencies that provide services to highly mobile populations, to help identify migrant and homeless students who may have disabilities and be in need of special education;

- communicates with various agencies that provide services to children with disabilities in the community by disseminating materials to hospitals, clinics, pediatricians, pediatric nurses, and/or social service professionals involved in family or child services;

- develops and implements procedures to ensure that children are located, identified, and evaluated; and — develops and disseminates the following information annually to the public in connection with the early Childhood Special Education Programs;

  — federal regulations and School procedures;

  — notification of the availability of special education services, a student's right to a free appropriate public education, and persons to contact to initiate a referral for an evaluation;

  — notice of the School's intent and willingness to identify, locate, and assess all children, from birth through age 21, who are suspected of having a disability;

  — specific notice regarding the confidentiality of personally identifiable information; and

  — information provided by community agencies which may assist in the activities or the provision of educational services to students with disabilities;

- documents its implementation of the above activities.

b. Referrals

Children may be referred to Child Find by parent, state or community agencies, private agencies, medical providers or facilities, private or parochial schools, preschool or day care centers or others concerned with the child's needs.

- Intake for preschool aged children

The child's parent (legal guardian) must make the initial contact with Child Find and must give permission for the evaluation to take place. When a parent contacts Child Find, information regarding the nature of the concern, referral source, and personal data is requested. The child is then scheduled for an evaluation, at a Child Find location or designated school, based on the concerns expressed by the parent.

- Special Circumstances

  While the Child Find Project primarily processes referrals for preschool children, school-age children may be referred under special circumstances (i.e., private school, home schooled, homebound and/or medically fragile).

  Private School – Child Find Project serves as the initial point of contact for children attending private schools. A referral packet is sent to the private school to be completed by the child's current teacher with identifying information gathered from the parent. Information requested from the private school will include any available observation data, classroom-based assessments, and student performance relative to previous interventions.

  After the referral is initiated and the decision to evaluate is made, procedures for initial evaluation are followed.

4.2.3. Identification Responsibilities

It is the responsibility of the School to oversee child identification activities. All children identified through child identification activities are referred for appropriate evaluation and services as required under federal law and Nevada statutes and regulations.

Chapter 5.0 EVALUATION

INTRODUCTION

Before special education or related services can be provided to a student with a disability, the School must conduct a comprehensive evaluation based on the determined scope of the assessment to address all areas of suspected disability. The purpose of this evaluation is to determine whether the student is eligible for special education services and, if so, to determine the student's special educational programming and service needs. Evaluation of a student is also required in other circumstances, such as when it is suspected that the student no longer has an Individuals with Disabilities Education Act (IDEA) eligibility, or may have a disability not addressed by the student's current finding of eligibility.

This Chapter describes:

5.1 Suspicion of Disability

5.2 Initial Evaluations

5.3 Reevaluation

5.4 Evaluation for Transfer Students

5.5 General Requirements for Evaluation

5.6 Early Childhood Evaluation

5.7 Bilingual Evaluation

5.8 Evaluation for Special Education Students who are involved in the Discipline Process

5.9 Homebound Evaluation

5.10 Evaluation Reports

5.11 Independent Educational Evaluations

5.12 Screenings

5.1 SUSPICION OF A DISABILITY

If School personnel have reason to suspect that a student may have a disability and need special education and related services, the Site Administrator and staff should be contacted so that they may meet to review the information available and determine whether a referral should be initiated. When a student is experiencing academic or behavioral problems but there is no suspicion of an IDEA eligibility, personnel should consider accessing the School Intervention Team/Student Intervention Program (SIT/SIP) regarding any necessary interventions, accommodations and supports for the student. Parent input is also an important consideration in relationship to providing students with intervention services.

5.2 INITIAL EVALUATIONS

5.2.1. Definition

The term "Initial Evaluation" refers to a formal evaluation that considers initial eligibility for special education under the Nevada Administrative Code (NAC). Initial evaluation applies to:

a. general education students with no history of special education;

b. general education students who previously received and were exited from special education including general education students whose parents revoked consent for the continued receipt of special education services; or

c. all transfer students from other states who have a current out of-state eligibility, but no current special education eligibility in Nevada.

5.2.2. Scope/Review of evaluation data and determination of need for additional data

In the case of students transitioning from Early Intervention Services at age three (IDEA, Part C), or for students from out-of-state that have evaluation records available, as part of an initial evaluation, the combined members of the student's IEP committee and the Eligibility Team shall review existing evaluation data. Based on that review and input from the student's parent, the team must identify what additional data if any are needed. The group may conduct its review without a meeting.

5.2.3. Request for an Initial Evaluation Referral

a. sources may include parents and/or School staff.

- if School personnel request an initial evaluation, initial evaluation steps need to be followed as described in 5.2.4.
- if the parent requests an initial evaluation, either verbally or in writing, School personnel must respond formally. They must decide:

— team may decide an evaluation is NOT warranted or determined that interventions will be tried first, then a refusal (CCF 567) must be completed and sent to parents: or

— team may decide an evaluation is warranted, then proceed with procedures for initial evaluation including sending a written prior notice; or

— team may decide to do an evaluation (follow initial evaluation procedures) and refer to SIT to do interventions concurrently.

5.2.4. Initial Evaluation Steps

a. Initiate Referral (CCF 583) and notify team members and related service providers as deemed appropriate. Referral sources may include parents and/or School staff.

b. Provide the parent with the Procedural Safeguards (CCF 504.7) and document all contacts and attempted contacts with the parent. If School personnel are unable to convince the parent to participate, all efforts to obtain parent input should be documented.

c. Send parent required written prior notice (CCF 563).

d. Determine scope/review of evaluation data and determination of need for additional data (see, Chapter 3.0).

e. Obtain Parent Consent for Evaluation (CCF 555). Parent consent for evaluation may not be necessary for transfer students unless additional assessments are warranted as described in 5.4.

f. Conduct needed assessments as warranted.

g. Hold eligibility meeting within 45 school days (use appropriate prior notice procedures for scheduling as described in Chapter 3.0).

h. Draft copies of evaluation reports may be given to the parent and must be clearly labeled as a draft.

i. Provide a copy of completed evaluations reports and Statement(s) of Eligibility to the parent on the day of the meeting.

j. For eligible students, complete IEP development within 30 calendar days of eligibility determination.

5.3 REEVALUATIONS

5.3.1. Definition

The term “Reevaluation” refers to the formal evaluation of a student who is already identified as eligible for special education under NAC. Reevaluation applies to:

a. students who are routinely evaluated every three years for continuing special education eligibility in Nevada;

b. students who are evaluated for continuing eligibility for special education in Nevada under a different or additional eligibility classification. This includes: students who currently hold Developmental Delay or Speech/Language Impairment eligibilities;

c. other students whose primary eligibility classifications might change (e.g., LD to ED, MR to MI). A reevaluation is required if there is sufficient information to suspect that a significant change in a student's physical, psychological, academic, or social functioning is occurring that may have an impact on the student's eligibility for special education and/or related services, including situations where the student may no longer need special education services to receive an appropriate education.

5.3.2. Scope/Review of evaluation data and determination of need for additional data

As part of any reevaluation, the combined members of the student's IEP committee and the Eligibility Team/MDT shall review existing evaluation data and on the basis of that review and input from the student's parent, identify what additional data if any are needed. The combined members may conduct its review without a meeting. The combined members:

a. conduct a review of data from existing evaluations, including, without limitation;

- evaluations and information provided by the parents of the student,
- current local or state assessments, classroom-based assessments and observations,
- observations by teachers and related service providers, and

b. based upon the review and input from the student's parent, identify the additional data, if any that are required to determine;

- whether the student continues to have a disability and the educational needs of the student,
- the present levels of academic achievement and related developmental needs (functional levels) of the student,
- whether the student continues to need special education and related services, and
- 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 of the student and to participate, as appropriate, in the general education curriculum.

5.3.3. Reevaluation Steps

a. Identify students needing reevaluation.

b. Initiate Reevaluation/Referral Notice (CCF 583).

c. Send parent required written notice (CCF 563).

d. Determine scope of assessment which includes parental input as described in 5.3.2.

e. Document all contacts and attempted contacts with the parent on Status Record.

f. For reevaluation, three general courses of action are possible for the team:

- Reevaluation with New Assessments Needed. (Requires Parental Consent for Evaluation, CCF 555). When the new assessments are completed: the MDT will convene;

— complete a reevaluation report which includes the reason for referral and the scope of assessment; and

— determine the student's continuing eligibility for special education services on the applicable Statement(s) of Eligibility.

- Reevaluation with No New Assessments Needed. Following notice of No Additional Assessment Information Needed (CCF 607),

  — convene the MDT;

  — complete a reevaluation report which includes the reason for referral and the scope of assessment; and

  — determine the student's continuing eligibility for special education services on the applicable Statement(s) of Eligibility.

- Reevaluation Not Warranted (Waiver). During the scope process if the combined members of the MDT/IEP determine that formal reevaluation is not warranted then:

  — the parent must be provided notice that no additional assessment information is needed (CCF 607),

  — a statement of need for reevaluation (waiver) must be completed by the School and parent. This form must document that:

  - the student has two or more prior, consecutive evaluations confirming the current (primary) disability, only one of which needs to be a Y.E.S. Academy/Nevada evaluation;
  - the student's identified disability continues to adversely impact achievement;
  - no other disability (category) is suspected of adversely impacting achievement;
  - no additional assessment is needed; and
  - the student's progress toward IEP goals demonstrates a continuing need for specially designed instruction.

  — for reevaluations that are deemed unwarranted (Waiver), the development of a reevaluation report and new Statement(s) of Eligibility is not required. Completion of the statement of need for reevaluation (waiver) triggers the new, 3-year routine reevaluation time line. A student receiving special education services must be reevaluated before the student can be determined ineligible for continuing special education services as described in 6.0. As recognized exceptions under IDEA, a reevaluation is not required before the termination of a student's eligibility due to graduation with a regular high school diploma, or due to the student's exceeding the age of eligibility for FAPE under Nevada law.

If the student's parent requests a reevaluation, and the MDT determines that a reevaluation is not required or otherwise warranted, the MDT must provide the parent prior written notice of refusal (CCF 567) together with the procedural safeguards notice. (CCF 504.7)

REEVALUATION PROCESS

No New Assessments Needed

No Additional Assessment Information Needed Reevaluation: Warranted/Unwarranted (CCF 607)

Parent Notification

Team consensus must agree to no additional (CCF 607). Must be dated on or after the

New Assessments Needed

Parental Consent for Evaluation (CCF 555)

Must be dated on or after the Parental Notice (CCF 563)

Reevaluation Referral Notice (CCF 583)

Prior Parental Notice of School Proposal (CCF 563)

SCOPE of Assessment ~ INPUT from combined members of the Eligibility Team & the IEP Team out-of-state initials or preschoolers entering with an Individual Family ~ SCOPE to be documented in the MDT evaluation report Formal Evaluation Report Eligibility Statement ~ Must be held within days after receipt Parental Consent Evaluation

Reevaluation Unwarranted

(Waiver)

~

Must have two consecutive eligibilities that are the same. ~ All 5 questions "Yes" ~ SCOPE must Formal Evaluation Report Eligibility Statement ~ Must address all assessment components

5.4 EVALUATION FOR TRANSFER STUDENTS

The circumstances under which a student transfers to Y.E.S. Academy from another school will govern which specific special education procedures are applicable. Informed written consent for initial provision of services (CCF 556) must be obtained from the parent prior to implementation of special education services.

The transfer student should be registered and enrolled as expeditiously as possible in either the home zoned school (all resource level support; special programming when possible) or when warranted, at a nearby school offering appropriate specialized programming. All placements in specialized programs must be formally assigned via the Student Support Services Division (SSSD) Case Manager's Office.

5.4.1. Transfers Within State

A current Nevada eligibility from any Nevada school can be accepted outright by the School and that eligibility may remain in effect for up to 3 years of the date of the last formal eligibility determination. For in-state transfer students, formal evaluation is pursued only when deemed warranted by an MDT/IEP Team. The standard time line of 45 school days for timely completion of these reevaluations would apply.

5.4.2. Transfers From Another State

Initial evaluation procedures are required for all out-of-state special education transfer students. This includes transferring from a State where a student was receiving special education services under the Developmentally Delayed classification to the age of nine. The time line for completing an initial

evaluation in Nevada is 45 school days from the date of parental consent for evaluation (CCF 555) through formal determination of the student's eligibility for special education in Nevada.

TRANSFER STUDENTS

FLOWCHART

Current Eligibility?

No

General Education

Yes

In-State

Reevaluation

Only When

Warranted

In-State or Out-of-State Transfer?

Out-of-State

Initial Evaluation Required

Current IEP?

Yes

No

Yes

Temporary Routine Interim

Placement Implementation Placement

Out-of-State & In-State In-State Transfers with Out-of-State & In-State Transfers needing No Evaluation Needs/ Transfers Evaluation No IEP Issues

(45 School Days) (30 Calendar Days) (30 Calendar Days)

5.5 GENERAL REQUIREMENTS FOR EVALUATIONS

Initial evaluations and reevaluations must be comprehensive enough to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been, or may be, classified.

5.5.1. Assessment Areas

Nevada regulations impose specific requirements for evaluation of particular areas of a student's abilities/skills, behavior, and performance, as follows:

a. Performance in Current Educational Setting Definition: "Performance in the current educational setting" means the behavioral and academic functioning of a student in the environment in which the majority of the student's education occurs. Generally, a student's past and present educational performance is reviewed to obtain information about: achievement test scores; grades; appropriateness of instruction and progress relative to instruction; any prior, scientific, research-based interventions which may involve modification of the classroom environment, curriculum or delivery of instruction; any positive behavioral intervention/strategies/supports; disciplinary record; and attendance. The person conducting this portion of the evaluation should also review any information collected through the Student Intervention Process (SIP). If the performance of a student with a disability in the student's current educational setting is assessed, the assessment may include:

- observation of the student in that setting;
- review of any report from a parent or teacher of the student;
- review of samples of the work of the student; and
- curriculum-based assessment. If the assessment of performance is required to determine the eligibility of the student with Specific Learning Disabilities, information can be used from:
- an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or
- an observation, by an eligibility team member, of the student's academic progress in the regular classroom after the student has been referred for an evaluation and parental consent has been obtained. Any interpretation of an assessment of performance in the current educational setting must be made by one or more members of the eligibility team having personal knowledge of the performance of the student.

b. Intervention

Definition: "Intervention" means a strategy, developed on the basis of individual need, designed to have a remediate effect upon any academic or behavioral difficulties of a student. The term does not include disciplinary procedures applied to a group of students unless, giving consideration to the individual needs of a student, such procedures are demonstrably more appropriate than other strategies. Examples of intervention practices may include, but are not limited to:

- adapting curriculum materials to the needs of the student;
- variations in the techniques employed in teaching the student;
- tutoring or supplemental instruction;
- using behavior management programs;
- counseling or direct social skills instruction for the student; and
- modifications to the educational environment.

Definition:

"Scientific, research-based intervention" means 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 student's academic achievement or behavior.

c. Cognitive Abilities

Definition:

"Cognitive abilities" means those abilities involving the processes of thinking, reasoning and problem solving. An individually administered, standardized test of cognitive ability must be used as part of the evaluation process, when appropriate, in assessing the cognitive abilities of a student with a disability. If a score other than the total score of the student on such a test is used to assess the student's cognitive abilities, the procedure must be justified, on the basis of professionally recognized criteria, in the records of the student maintained by the School. Any interpretation of an assessment of cognitive abilities must be made by a licensed school psychologist or licensed or certified psychologist. In the case of a student under the age of 6 years, any such interpretation may be made by a licensed school psychologist or a licensed or certified psychologist with documented training in the assessment of preschool students with disabilities.

d. Social and Emotional Condition

Definition:

"Social and emotional condition" means the present thoughts, feelings and interactive behavior of a person. If the social and emotional condition of a student is assessed, the assessment may include:

- observation of the student;
- interview of the student or of any person having personal knowledge of the student; and
- use of a behavior rating scale, an adaptive behavioral scale; and a self-report inventory.

A student may not be identified as a student with serious emotional disturbance without prior interventions and unless a variety of these techniques is used to assess the social and emotional condition of the student. Any interpretation of an assessment of social and emotional condition must be made by a school psychologist or another certified psychologist or licensed mental health professional.

e. Adaptive Skills

Definition:

"Adaptive skills" include communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. If the adaptive skills of a student with a disability are assessed, the person conducting the evaluation must use a validated adaptive behavior scale. The assessment must include an assessment of any six or more of the following:

- communication;
- self-care;
- home living;
- social skills;
- community use;
- self-direction;
- health and safety;
- functional academics; and
- leisure and work.

Any interpretation of an assessment of adaptive skills must be made by a person qualified to assess adaptive skills through the use of an adaptive behavior scale.

f. Health

Definition:

"Health" means the general physical condition of a person. If the health of a student is assessed, the assessments include:

- (CCF 626) review of health and developmental history;
- hearing and vision screening; and
- physical examination.

When the health of a student with a disability is assessed, the following assessments may also be included:

- audiological assessment;
- physical therapy assessment; or
- occupational therapy assessment, of the student.

Any interpretation of an assessment of health must be made by a person qualified to assess the condition in issue. An evaluation of a student's health and developmental history is used to determine if the student has one or more health concerns that substantially affect his or her educational performance. It is essential that the student's medical history and current health be evaluated early in the evaluation process so that any health problems can be identified and, if possible, be remediated prior to conducting other evaluation procedures. Each student being evaluated must undergo a general health evaluation, including vision, hearing, and neurological screening, which must be conducted at the time, or within six months, of the evaluation. However, no student shall be required to undergo any physical examination or medical treatment if the parent objects because of religious beliefs.

A health evaluation generally is conducted by the School Nurse, who may recommend further medical information as necessary, including obtaining a physician's report. The School Nurse conducting the health evaluation should obtain information, as appropriate, from the student's parent, teacher, family physician, the student, and any other pertinent sources such as public health agencies or medical clinics with knowledge of the student. Other staff who obtain pertinent health information in the course of consulting with the parent or the student should provide such information to the School Nurse conducting the review.

If a student fails any general health screening, the student should be referred for an examination by a licensed practitioner for diagnosis and remediation. If a student fails a hearing screening and no medical follow-up has occurred, or if a Multidisciplinary Team member believes the student may have a hearing disability, the School Nurse should facilitate scheduling of an audiological evaluation with an audiologist.

Similarly, if a student fails a general vision screening and no medical follow-up has occurred, the School Nurse should facilitate scheduling of a vision evaluation with a licensed practitioner. If a student fails any general health screening, further evaluation and remediation of any problem involving vision, hearing, or neurological function should be completed when possible prior to conducting other evaluation procedures that may be affected by the condition. If the health evaluation reveals that the student has a vision or hearing problem that cannot be remediated, the School Nurse should notify all members of the evaluation team prior to other evaluation procedures being conducted.

Failure of any general health screening does not constitute an eligibility determination for the purposes of the IDEA. The School Nurse should inform the parent of any student who has failed a general heath screening about the eligibility determination process described in the Eligibility Chapter 6.0. For assistance in informing the parent about the eligibility process, the School Nurse should contact the Multidisciplinary Team.

If a medical consultation, including any psychiatric or neurological consultation, is appropriate, the School Nurse conducting the evaluation should contact the Student Support Services Division, Health Services, for assistance in facilitating such a consultation. Nevada regulations require any diagnostic decision concerning an evaluation of health to be made by a person qualified to assess the condition in issue. The School Nurse should document the results of the health evaluation in the MDT report, which should clearly indicate whether the student has a health concern requiring consideration by the Multidisciplinary Team and/or IEP Committee. For example, the report should include information about whether the student needs medication, special healthcare procedures, preferential seating, etc. The report should include reports of any other medical professionals consulted as part of the health evaluation.

A health evaluation of a student with significant health concerns who is transferring from outside the School should be completed as part of the evaluation process if the student:

- requires a medical procedure such as G-tube feeding, suctioning, catheterization, oxygen, etc.;
- recently experienced a traumatic brain injury;
- has a seizure disorder not under control;
- has uncontrolled respiratory problems requiring procedures during the school day;
- has other serious health concerns which might warrant medical intervention or monitoring; or
- requires significant assistance with personal care (e.g., toileting, feeding, etc.).

g. Speech, Language or Other Communication Skills

Definition:

"Speech and language" means skills relating to articulation, phonology, receptive language, expressive language, syntax, semantics, morphology, fluency and the use of the voice. If the speech and language or other communication skills of a student are assessed, the assessment may include:

- observation of the student;
- interview of the student or of any person having personal knowledge of the student;
- use of information from a parent or teacher of the student;
- use of a standardized test of speech, language or other communication skills; and
- health assessment.

Any interpretation of an assessment of speech, language or other communication skills must be made by a speech and language specialist.

h. Academic Achievement

Definition:

"Academic achievement" means 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. In the case of a student under the age of 6, the term means academic readiness and the mastery of language concepts. If the academic achievement of a student with a disability is assessed, the person conducting the assessment may use:

- a standardized test of academic achievement;
- curriculum-based assessment; and
- a report by the teacher of the student.

If the assessment of academic achievement is required to determine the eligibility of the student for special services and programs of instruction, then the assessment must be based upon the use of a standardized test. Any interpretation of an assessment of academic achievement must be made by a person qualified to administer individually standardized tests of academic achievement to the student.

i. Functional Behavior

As used in this section: If the functional behavior of a student is assessed as part of the evaluation process, the assessment must include:

- systematic observation of the occurrence of the targeted behavior for an accurate definition and description of the frequency, duration and intensity of the behavior;

- systematic observation of the events that immediately precede each display of the targeted behavior and are associated with the display of the behavior;

- systematic observation and analysis of the consequences following the display of the targeted behavior, to identify the specific environmental or physiological outcomes produced by the behavior, in order to determine the function that the behavior serves for the student: The communicative intent of the targeted behavior must be identified in terms of what the student is either requesting or protesting through the display of the behavior.

- analysis of the settings in which the targeted behavior occurs most frequently: Factors that may be considered include the physical setting, the social setting, the activities and the nature of instruction, scheduling, the quality of communication between the student and staff and other students, the degree of participation of the student in the setting, the amount and quality of social interaction, the degree of choice and the variety of activities.

- review of records for health and medical factors which may influence the targeted behavior, including, without limitation, levels of medication, sleep cycles, health and diet; and

- review of the history of the targeted behavior to include the effectiveness of any intervention previously used. "Targeted behavior" means the particular adaptive or inappropriate behavior of the student that the person conducting the assessment monitors

in order to promote adaptive behavior and reduce the occurrence of inappropriate behavior.

5.5.2. Evaluation Procedures

In selecting tests and other evaluation materials used to assess a student, School personnel must ensure that in conducting the evaluation, the School MDT must, at a minimum:

a. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent, that may assist in determining:

   - whether the student is a student with an IDEA eligibility; and
   - the content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

b. Not use any single measure or assessment as the sole criterion for determining whether a student is a student with an IDEA disability and for determining an appropriate educational program for the student.

c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

d. Ensure that assessments and other evaluation materials used to assess the student are:

   - selected and administered so as not to be discriminatory on a racial or cultural basis; and
   - provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer;
   - used for the purposes for which the assessments or measures are valid and reliable;
   - administered by trained and knowledgeable personnel; and
   - administered in accordance with any instructions provided by the producer of the assessments.

e. Use assessments and other evaluation materials including those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

f. Select and administer assessments so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

g. Select assessment tools and strategies that provide relevant information that directly assists team members in determining the educational needs of the student.

h. Assess the student 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.

i. Coordinate with students' prior schools if they have transferred from one school to another school in the same school year as necessary and as expeditiously as possible to ensure prompt completion of full evaluations.

j. Must be sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.

5.5.3. Required Assessments by Eligibility Category

a. An evaluation for Autism under the Nevada Administrative Code (NAC) must include assessment of:

- health and medical status;
- developmental history, including, without limitation, the 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. An evaluation for Autism must also consider:
- sensory regulation;
- self-help and independent living skills;
- behavior problems;
- symbolic and imaginative play;
- activities and special interests; and
- motor skills.

b. An evaluation for Hearing Impairment under NAC must include:

- a comprehensive audiological examination, including pure tone and speech discrimination tests, performed by an audiologist; and

- an assessment of the:

  — health of the student, which must include a comprehensive examination of vision;

  — academic achievement of the student; and

  — speech and language of the student.

If the above requirements are satisfied, the evaluation of the student may include an assessment of the student's cognitive abilities and social and emotional condition.

c. An evaluation for Visual Impairment under NAC must include:

- a comprehensive examination of vision, performed by an eye specialist; and

- an assessment of the health and academic achievement of the student.

If the above requirements are satisfied, the evaluation of the student may include an assessment of the student's cognitive abilities and social and emotional condition.

d. An evaluation for Orthopedic Impairment under NAC must include an assessment of:

- the health of the student, which must include a physical examination; and
- the student's functional limitations in relation to the demands of a regular classroom.

If the above requirements are satisfied, the evaluation of the student may include an assessment for physical therapy or occupational therapy, and an assessment of the student's cognitive abilities, social and emotional condition and academic achievement.

e. An evaluation for Health Impairment other than Orthopedic under NAC must:

- assess the health of the student; and
- analyze the ability of the student to perform in a regular classroom.

If the above requirements are satisfied, the evaluation of the student may include an assessment of the student's developmental history, cognitive abilities, social and emotional condition, academic achievement and language and motor skills.

f. An evaluation for Speech and Language Impairment under NAC must include an assessment of:

- the performance of the student relating to language, articulation, fluency or voice, as relevant to the student's impairment;
- the health of the student; and
- if relevant to the student's eligibility for special education services, the cognitive abilities, academic achievement, and social and emotional condition of the student.

g. An evaluation for Traumatic Brain Injury under NAC must include an assessment of:
- 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.

h. An evaluation for Traumatic Brain Injury must also consider, without limitation:
- medical documentation of the injury;
- the student's educational performance relative to a normative population;
- the student's strengths and weaknesses; and
- if possible, the student's educational performance before and after the student acquired the injury.

i. An evaluation for Mental Retardation under NAC must include an assessment of:
- cognitive abilities;
- adaptive skills, including prevocational and vocational assessments, if appropriate;
- health, including a developmental history;
- academic achievement; and
- performance of the student relating to speech and language.

j. An evaluation for Emotional Disturbance under NAC must include an assessment of:

- social and emotional condition, based in part upon information from the student;
- health and cognitive abilities;
- performance in current educational setting; and
- any previous intervention.

"Socially maladjusted" and "conduct problem" mean behavior characterized by knowledge of social expectations and intentional disregard of those expectations.

k. An evaluation for Specific Learning Disability under NAC must include:

- assessment of:

  — health and developmental history;

  — performance in the student's current educational setting;

  — any scientific, research-based intervention provided to the student;

  — academic achievement;

  — social and emotional condition; and

  — cognitive abilities, only if the evaluation involved determining the existence of a statistically significant discrepancy between achievement and intellectual ability; and

- an observation of the academic performance of the student in the student's classroom or, in the case of a child under school age, in an environment appropriate for the child's age. To ensure that underachievement of a student suspected of having a Specific Learning Disability is not due to lack of appropriate instruction in reading or math, the evaluation must consider:

  — data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel;

  — data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents; and

  — other extrinsic factors, such as limited English proficiency.

Evidence of appropriate instruction and interventions to promote student progress is important for ensuring a full evaluation of all areas of suspected need.

l. An evaluation for Multiple Impairments under NAC must include:

- an assessment of mental retardation, including:
  — cognitive abilities;
  — adaptive skills, including prevocational and vocational assessments if appropriate;
  — health of the student, including a developmental history;
  — academic achievement; and
  — performance of the student relating to speech and language; and
- an assessment of another disability satisfying NAC requirements.

m. An evaluation for Developmental Delay under NAC must include an assessment of:

- health;
- developmental functioning; and
- social and emotional condition.

n. An evaluation for Deaf-Blindness under NAC must include an assessment of

- hearing impairment satisfying NAC requirements; and
- visual impairment satisfying NAC requirements.

5.5.4. Time Lines for Evaluations

a. Every effort must be made to complete the evaluation within a reasonable time after the School has reason to suspect that a student may have a disability and need special education and related services.

- Both initial evaluations and reevaluations must be completed within 45 school days, from the date of securing informed parental consent (CCF 555) or Notice of No Additional Assessments Information Needed (CCF 607), whichever is appropriate, through completion of eligibility determination. The 45-day timeline applies to those days when the student is scheduled to attend school for a standard instructional day (i.e., not summer vacation, track breaks, holidays or ESY). Exception: evaluations that coincide with Interim IEP placements must be completed within 30 calendar days.
- A formal reevaluation must be conducted when conditions warrant it (i.e., new referral questions/assessment needs).
- A formal reevaluation must occur:
  — Not more than once a year, unless the parent and School otherwise agree.
  — At least once every 3 years, unless the parent and School agree that a reevaluation is not necessary.
  * An authorized School representative (principal or designee) must be involved in the decision.
  * Parent and School agreement that a reevaluation is not warranted must be documented through the Statement of Need for Reevaluation form.
- The School is not required to conduct reevaluations for students to meet the entrance or eligibility requirements of an outside institution or agency (e.g., vocational rehabilitation programs, colleges/universities, other postsecondary settings).

b. Timelines in Exceptional Circumstances

- Upon request of the School, the Superintendent of Public Instruction may extend the deadline for conducting the initial evaluations for not more than 15 school days.
- The deadline does not apply if the parent of the student repeatedly fails or refuses to deliver the student for the evaluation.
- If for any reason (such as extended illness of the student), it becomes impossible to complete the evaluation within 45 school days, School personnel should document the justification for the delay in writing. Delay should only occur in exceptional cases and the documentation for the justification should conform to the codes used in the School's student information system.

5.6 EARLY CHILDHOOD EVALUATION

5.6.1. Early Childhood Considerations.

The completion of formal eligibility reevaluations for students with disabilities who are 3, 4 or 5 years of age occur when warranted, including when other eligibility classifications are suspected.
In the case of a 5 year old who has a Developmental Delay eligibility, formal reevaluation procedures are required and this reevaluation must occur no later than the student's sixth birthday.

5.7 BILINGUAL EVALUATIONS

5.7.1. Language and Cultural Information

If there is reason to believe that the student may have limited English proficiency (LEP) and is being considered for referral for evaluation or has been referred for evaluation (as well as when an evaluation has been ordered by a hearing officer), the Site Administrator (or designee) should ensure that the following have occurred:

a. School personnel must have assessed and documented the student's proficiency in English and the student's native language. This language assessment must include:
    - an interview with the student's parent;
    - a determination of the language spoken in the student's home;
    - the language the student uses most comfortably and frequently;
    - the language the student uses to conceptualize and communicate; and
    - the student's levels of language proficiency in English and the native language if feasible to do so.

b. Information must be gathered about the student's cultural background, including:
    - the language spoken at home;
    - ethnicity;
    - socioeconomic status;
    - the extent to which school expectations may conflict with cultural expectations;
    - family mobility; and
    - other information which may be relevant to how the student functions at school.

c. Information must be gathered about the student's mode of communication through observation of the extent to which the student uses expressive and written language and other modes of communication as a substitute for expressive language (e.g., gestures, signing, or unstructured sounds).

5.7.2. Evaluations

If there are indications that a student may use a language other than English, the MDT must determine whether a bilingual evaluation is necessary, on a case-by-case basis. For the purpose of making such a determination, the MDT must include qualified personnel with knowledge of second language acquisition theory or document consultation with such a professional. When a bilingual evaluation is required, the MDT must consult with a Speech Language Pathologist or a bilingual School Psychologist, as needed, in determining which evaluation components must be conducted by qualified bilingual personnel, and which components may be conducted by site-based staff. During the evaluation process, the student's proficiency in their native language must be determined, if feasible, and must be documented in the evaluation report.

5.8 EVALUATIONS FOR SPECIAL EDUCATION STUDENTS WHO ARE INVOLVED IN THE DISCIPLINE PROCESS

5.8.1. In some circumstances a student who has not yet been determined to be eligible may be entitled to procedural protections under the IDEA and NAC. If there was a recognized suspicion of disability prior to the behavior infraction and recommendation of an alternative placement, discipline must cease, unless the infraction involved weapons, drugs or serious bodily harm, and an expedited evaluation must occur. The LEA is deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:

a. the parent of the student had expressed concern in writing, to School supervisory or administrative personnel, that the student is in need of special education and related services;
b. the parent of the student had requested an evaluation of the student; or
c. the teacher of the student, or other personnel of the School, had expressed specific concerns about a pattern of behavior demonstrated by the student, directly to a School director of special education or to other School supervisory personnel.

5.8.2. Exception: The LEA shall not be deemed to have knowledge that a student is a student with a disability if:

a. the parent of the student has not allowed an evaluation;
b. if the parent of the student has refused services;
c. the student has been evaluated and it has been determined that the student is not a student with a disability; or
d. the parent has revoked consent for special education and related services.

5.8.3. If a request is made for an evaluation during the time period in which the student is pending long-term disciplinary action (i.e. after the discipline infraction has occurred), an evaluation shall be conducted by the referring school in an expedited manner. Pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

5.9 HOMEBOUND EVALUATION

Evaluations for special education eligibility completed for students who are hospitalized or are receiving homebound services must follow standard procedures for evaluation. Evaluation practices may differ in terms of the setting and modifications required to complete evaluations with these students. Home-zoned school personnel are responsible for completing the evaluation.

5.10 EVALUATION REPORTS

5.10.1. At the conclusion of the evaluation process, a written report must be developed that summarizes the procedures employed, the results, and any educational implications. The MDT evaluation report may include assessment data from general and special education teachers and related services providers including a school psychologist, speech language pathologist, school nurse, occupational therapist, physical therapist, and other appropriate personnel.

5.10.2. The MDT evaluation report must include a detailed, educationally relevant description of the student's needs. The report must be written in succinct, readily understandable language, using as little educational jargon as possible. Each report should include, as appropriate:

a. student demographic information;
b. reasons for referral;
c. review of prior/previous interventions and student progress, and the student's educational history and classroom performance data;
d. evaluation methods used;
e. any variation from standard conditions in the administration of assessments, including variations in the qualifications of the person administering a test or the method of test administration;
f. results of all relevant assessments and interpretations of results, including the student's strengths and weaknesses;
g. a description of the student's relevant behavior during the evaluation, and the relationship of that behavior to the student's evaluation results and educational performance;
h. if a bilingual evaluation was conducted or considered, the language(s) used to test the student and the methods used;
i. environmental, cultural, or economic factors; and
j. professional recommendation regarding the student's eligibility for special education and related services.

5.10.3. Distribution of a draft MDT evaluation report to the parent at, or immediately prior to, scheduled eligibility meetings is an acceptable practice that can facilitate team collaboration and informed decision making. However, draft reports do not constitute educational records under FERPA and therefore, the parent is not entitled to earlier release of draft reports.

5.10.4. The MDT evaluation report must be signed by the person(s) conducting the evaluation, provide the dates the assessments were administered, and the date of the eligibility meeting. The parent must receive a copy of the MDT evaluation report and Statement(s) of Eligibility upon their completion at the formal MDT eligibility meeting. The MDT evaluation report must be maintained in the student's confidential folder.

5.11 INDEPENDENT EDUCATIONAL EVALUATIONS

5.11.1. Definition

An independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the School.

5.11.2. Right to evaluation

If a parent disagrees with an evaluation obtained by the School, the parent has the right to request an IEE. School personnel must respond to the request in a timely manner. School personnel must, without unnecessary delay, either:

a. ensure that an IEE is provided at the School's expense; or

b. initiate an impartial due process hearing, to demonstrate that the School's evaluation is appropriate. At School expense means that the School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

The parent may be asked about, but not required, to provide reasons for objecting to the School's evaluation prior to obtaining an IEE, but any request for such reasons may not be used to delay an IEE. For an independent educational evaluation to be 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, must be the same as the criteria the School uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an IEE.

Beyond these conditions, the School is not allowed to impose additional conditions or time lines.
If a hearing officer requests an IEE as part of a hearing, the cost of the evaluation must be at public expense. If a due process hearing results in a final decision that the School's evaluation is appropriate, the student's parent still has the right to an IEE, but not at the School's expense.
School personnel must consider an IEE, whether or not conducted at the School's expense, in any decision regarding the provision of a free appropriate public education to the student, so long as the IEE meets the School criteria. The results of an IEE may be presented as evidence in a due process hearing.

5.11.3. Procedures

a. If a parent requests an IEE, either verbally or in writing, the school must submit the request in writing along with the confidential folder to the Director of Related Services within two school days of the parent's request.
b. Within 15 school days of the receipt of the request, the Director will review the request and notify the parent of the decision in writing.
c. The decision will come from the Director of Related Services. The school will not respond to the parent.
d. The school will not send a Parental Prior Notice of School Refusal (CCF 567).

5.11.4. Notice of the Right to an Independent Educational Evaluation

School personnel must provide to parents, on request for an IEE, information about where an IEE may be obtained, including the School criteria applicable to IEEs. This information should be made available in a manner that is readily understandable to the general public, including parents whose native language is not English. For further information about the School's criteria for an IEE, contact the Office of Compliance and Monitoring.

5.11.5. Screenings

The screening of a student by a teacher or specialist to determine appropriate instruction strategies for curriculum implementation shall not be considered to be an evaluation for determining eligibility for special education and related services.

Chapter 6.0 ELIGIBILITY

This chapter describes:

6.1 The Eligibility Determination
6.2 The Multidisciplinary Team

6.3 Criteria for determining Eligibility
6.4 Report of the Eligibility Determination

6.1 THE ELIGIBILITY DETERMINATION

Once a student has been formally evaluated, the School must convene a meeting of the Multidisciplinary Team (MDT) to determine whether the student has a disability and whether the student is eligible for special education and related services. This chapter explains the general requirements for eligibility determination, eligibility criteria, the composition of the MDT, and the requirements for the team's reports. In order to ensure that required time frames are met for conducting an Individualized Education Program (IEP) meeting and that students begin receiving needed services in a timely manner, it is important to promptly schedule the MDT's eligibility determination. In many instances, the eligibility determination and the IEP meeting may be held on the same date, provided that all necessary participants for each meeting are available and appropriate prior notices were sent.

6.1.1. General Requirements of Eligibility Determination

a. Upon completion of a formal evaluation, an MDT of qualified professionals and the student's parent must determine whether the student is a child with a disability within the meaning of IDEA. IDEA defines a child with a disability as a child who has been formally evaluated, has one or more identified disabilities, and because of that disability, needs special education and related services.
b. A student must have at least one of the following disabilities, as defined in the NAC, to be eligible for special education services in Nevada:
    - autism;
    - hearing impairment (including deafness);
    - visual impairment (including blindness);
    - deaf-blindness;
    - orthopedic impairment;
    - health impairment, other than orthopedic impairment;
    - speech and language impairment;
    - traumatic brain injury;
    - mental retardation;
    - emotional disturbance;
    - specific learning disability;
    - multiple impairments; and/or
    - developmental delays (for a child aged 3 through 5 only).
c. A student is not considered eligible for special education services if the MDT determines, through an appropriate evaluation, that a student has one of the above disabilities but does not require special education services. Related services are a support service and are only provided to students eligible for special education services.
d. Speech and Language Impairment is one of the identified eligibilities under NAC. Speech/Language services may be considered as either specially designed instruction or related services.

6.1.2. Lack of Instruction in Reading or Math and Limited English Proficiency

a. A student may not be determined to be a child with a disability if the determinant factor for eligibility is:
    - lack of appropriate instruction in reading including the essential components of reading instruction;

— The essential components of reading instruction means explicit and systematic instruction in:
* phonemic awareness;
* phonics;
* vocabulary development;
* reading fluency, including oral reading skills; and
* reading comprehension strategies;

- lack of appropriate instruction in math; or
- limited English proficiency; and
- the student does not otherwise meet the eligibility criteria described in this chapter.

6.1.3. Restrictions

a. Drug or Alcohol Addiction

A student's drug or alcohol addiction may not serve as the sole basis for determining that the student has a disability for purposes of IDEA eligibility. However, a student with a drug or alcohol addiction is eligible under IDEA if the MDT determines that the student otherwise meets the criteria for one of the identified disabilities and needs special education and related services.

b. Students Incarcerated as Adults
The School is not responsible for initial child find activities for students who are convicted as adults and incarcerated in adult prisons.

6.1.4. Age Ranges for Eligibility

A child with a disability who has an educational need is eligible for services under IDEA when the child turns three years of age. A student's eligibility terminates when the student graduates with a regular high school diploma (Option 1) or reaches age 22, whichever is earlier.

6.1.5. Termination of Eligibility

a. Any termination of eligibility is considered a change in placement. Termination of eligibility occurs when the student:
   - graduates with a regular high school diploma (Option 1);
   - turns 22 years of age, or
   - is formally evaluated and found not eligible by the Multidisciplinary Team.

b. A Free Appropriate Public Education (FAPE) is available to any individual student with a disability who needs special education and related services. A student may still be eligible for special education even though they have demonstrated passing grades and are advancing grade to grade. The determination that a student is eligible under this part must be made on an individual basis by an appropriate MDT.

6.2 THE MULTIDISCIPLINARY TEAM

6.2.1. General Requirements for Membership

Membership requirements differ based on specific eligibility classifications, as defined by NAC. These requirements are identified in the following chart.

REQUIRED PARTICIPANTS AT MDT EVALUATION/ELIGIBILITY MEETINGS

Eligibility Category	**School Psychologist**	**Special Ed. Teacher/ Specialist**	**Gen. Ed. Teacher**	**Speech Pathologist**	**School Nurse**	**Parent**
Autism	X	X	X	X	X	X
Deaf/Blind*	X	X	**	R	X	
Developmental Delay	X	X	R	X		
Emotional Disturbance	X	X	X	X		
Health Impairment	X	X	X	X	X	
Hearing Impairment/ Deaf*	X	X	**	R	X	
Mental Retardation	X	X	X	X		
Multiple Impairment	X	X	X	X		
Orthopedic Impairment	X	X	X	X	X	
Specific Learning Disability	X	X	X	X		
Speech/ Lang. Impairment	X	X	X	X		
Traumatic Brain Injury	X	X	X	X	X	X
Visual						

Impairment
XX ** R X
* = Y.E.S. ACADEMY recommends an audiologist be present
X = Required member as indicated by the (NAC)
** = Two (2) specialists required in attendance
R = Recommended member by Y.E.S. ACADEMY
D = School required member
XX = Required member by Y.E.S. ACADEMY policy

6.2.2. Other Considerations

a. If eligibility is multiple impaired, participants must include required members for both the primary disability of mental retardation and the secondary disability.
b. A minimum of three (3) participants must be in attendance for any eligibility.
c. Health assessments are required for all eligibilities; however, a school nurse is not always a required participant in formal eligibility meetings.
d. The MDT may proceed with completing eligibility determinations without the parent's participation when reasonable efforts to encourage parent participation, through formal notifications and attempted notifications, have been made and documented.
e. Eligibility decisions are finalized as a function of the majority position among required team members, whereas IEP and placement decisions are typically finalized as a function of attaining consensus among required participants. In the absence of a consensus among MDT members for eligibility determination, the team must consider and determine the following factors:
    - were there sufficient discussions among team members over outstanding disagreements; and
    - is there enough information available to render a decision.
f. School psychologists will continue to be the lead team member in developing the MDT evaluation report for students with suspected disabilities of Hearing Impairment, Orthopedic Impairment or Visual Impairment.

6.3 CRITERIA FOR DETERMINING ELIGIBILITY

In order to determine that a student is eligible for special education and related services, the MDT must determine that the student meets the specific criteria under NAC for one or more disabilities. The following sections describe NAC criteria according to specific classifications.

6.3.1. Autism

a. Definition and Criteria for Determining Eligibility

NAC defines "Autism" to mean a spectrum disorder which:

- significantly affects the verbal and nonverbal communication and social skills of a person and is often characterized by repetitive activities and stereotyped movements, resistance to changes in environment or daily routine, and responding to sensory experiences in an unusual manner;
- is usually apparent before the age of 3 years; and
- adversely affects the educational performance of a student causing significant delays or irregular patterns in learning, or both. The term includes, without limitation, a group of developmental disorders such as autistic disorder, Asperger's disorder, atypical autism, pervasive developmental disorder and other disorders that share the characteristics

described above. The term Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in NAC.

6.3.2. Hearing Impairment

a. Definition

NAC defines "Hearing Impairment" to mean an impairment of the hearing mechanism which affects sound integration and prevents or delays the normal development of speech and language.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction if the MDT concludes that the student meets the following standards, as applicable:

- Hard of Hearing
  — the student has the ability, if aided, to hear and understand most spoken words;
  — the student's hearing mechanism, though defective, is sufficiently functional with or without the use of a hearing aid to allow a receptive flow of information; and
  — the student has an average hearing threshold of 30 decibels or more.
- Deafness
  — routine auditory communication is impossible for the student, or nearly so, because of the student's inability to discriminate among and understand the sounds that reach the student;
  — the sense of hearing of the student is nonfunctional for the ordinary purposes of life, whether as the result of congenital or post lingual deafness; and
  — the student has an average hearing threshold level, at 500, 1,000 and 2,000 Hz, of 92 decibels or more.

As used in this subsection, nonfunctional for the ordinary purposes of life means that the student does not receive speech sounds clearly enough through hearing, with or without amplification and notwithstanding the fact that he may be aware of loud or random noises, to develop language. A student under the age of 6 years can be eligible for the special services and programs under the classification of Hearing Impairment.

6.3.3. Visual Impairment

a. Definition

NAC defines "Visual Impairment" to mean an impairment which, despite correction, adversely affects or will adversely affect the ability of a student to benefit from or participate in an educational program without the assistance of special education.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on moderate or severe visual impairment if the MDT concludes that the student meets the following standards, as applicable:

- **Moderate Visual Impairment**
  — the student can use vision as the main channel of learning; and
  — the student's visual acuity is 20/70 or less in the better eye with the best possible correction; or

— the student suffers from a progressive deterioration of vision, the probable result of which will be the student's visual acuity is 20/70 or less in the better eye with the best possible correction.

- **Severe Visual Impairment**
  — the student's visual acuity does not exceed 20/200 in the better eye;
  — the student's vision in the better eye is restricted to a field which subtends an arc of not more than 20 degrees; or
  — the student suffers from a progressive deterioration of vision, the probable result of which will be one or both of the conditions described in the points above. A student under the age of 6 years can be eligible for the special services and programs under the classification of Visual Impairment.

6.3.4. Deaf-Blindness

a. Definition

NAC defines "Deaf-Blindness" to mean concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for students who are deaf or students who are blind.

b. Criteria for Determining Eligibility

Nevada regulations do not delineate specific criteria for determining Deaf-Blindness. To be determined eligible for services under the disability of Deaf-Blindness, the student must be eligible to receive services under both Hearing Impairment and Visual Impairment. A student under the age of 6 years can be eligible for the special services and programs under the classification of Deaf-Blindness.

6.3.5. Orthopedic Impairment

a. Definition

NAC defines an "Orthopedic Impairment" to mean a severe impairment that adversely affects the student's educational performance and which results from:

- congenital anomaly including without limitation, clubfoot and absence of a member;
- a disease, including without limitation, bone tuberculosis and poliomyelitis; or
- any disease including without limitation, cerebral palsy, an amputation and a fracture or burn that caused a contracture.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction if the MDT determines that the student suffers from a Severe Orthopedic Impairment which adversely affects the student's educational performance. To determine whether an Orthopedic Impairment adversely affects educational performance, an analysis must be conducted of the impairment to determine whether the student can function in a regular classroom.

6.3.6. Health Impairment other than Orthopedic Impairment

a. Definition

NAC defines **"**Health Impairment" to mean an impairment that limits the strength, vitality or alertness of the student, including, without limitation, a heightened alertness to environmental stimuli which results in limited alertness with respect to the educational environment and which:

- is caused by chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, childhood disintegrative disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, Rett's disorder, sickle-cell anemia, and Tourette syndrome (this list of specific health conditions is meant to illustrative, notexhaustive); and
- adversely affects the educational performance of the student.

b. Criteria for Determining Eligibility

A student is eligible for special services and programs of instruction if the MDT concludes that the student has a health impairment other than an orthopedic impairment which could reasonably be interpreted as adversely affecting the educational performance of the student. Adversely affecting educational performance may include, without limitation, difficulty concentrating, chronic fatigue and impulsiveness which interfere with the student's ability to be educated.

c. Some students with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) may be eligible for special education and related services by meeting the criteria for Health Impairment, or may be eligible based on meeting the criteria described in this chapter for another type of disability. Those students would be classified as eligible for services under the Health Impairment definition if:

- the ADD or ADHD is determined to be a chronic health problem that results in limited alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment);
- the ADD or ADHD adversely affects educational performance; and
- special education and related services are needed to address the ADD or ADHD.

6.3.7. Speech and Language Impairment

a. Definition

NAC defines "Speech and Language Impairment" to mean a disorder relating to language, articulation, fluency, or the use of the voice which:

- is outside the range of acceptable variation in a given environment;
- is inconsistent with the chronological or mental age of the student; or
- affects the emotional, social, or educational adjustment of the student.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on a speech and language impairment if the MDT concludes that the student meets the following standards, as applicable:

- that an impairment exist;
- the student has demonstrated the ability to profit from speech and language therapy; and
- the student requires a program of instruction, because of the nature or severity of the student's impairment, which is not feasible in the current educational setting because:

— intensive remedial techniques or strategies, which can only be implemented in a clinical or therapeutic setting, are required to improve communication skills of the student;
— the nature of the impairment requires that the student receive the services of a speech and language pathologist; or
— the impairment is of such severity or multiplicity as to require individual or small group management that is available only in a speech and language program.
The MDT may find that a student has a Speech and Language Impairment based on a deficit or disorder with respect to:

- phonology or articulation, as indicated by the presence of three or more of the following conditions:
  — the student has the physiological potential to make the neuromuscular adjustments necessary for oral
  expression;
  — the student's lack of intelligibility interferes with communicative ability;
  — the student cannot adequately discriminate, initiate, or sequence sound patterns;
  — the student's ability to articulate is significantly less than that which is expected in view of the student's cognitive abilities and level of development; or
  — the deficit or disorder has an adverse social, emotional, or academic effect on the student.
- use and comprehension of language, as indicated by the presence of two or more of the following conditions:
  — the student's ability to comprehend language is significantly less than that which is expected in view of the cognitive abilities and level of development of the student;
  — the student's pragmatic use of language is inappropriate; or
  — the deficit or disorder has an adverse social, emotional, or academic effect on the student.
- fluency of speech, as indicated by the presence of two or more of the following conditions:
  — the student's speech is observed to be dysfluent;
  — the severity of the deficit or disorder is such that it interferes with the student's communication; or
  — the deficit or disorder has an adverse social, emotional, or academic effect on the student.
- quality, pitch, or intensity of voice, as indicated by the presence of two or more of the following conditions:
  — voice therapy is recommended by a physician or another person certified as a specialist in the identification and treatment of oral, nasal, or laryngeal anomalies;
  — the severity of the deficit or disorder is such that it interferes with the student's communication; or
  — the deficit or disorder has an adverse social, emotional, or academic effect on the student.

A student with limited English proficiency is eligible for the special services and programs of instruction on the same basis as other students, if the impairment:

- manifests itself in the student's native language and in English; and
- is not attributable to the phonological system of the student's native language, or to dialectical differences of articulation and language form between that language and English. A student under the age of 6 years can be eligible for special services and programs under the classification of Speech and Language Impairment.

6.3.8. Traumatic Brain Injury

a. Definition

NAC defines "Traumatic Brain Injury" to mean an injury to the brain caused by an external force that results in the total or partial functional disability or psychosocial impairment of a person, or both. Except as otherwise provided in this section, the term applies to any injury to the brain which adversely affects educational performance including, without limitation, injuries affecting a student's:

- cognitive abilities;
- speech;
- language;
- information processing;
- memory;
- attention;
- reasoning;
- abstract thinking;
- judgment;
- problem solving abilities;
- sensory, perceptual and motor skill abilities;
- psychosocial behavior; and
- physical functions.

The term does not include injuries to the brain that are congenital or degenerative or which are induced by trauma during birth.

b. Criteria for Determining Eligibility

A student is eligible for special services and programs of instruction if the MDT concludes that the student has a traumatic brain injury that adversely affects the student's educational performance. In making the determination, the eligibility team shall consider, without limitation:

- medical documentation of the injury;
- the student's educational performance relative to a normative population;
- the student's strengths and weaknesses; and
- if possible, the student's educational performance before and after the student acquired the injury.

6.3.9. Mental Retardation

a. Definition

NAC defines the term "Mental Retardation" as a condition that:

- is characterized by intellectual functioning at a level that is significantly below average, and which exists concurrently with related limitations in two or more of the following adaptive skill areas:
  — communication skills;
  — self-care;
  — home living;
  — social skills;

— use of the community;
— self-direction;
— health and safety;
— functional academics;
— leisure; and
— work;

- manifests before the age of 18 years; and
- adversely affects the educational performance of a student.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on mild, moderate, severe, or profound mental retardation if the MDT concludes that the student meets the following standards, as applicable:

- **Mild Mental Retardation**
  — the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 2 standard deviations below the mean score for that test;
  — the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student is experiencing difficulty; and
  — the academic achievement is generally consistent with the cognitive abilities and adaptive skills of the student.
- **Moderate Mental Retardation**
  — the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 3 standard deviations below the mean score for that test;
  — the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student has markedly lower capabilities; and
  — the academic achievement and speech and language development is generally consistent with the cognitive abilities and adaptive skills of the student.
- **Severe Mental Retardation**
  — the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 4 standard deviations below the mean score for that test;
  — the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student has extensively lower capabilities; and
  — the developmental functioning of the student is generally consistent with the cognitive abilities and adaptive skills of the student.
- **Profound Mental Retardation**
  — the measured cognitive abilities, as determined by an acceptable individual standardized test, are at least 5 standard deviations below the mean score for that test;
  — the adaptive skills, in comparison with those members of the student's chronological peer group, indicates that the student has extremely limited capabilities; and
  — the developmental functioning of the student is generally consistent with the cognitive abilities and adaptive skills of the student.

6.3.10. Emotional Disturbance

a. Definition

NAC defines "Serious Emotional Disturbance" to mean a severe emotional disorder that:

- is exhibited by a person for at least 3 months;
- adversely affects academic performance; and

- includes one or more of the following:
  — an inability to learn which is not caused by an intellectual, sensory or health factor;
  — an inability to engage in or to maintain interpersonal relationships with peers and teachers;
  — inappropriate behavior or feelings;
  — a general and pervasive mood of unhappiness or depression;
  — a physical symptom associated with a personal or academic problem; or
  — the expression of fears regarding personal or academic problems.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on an emotional disturbance if the MDT concludes that:

- the student exhibits one or more of the characteristics described in section below;
- these characteristics have been evident for at least 3 months;
- Nevada regulations specify that a student is not eligible for special education and programs of instruction solely because of sensory, intellectual, or health factors or the student is socially maladjusted or has a conduct problem. A student who is socially maladjusted or has a conduct problem may not be determined to be eligible for special education services and programs of instruction unless the MDT concludes that the student otherwise meets the eligibility criteria.

6.3.11. Specific Learning Disability

a. Definition

NAC defines "Specific Learning Disability" to mean a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language which is not primarily the result of a visual, hearing or motor impairment, mental retardation, serious emotional disturbance, or an environmental, cultural or economic disadvantage. The disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations. The disorder includes, without limitation, such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on specific learning disabilities if the MDT concludes that:

- The student does not achieve adequately for the student's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards:
  — oral expression;
  — listening comprehension;
  — written expression;
  — basic reading skills;
  — reading fluency skills;
  — reading comprehension;
  — mathematics calculation; or

— mathematics problem solving;

- The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this subsection when using a process based on the student's response to scientific, research-based intervention; or the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability; and
- The findings in this subsection are not primarily the result of:
  — a visual, hearing, or motor disability;
  — mental retardation;
  — emotional disturbance;
  — cultural factors;
  — environmental or economic disadvantage; or
  — limited English proficiency.
- Interventions implemented in general education classrooms have not remedied any identified underachievement.
- Any identified underachievement or severe discrepancy between achievement and intellectual ability is not correctable without special education services.
- If the School determines that student has not made sufficient progress to meet age or State-approved grade level standards in one or more of the areas identified in this subsection when using a process based on the student's response to scientific, research-based intervention, the public agency must document:
  — the instructional strategies used and the student centered data collected; and
  — that the student's parents were notified about:
  * the Department's policies regarding the amount and nature of student performance data that would
  be collected and the general education services that would be provided;
  * strategies for increasing the student's rate of learning; and
  * the parents' right to request an evaluation to determine whether the student is eligible for special education and related services.
- The MDT must document the determination of eligibility which must contain:
  — a statement as to whether the student has a specific learning disability;
  — the basis for making that determination, including an assurance that the determination has been made in accordance with NAC;
  — a description of the relevant behavior noted during the observation of the student;
  — a statement of the relationship of that behavior to the academic functioning of the student;
  — any educationally relevant medical findings;
  — a statement as to whether the student does not achieve adequately for the student's age or to meet State approved grade-level standards and:
  * the student has not made sufficient progress to meet age or State-approved standards when using a process based on the student's response to scientific, research based intervention; or
  * the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development.

— a statement that any identified underachievement or severe discrepancy between achievement and intellectual development is not correctable without special education services;
— the conclusion of the team concerning the effect upon the student of any visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
— if the student has participated in a process that assesses the student's response to scientific, research-based intervention:
* the instructional strategies used and the student centered data collected; and
* documentation that the student's parents were notified about:

- the Department's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
- strategies for increasing the student's rate of learning; and
- the parents' right to request an evaluation to determine whether the student is eligible for special education and related services.

— a certification by each member of the team that the report reflects the member's conclusions or, if the report does not reflect the conclusions of a member, a minority report of the conclusions of that member.

Students with ADD or ADHD who are eligible for special education and related services may meet the criteria for "Health Impairment," "Specific Learning Disability" or "Emotional Disturbance", depending upon the student's profile.

6.3.12. Multiple Impairment

a. Definition and Criteria for Determining Eligibility

NAC defines "Multiple Impairments" to mean that a student meets the requirements for eligibility for students with mental retardation and the requirements for eligibility for any additional disabling condition, other than a Specific Learning Disability, Developmental Delay or a Speech and Language Impairment.

6.3.13. Developmental Delay

a. Definition

NAC defines "developmental functioning" to mean cognitive abilities, gross and fine motor skills, self-help, social and emotional condition, and the skill in the use of receptive and expressive language.

b. Criteria for Determining Eligibility

Nevada regulations provide that a student is eligible for special services and programs of instruction based on Developmental Delay (DD) if the Multidisciplinary Team concludes that the student demonstrates a delay of at least two standard deviations in one, or at least one standard deviation in two or more, of the following areas:

- receptive or expressive language;
- cognitive abilities;
- gross or fine motor function;

- self-help;
- social or emotional condition.

c. Termination of Eligibility

A student may no longer be identified with a developmental delay if:

- the student maintains appropriate developmental functioning in all developmental areas for 6 months or more, and the MDT, based on evaluation data, concludes that special education services are no longer necessary; or
- the student reaches age 6. For students who have DD classification and are approaching the age of 6, the School should reevaluate to determine whether the student has another disability that would require continuing special education services.

6.4 REPORT OF THE ELIGIBILITY DETERMINATION

6.4.1. Preparation of the Reports

The MDT must document its determination of a student's eligibility or ineligibility for special education services in a written evaluation report and statement of eligibility. All team members must indicate that the evaluation report is an accurate summary of their analysis and conclusions by signing the final report. All evaluation reports must be filed in the student's confidential folder (All students who have been formally evaluated should have a confidential folder developed and maintained at the current school site, whether or not the student was found eligible). The MDT must complete a statement of eligibility for each disability formally considered by the team. The parent must be provided a copy of finalized statements of eligibility (CCF 542-553) and evaluation reports on which the determination of the student's eligibility or ineligibility is based. When the eligibility determination is based on the conclusions of the majority of the team, and some members disagree, the team may consider whether to prepare a written report of the minority's conclusion (**required** for minority conclusions when determining specific learning disability eligibility). A minority report must be attached to the pertinent statement of eligibility in the confidential folder.

6.4.2. Content of the MDT Evaluation Report

The evaluation report should discuss the MDT's findings and conclusions regarding whether the student has a specific disability and whether, because of that disability, the student needs special education and related services. The report should discuss the basis for these conclusions, with reference to the definitions, criteria, and required evaluation components for each particular area of disability considered, including those rejected by the team. The report should describe the student's areas of deficit and strengths and the resulting effects on student's learning, functional performance, and academic achievement. An evaluation report must include the reason for referral, required assessments by disability classification, and determination of special education need. The report should specifically recommend any additional evaluations when needed. If no such recommendation is made, the presumption will be that the MDT has concluded that no additional evaluation is required. The report should be written in clear and concise language understandable to the parent and others who may refer to it.

Chapter 7.0 INDIVIDUALIZED EDUCATION PROGRAMS

INTRODUCTION

Once a determination has been made that a student has a disability and needs special education and related services, an Individualized Education Program (IEP) must be developed for the student in accordance with the procedures and standards described in this Chapter. An IEP is a written program designed to provide special education and related services in accordance with the student's disability related needs.

This chapter describes:

7.1 Prior Written Notice
7.2 Parental Participation
7.3 IEP Meeting Participants
7.4 Consent for Initial Provision of Special Education and Related Services
7.5 Types of IEPs
7.6 IEP Components
7.7 Students with disabilities in adult prisons
7.8 Conducting an IEP meeting

7.1 PRIOR WRITTEN NOTICES

7.1.1. Parental Prior Notice of School Proposal (CCF 563)

a. A reasonable time before a proposed IEP meeting, the Site Administrator or designee must provide prior written notice of the meeting to the parent. It is School policy that at least two written prior notices must be provided to the parent and student (if 14 years or older).
b. Beginning when a student reaches age 14, the notice must indicate that a proposed action of the meeting is to also plan transition services and a copy of the notice must be provided to the student.

7.1.2. Proposed Meeting Arrangements (CCF 564)

a. A reasonable time before a proposed IEP meeting, the Site Administrator or designee must also provide proposed meeting arrangements to the student's parent.
b. The meeting arrangements include time, date, location and participants of the IEP meeting.
c. Beginning at age 14, the student must be invited to attend the meeting and be provided a copy of the meeting arrangements.
d. The Proposed Meeting Arrangements (CCF 564) and the Parental Prior Notice of School Proposals (CCF 563) must use understandable language and be provided in the native language or other mode of communication of the parent.
e. A copy of the Proposed Meeting Arrangements (CCF 564) and the Parental Prior Notice of School Proposals (CCF 563) must be filed in the student's confidential folder and documented in the status record that a copy was given to the parent and the student (14 years or older). See Chapter 3.0 on Prior Notices for additional information and procedures.

7.2 PARENTAL PARTICIPATION

7.2.1. The Site Administrator or designee must take steps to ensure that one or both of the student's parents are present at each IEP meeting or are afforded the opportunity to participate in the development of the student's IEP.

7.2.2. IEP meetings should be scheduled at a mutually agreed upon time and place, and the parent should be notified well enough in advance of the meeting to ensure that they will have an opportunity to attend. If neither parent can attend an IEP meeting, the Site Administrator or designee must use other

methods to ensure parent participation, (this could include a telephone conference call, video conference, or other means with the required team members present).

7.2.3. The School may proceed with an IEP meeting without a parent in attendance, if and only if, the School has detailed records of all required attempts to ensure parent participation as described in 7.2.4. below.

7.2.4. All efforts to arrange a mutually agreed upon time and place for the meeting must be documented in the student's confidential folder, including:

a. detailed records of telephone calls made or attempted and the results of those calls;
   - It is School practice that at least one telephone call is made, and follow-up calls are made if staff is unable to speak with the parent directly over the phone. If parents don't have a phone, document other methods to contact parent.

b. copies of correspondence sent to the parent and any responses received; and
   - It is School practice that at least two written notices must be provided to the parent and student (if 14 years or older). c. detailed records of any visits made to the parent's home or place of employment and the results of those visits.

7.2.5. The School should take whatever action is necessary to ensure that the parent understands the proceedings of the IEP meeting, including arranging for an interpreter for a parent who is hearing impaired or whose native language is other than English.

7.2.6. If a parent leaves an IEP meeting before its conclusion, staff should note the parent's departure in the status record located in the student's confidential folder and either continue the meeting and complete the IEP or reschedule the meeting to complete the IEP. This would depend on the circumstances surrounding the departure of the parent.

7.3 IEP MEETING PARTICIPATION

7.3.1. Required participants

The Site Administrator or designee is responsible for ensuring that the IEP Team includes the following required participants:

a. one or both of the student's parents;
   - If the student has more than one teacher, the Site Administrator or designee may designate which teacher(s) will participate.
   - If the student does not currently access general education classes, a general education teacher knowledgeable of the grade level curriculum must attend.

b. a School representative who acts as the Local Education Agency (LEA) representative and is:
   - qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
   - knowledgeable about the general curriculum;
   - knowledgeable about the availability of School resources; and
   - a Site Administrator or designee who has the authority to commit School resources and ensure that IEP services will be provided.

c. at least one General Education Teacher who teaches the student;

d. at least one Special Education teacher or provider who is or will be responsible for implementing the IEP; and
   - For example a student who receives only speech/language services, the speech/language pathologist would serve as the special education teacher.

e. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above (other than the parent).

7.3.2. Additional participants who must be invited

a. In the case of an IEP that includes transition services or considers the student's transition service needs:
   - the student must be invited;
   - upon parental consent, a representative of a participating agency that is likely to provide or pay for transition services must be invited if the IEP is to include transition services or to consider the student's transition service needs. A parent can refuse to provide consent for the School to invite other agencies that are likely to be responsible for providing or paying for transition services.
b. In the case of an IEP for a student that has reached the age of majority (age 18), the parent may be invited by the student.
c. In the case of an IEP that includes a related service, the provider must be invited (attendance is not required) if the student's evaluation has identified a need for a particular related service or if a related service is to be discussed as part of the IEP meeting.
d. In the case of an IEP that includes the related service of transportation, a representative from the transportation department must be invited (attendance is not required) if the following is being discussed:
   - consideration of a bus aide;
   - consideration of an adjusted schedule;
   - consideration of implementing a behavior plan; and
   - medical or safety concerns.
f. In the case of an initial IEP meeting for a preschool child who previously received early intervention services, the School must notify the parent that upon the parent's request, the School will invite the service coordinator or representative of the child's early intervention system to participate in the meeting.
g. In the case of an IEP for a student whose parent is deaf or whose native language is other than English, the School must take whatever action is necessary to ensure the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter.
h. In the case of an IEP for a student enrolled in a private school and receiving special education services from the School, the School must invite a teacher or other representative of the private school to the meeting. If the representative is unable to attend the meeting, the School will use other methods to
i. ensure participation (e.g., telephone conference) and consult with the private school representative regarding present levels of performance and progress.

7.3.3. Other participants that may be invited

a. The School has the right to invite additional participants who have knowledge or special expertise concerning the student to the IEP meeting. The parent must be provided this information in writing on the Proposed Meeting Arrangements form (CCF 564).
b. If behavioral concerns are going to be discussed, a person who is knowledgeable about positive behavioral supports may be invited. This person may be a special education teacher, school counselor, school psychologist, behavior mentor teacher or special education instructional facilitator.
a. The parent has the right to bring additional participants to an IEP meeting who have knowledge or special expertise regarding the student. The parent determines the knowledge or special expertise of the additional participants. This may include friends, family members, neighbors,

attorneys and advocates. The parent may indicate who they are bringing when responding to the proposed meeting arrangements, however, it is not required.

7.3.4. Non-Attendance

The School's policy is that all required members must be in attendance and remain for the duration of every IEP meeting (see Section 1 and 2 7.3.1. for required members), although IDEA permits nonattendance of IEP team members.

7.3.5. Excusal

The School's policy is that all required members must be in attendance and remain for the duration of every IEP meeting, although IDEA permits excusal of IEP team members from an IEP meeting with parent agreement.

7.4 CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

7.4.1. Consent for the Initial Provision of Services (CCF 556) is only obtained after the initial eligibility has been determined in the State of Nevada

a. Consent for Initial Provision of Services must be obtained before the Initial IEP meeting.
b. Before consent is obtained, the parent must be provided with an explanation of the continuum of services.
c. The parents must be fully informed of the special education and related services that may be found to be needed for their child rather than the exact program of services that would be included in the IEP.
d. The School may not initiate a due process hearing to provide special education and related services to a student when a parent refuses to consent to initial services. A student whose parent has refused consent for initial services would not be provided special education and related services and would continue to receive general education services.

7.4.2. Revocation of Consent for Special Education and Related Services

a. The School must respond to any parent request for termination of services. A student may only be removed from special education for the following reasons:
    - found not eligible through a reevaluation;
    - graduation with an Option One/Standard diploma;
    - aging out at 22 years old;
    - written revocation of consent by parent and the School's issuance of prior notice of revocation of services; or
    - the decision of a hearing officer.
b. If at any time following the initial provision of special education and related services, the parent **revokes consent** for the continued provision of special education and related services;
    - the parent must submit a written request for revocation of consent to the Superintendent of the School;
    - upon receipt of the request from the Superintendent's Office, the Office of Compliance and Monitoring (OCM) will:
      — send the parent a prior written notice to change the student's placement;
      — notify the school of the date when services will be discontinued:
        * within ten calendar days from the date the prior notice is sent to the parent

* the school will continue implementing the student's IEP until the date indicated in the notification letter.
— direct the school to document on the status record of the confidential folder the date that services will be discontinued.
— notify SEMS, Case Management/or Early Childhood and Transportation if transportation is a related service.

- after services have been terminated through revocation, the school is not required to convene an IEP Team meeting or develop an IEP for further provision of special education and related services;
- the School cannot initiate a due process hearing or mediation procedures to continue special education and related services for a student when their parent has revoked consent;
- if at a later date the parent requests that special education services be reinstated, the request will be treated as an initial referral;
- if the parent requests that the special education records be expunged, Family Educational Rights and Privacy Act (FERPA) procedures for amending records are followed;
- if the student engages in behavior that may result in a disciplinary change of placement:
  — the student is not entitled to the protections under IDEA;
  — the School is deemed not to have knowledge of a suspicion of a disability; and
  — the student will be disciplined as a general education student.
- The parent consent is for the initial provision of special education and related services generally not for a particular service.
  — a parent cannot revoke one service (e.g. revoke resource services but want the speech/language services).
  — if a parent disagrees with the provision of any particular service, they can pursue their due process rights by requesting a hearing.

7.5 TYPES OF IEPS

Requirements for Prior Written Notice, Parental Participation, and IEP Meeting Participants must be met for all types of IEP meetings.

7.5.1. Initial IEP

a. **Purpose**

- An Initial IEP is the first IEP developed following the Initial Eligibility in the state of Nevada and Consent for Initial Provision of Services.
- In the case of a student that was previously determined eligible and then exited from special education services in Nevada, any new eligibility determination in Nevada would be followed by an Initial IEP.
- In the case of a student that was previously determined eligible in Nevada and moved to another state or was not in school and then re-enrolled in Y.E.S. ACADEMY with an expired IEP and expired eligibility, see Transfer Flow Chart Chapter 5.0.

b. **Time lines**

- An Initial IEP meeting must be convened within 30 calendar days after the date of the eligibility determination. It may be held immediately following the eligibility determination, but no later than 30 calendar days.
- An Initial IEP must be in effect before special education and related services are provided to the student.

- An Initial IEP must be in effect by the third birthday if a student is receiving services through an Individualized Family Service Plan (IFSP) and continues to be eligible for services. The Initial IEP team must consider the student's IFSP.

c. **IEP Development**
- After Consent for Initial Provision of Special Education and Related Services is signed, an Initial IEP is developed based on current information which may include: educational records, formal and informal assessments, teacher reports and observation data, medical records, interviews with student, parent, and school personnel and any outside information provided by the parent.
- If a parent refuses to consent to initial services, the School may not initiate a due process hearing to provide special education and related services to a student.
- A student whose parent has refused consent for initial services is not provided special education and related services and therefore an IEP does not need to be developed.
- See Procedural Safeguards Chapter 2.0 for additional information and procedures.

7.5.2. Annual IEP

a. **Purpose**
- An Annual IEP is the yearly review and revision of the current IEP.

b. **Time lines**
- After the Initial IEP is developed, the School must ensure that the IEP team reviews/revises the student's IEP periodically, but no less than annually, to determine whether the annual goals are being achieved. • While the student remains eligible under IDEA, the Annual IEP must be held on or before the one year anniversary of the date of the previous Annual IEP.
- The School must ensure that each student with a disability within the School has a current IEP in effect at the beginning of each school year.
- An IEP must be implemented as soon as possible following its development. There can be no undue delay in providing special education and related services to the student.

c. **IEP Development**
- Prior to the development of the annual IEP, each goal in the current IEP must be reviewed for progress.
- An Annual IEP must be developed based on current information which may include: educational records, formal and informal assessments, teacher and related service provider reports and observation data, medical records, interviews with student, parent, and school personnel and any outside information provided by the parent.
- In the event that the parent cannot, or does not participate in the annual review, the IEP team must proceed with the development of the Annual IEP, provided that the parental prior notice requirements have been met.

7.5.3. IEP Review/Revision

a. **Purpose**
- the IEP Review/Revision is to ensure services continue to be appropriate based on new information and/or School or parental concerns.

b. **Time lines**

- Anytime before the annual review, the parent or the School may request to reconvene the IEP team to review and possibly revise the IEP.
- If a parent requests a meeting and the team agrees with the need for a revision, a prior written notice of proposal and meeting arrangement (CCF 563 & 564) must be provided to the parent.
- If the team disagrees with the need for a revision meeting, a prior written notice of refusal (CCF 567) must be provided to the parent.
  See Prior Notice Chapter 3.0 for additional information and procedures.

c. **IEP Development**
- An IEP review and/or revision may be required, as appropriate, to address the following:
  — the results of any evaluation;
  — disciplinary actions that result in a disciplinary change of placement, Alternative Instructional Arrangement (AIA);
  — lack of expected progress towards the annual goals;
  — lack of expected progress in the general education curriculum;
  — any proposed placement change;
  — information about the student provided to or by the parent; or
  — the student's anticipated needs (supplementary aids/services).
- During the IEP revision, the entire annual IEP does not need to be reviewed. Items discussed are related to the purpose of the meeting as identified in the prior notice and other areas agreed upon by the team.

d. **Revision without a Meeting**
Although IDEA allows the parent and the LEA to agree to make changes to an annual IEP without a meeting, the School will **not implement** this provision of the statute.

7.5.4. Interim IEP

a. **Purpose**
- an Interim IEP is to provide appropriate special education services until the School either conducts an evaluation and/or develops a new IEP.
- The School's Interim placement procedure is reserved for a transfer student, both in-state and out-of-state, with a current special education eligibility but an expired IEP from other school Schools.

b. **Timelines**
- The transfer student should be registered by the home zone school and assigned a student number regardless of the
- special education programming available at that school.
- The transfer student should be enrolled as expeditiously as possible in either the home zoned school (general education support or resource support) or when assigned by Case Management, at a nearby school offering appropriate specialized programming outside the home zoned school.
- An Interim IEP meeting must be scheduled and an interim IEP developed in order to determine the student's appropriate placement for the interim period.
- All placements in specialized programs must be formally assigned via the Student Support Services Division (SSSD) Case Management Office.
- The Interim IEP expires in 30 calendar days from the date it was developed. See Evaluation Chapter 5.0 on Transfer Students for additional information and procedures.

c. **IEP Development**

- An Interim IEP should be developed based on available information which may include: educational records, medical records, and interviews with student, parent, and prior school staff.
- Educational records may be exchanged between schools without parent consent under FERPA. However, an Authorization for Release of Confidential Information (CCF 503) must be signed by a parent to obtain records from outside agencies.
- The Interim IEP must include all the required components of an IEP as described in section 7.6.
- In developing the Interim IEP, the team may need to rely on a limited amount of information which may not be current. This information will serve as a basis to develop the Interim IEP until the School develops a new IEP.
- An Initial Provision of Special Education and Related Services (CCF 556) must be completed prior to implementing the Interim IEP.
- Within 30 calendar days of the development of the interim IEP, the MDT/IEP team must reconvene to address eligibility and develop a comprehensive IEP.

7.5.5. Temporary Placement IEP

a. **Purpose**

- A temporary placement IEP is for a student with a current out-of-School eligibility and current IEP.
- The current out-of-School IEP is implemented to provide comparable special education services until the School either conducts an evaluation and/or develops a School IEP.

b. **Time lines**

- The current out-of-state IEP can be implemented for no longer than 45 school days from the date Authorization for Temporary Placement (CCF 554) was obtained.
- The transfer student should be registered by their home zoned school and assigned a student number regardless of the special education programming available at that school.
- The transfer student should be enrolled as expeditiously as possible in either the home zoned school (general education support or resource support) or when warranted at a nearby school offering appropriate specialized programming.
- All placements in specialized programs must be formally assigned via the Student Support Services Division (SSSD) Case Management Office.
- Educational records may be requested and obtained from out-of-School schools without parental consent
- under FERPA. However, an Authorization for Release of Confidential Information (CCF 503) must be signed by a parent to obtain records from outside agencies.

c. **IEP Development**

- The Site Administrator (or designee) reviews the student's educational records and consults with the parent in order to provide services. The public agency (in consultation with the parent) must provide the student with a Free Appropriate Public Education (FAPE) by either:
  - — implementing the current out-of-School IEP as written; or
  - — implement the current out-of-School IEP with revisions.
- The IEP team including the parent would utilize IEP Review/Revision procedures to make necessary changes.
- Authorization for Temporary Placement (CCF 554) must be obtained from the parent prior to providing services.

- The School is required to provide comparable services which means services that are "similar" or "equivalent" to those described in the student's IEP from the previous school.
- If the parent disagrees with the School's comparability of services the stay put would not apply because Nevada eligibility has not been determined. The student will be placed in general education.
- Within 45 school days of the consent for temporary placement, the MDT/IEP team must convene to address eligibility and develop a comprehensive IEP.
- If the student is found not eligible, an exit IEP is not required.

7.5.6. Homebound IEP

a. **Purpose**
Homebound is a temporary service for all students with health issues due to injury or illness. If a student is eligible to receive special education and related services, Homebound becomes an educational placement. Therefore, an IEP revision is written to address a change of placement.

b. **Time lines**
- A licensed physician completes the referral and provides a treatment plan. The information on the referral must be verified before homebound services can begin. The fact that the student will be or anticipated to be absent for an extended period must be substantiated by a qualified physician who is acting within their authorized scope of practice. For additional information, see Placement Chapter
- 8.0.
- It is the responsibility of the home zoned school to ensure a timely submission of the form(s) required to receive homebound services in order for the student to have continuity of educational service.
- After the receipt of a completed Homebound referral, the home zoned school staff initiates a Revision IEP meeting.

c. **IEP Development/Meeting**
- The home zoned school is responsible for conducting all events (i.e., homebound revision IEP, annual IEP, three year reevaluation and the anticipated date of return to school). The home zoned school needs to contact the Homebound Office regarding any approaching due dates to coordinate meetings and gather information.
- The home zoned school is responsible for inviting all pertinent/required members of the IEP team and distributing all necessary notifications (CCF 563 & CCF 564).
- A Homebound staff member must be included in the IEP meeting. DO NOT hold a Homebound Revision IEP without participation from the Homebound Office.
- During the IEP meeting, the Homebound representative cannot substitute for any IEP required participant (LEA, SET or GET). The Homebound representative will sign the IEP cover page in the area marked "other."
- The school nurse or school psychologist provides current health/psychological information for the IEP.
- At a minimum, the homebound revision IEP must include:
- IEP Page One (CCF 530), present levels of performance addressing the student's current medical condition (CCF 600), specially designed instruction (CCF 604), and placement page (CCF 606). Other pages may be included, if appropriate.
- Instruction is intended to reflect the student's educational program as outlined in the student's IEP. The amount of instruction is dependent on several factors: the student's IEP, the age of the student, the grade of the student, the nature of the defined health

issues, the identified schedule of the secondary student, NAC, and other disability related needs. The actual determination of the amount of weekly instructional hours is determined by the IEP team after due consideration of the above factors.

- The Homebound teacher must be provided a copy of the student's Annual IEP and the Revision IEP indicating the need for Homebound instruction. The assigned Homebound teacher must follow the IEP as written.
- If related services are part of the IEP, the Homebound teacher must confirm with the parent that related services are being provided in the home. The Homebound teacher must contact the Homebound Office if related services have not been initiated.
- The Homebound Office is responsible for submitting progress reports and grades the student has earned to the attending school. Recording and disseminating the report card to the family is the responsibility of the home zoned school.
- The Homebound Office must report a student's attendance to schools by the tenth day of each month. The zoned school must maintain student attendance. Students who return to their school of attendance prior to the end of the semester may require a reduced schedule until the new semester begins. This must be determined by the team and addressed on the accommodations page of the IEP.
- During any period of Homebound services, the Homebound instructor is responsible for providing all applicable books,
- materials, and assignments from the student's classroom teacher and/or service providers; reviewing completed assignments with the student; and returning materials to the student's teacher for grading and/or credit. During any provision of Homebound services, an adult (other than the Homebound instructor) aged 21 or older must be present.
- If the student will continue to be on Homebound placement at the beginning of a new school year and the doctor's orders have expired, a new application must be completed to update the student's condition and the IEP team must determine if the need for Homebound placement continues.
- Homebound is a placement decision, therefore the IEP team must convene an IEP for placement to homebound and placement back to the school campus. The IEP may include two placement pages. The first page indicating the Homebound placement and the second page indicating the placement after a physician has released the student and the student no longer requires Homebound.

d. **Private Mental Health Treatment Facilities**

- If a parent enrolls a child in a private mental health treatment facility, the IEP will NOT be changed to reflect homebound placement as the School is not providing services.
- If this student becomes eligible for homebound services outside the mental health treatment facility, regular homebound procedures will be followed beginning with the application.

7.5.7. Continuation or Behavior School IEP

For a student who is sent to a Continuation School or a Behavior School the IEP must be implemented as written. If the IEP team at the Behavior/Continuation School determines a need for a change of placement, the school must follow School policy concerning change of placement.

7.5.8. Graduation IEP

a. **Purpose**

- A Graduation IEP is only developed for a student who is graduating with an adjusted (Option II) diploma.

b. **Time lines**

- A graduation IEP is developed when:
  — a student meets the high school graduation credit requirements (22 1/2 credits) and has not passed the Nevada Proficiency Examination; or
  — the IEP team elects to adjust the required areas of study and prescribe an appropriate curriculum.

c. **IEP Development**

- The present levels of the graduation IEP should indicate the student may return at any time before their 22nd birthday to receive special education services. A graduation IEP for an Option II diploma is not an exit IEP. Graduation of a student via an Adjusted High School Diploma (Option II) does not automatically end the student's eligibility for special education and related services.
- The current Annual IEP is in effect if the student returns for educational services before the IEP has expired. If the IEP has expired, there are two choices:
  — a new Annual IEP can be written upon enrollment; or
  — an interim IEP can be written for the student who has been out of school for an extended period of time.
- Additionally, if the student returns more than three years after their last MDT evaluation, eligibility must be determined before continuing special education services.

7.5.9. Exit IEP

a. **Purpose/Time lines**

An Exit IEP must be developed:

- within 30 calendar days, following a reevaluation meeting which determines the student is no longer eligible for special education;
- when a student reaches the age of 22 (aging out); or
- when a student meets regular (Option 1) diploma requirements.

b. **IEP Development**

- In the case of an Exit IEP following a reevaluation:
  — present levels must include the results of the reevaluation indicating the student is no longer eligible for special education services; and
  — placement must be changed to indicate the student is no longer receiving special education services.
- In the case of an Exit IEP for a student aging out or graduating with an Option I Diploma/Regular Diploma:
  — present levels must indicate why the student is no longer eligible for special education services;
  — a Summary of Performance must; and
    * be completed by the IEP team;
    * include academic and functional performance (which include recommendations on how to assist the student in meeting their postsecondary goals; and
    * include a team of persons with knowledge or special expertise regarding the student should give input to
    the creation of the document.
  — placement is changed to indicate the student is no longer receiving special education services.

7.6 IEP COMPONENTS

An IEP is designed to provide special education and related services for a student with an identified eligibility. The following forms must be completed by the IEP team in accordance with the student's needs.

7.6.1. IEP Information/Page One (CCF 530)

The IEP information page:

a. identifies demographic information;
b. documents Student's primary language, English language learner code, and primary language spoken at home;
c. documents the need for an interpreter or other accommodations (if parent is not in attendance, interpreter does not sign as a participant);
d. identifies eligibility;
e. identifies meeting information;
f. identifies IEP team participants (participants must initial or sign that they attended the meeting);
g. documents receipt and explanation of Procedural Safeguards:
    - A copy of the Procedural Safeguards must be given to the parents only one time a school year, unless requested by the parent.
    - If a revision IEP is held during that school year, document the annual date that the Procedural Safeguards were given.
h. documents receipt of a Middle School/High School Profile if the student is 14 years of age or older;
i. documents that at least one year prior to reaching age 18 the student was informed of their rights under IDEA and advised that these rights will transfer to them at age 18;
    - If the student is 16 at the time an IEP is being developed, and there is no expectation that another IEP will be held prior to the student turning 17, the rights transfer must be discussed when the student is 16, otherwise it will not be discussed at least one year prior to reaching age 18.
    - parents whose child participates in the state's alternate assessment may submit an application (Notice of Application to Represent the Educational Interests of a Special Education Student at the Age of Majority) to continue to represent their child's special education interests.
        — This application applies to IDEA educational rights only and is not meant to replace court competency rulings.
j. uses the comments section to note any additional important information, (e.g., that a meeting was conducted via telephone, that a meeting was being held in response to a parental request, or that the parent was not in attendance.)

7.6.2. Present Levels of Academic Achievement and Functional Performance (CCF 600)

Present levels provide a snapshot of the student's present levels of performance including the activities the student can and cannot do. This information serves as a foundation for the development of the goals and benchmarks in the IEP and:

a. must include the results of the most recent MDT evaluation or reevaluation;
    - include the information most relevant to the student's present levels of performance.
b. lists the assessments conducted and any other sources of information used to describe the student's present levels in column one;
    - this may include:
        — formal or informal methods;
        — norm- or criterion-referenced tests;

— classroom observation;
— student work samples;
— teacher-made tests or other achievement tests;
— recent evaluations;
— behavior rating scales;
— performance data from regular education teachers;
— and parent input.

c. must include English language proficiency assessment scores for ELL students.
d. describes the results corresponding to the assessments conducted by building a profile of the student's current abilities in column two (grades, attendance and test scores may be included, however, this information must be combined with other assessments conducted to build a student profile); and
e. must include a statement of the student's academic achievement (core curriculum) and functional performance (self-help, social-emotional, organizational skills, and/or daily living). Functional performance must be stated even if the student is functioning with age appropriate skill.
f. if a student has related services, related service staff will collaborate with the teacher of record to develop present levels related to the area of concern.
g. beginning not later than the first IEP to be in effect when the student is 16, must include results of age appropriate transition assessments related to training/education, employment, and (where appropriate) independent living skills. Transitional assessments may be formal and/or informal and may include observations, anecdotal information, on-the-job tryouts, classroom performance examples, tests, work samples, apprenticeships, paid work experiences or student work programs.
h. describe the requirements and expectations in the general education curriculum (what is taught, how is it taught, what instructional activities are students engaged in, how are knowledge and skills demonstrated and evaluated) in column three. Describe the ways in which the student's disabilities will affect the student's involvement and progress in the general education curriculum. Include statements that address each major area of the curriculum that are impacted by the student's disability (do not include accommodations and placement information).

7.6.3. Student Strengths/Parent Concerns/Student's Preferences and Interests (CCF 612)

a. Describe student strengths using input from teachers, parents and student, (if applicable) and take these into consideration when developing the IEP.
b. Complete the statement to reflect the parent's concerns as they relate to the student's education. This information must be considered when determining services.
c. Information concerning the student's interests and preferences are required if transition services will be discussed, beginning at age 14 or younger if appropriate. This information may be collected before the meeting or solicited from the student during the meeting.

7.6.4 Special Factors

a. The team must consider and address each of the special factors. If the team chooses "Yes" for any of the factors, the team may address this factor in a variety of ways, including goals and benchmarks, a behavior plan, supplementary aids and services, related services, or accommodations and modifications. Each special factor that is marked "Yes", must be reflected in the present levels of performance.
b. "Behavior impeding learning" – if team selects "Yes", either a behavior plan in accordance with the five elements of NAC must be developed OR the five elements must be included within the IEP and noted on the status record indicating where in the IEP each element is addressed.
    - positive methods to modify the environment of pupils with disabilities to promote adaptive behavior and reduce the occurrence of inappropriate behavior;

- methods to teach skills to pupils with disabilities so that the pupils can replace inappropriate behavior with adaptive behavior;
- methods to enhance the independence and quality of life of pupils with disabilities;
- the use of the least restrictive methods to respond to and reinforce the behavior of pupils with disabilities; and
- a process of designing interventions based on the pupil that are focused on promoting appropriate changes in behavior as well as enhancing the overall quality of life for the pupil without the use of aversive or negative means.

c. "Limited English proficiency" – if team selects "Yes", accommodations proven to be effective for English Language Learners must be listed in the supplementary aids and services section.
d. "Blind or visually impaired" – if team selects "Yes", team must evaluate reading and writing needs and provide for instruction in Braille unless deemed not appropriate for the student.
e. "Deaf or hard of hearing" – if team selects "Yes", team must consider language and communication needs and address the needs in the IEP.
f. "Require assistive technology devices and services" – if team selects "Yes", team must determine nature and extent of devices and services and address the needs in the IEP.

7.6.5. Transition Services (CCF 605)

Transition services are a coordinated set of activities for a student with a disability that is designed within an outcome-oriented process and promotes the student's movement from school to postsecondary activities.

a. Transition services must be based on the individual student's needs, taking into account the student's preferences and interests.
b. The transition statement should relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals.
c. When completing the transition section of the IEP the team must consider the following:
    - diploma option must be declared at age 14 and reviewed annually;
    - beginning at age 14, a short statement that directly quotes what the student wants for the future must be included under "Vision for the Future";
    - if the student is 14 years of age or older on the day of the IEP, a statement of transition services with regard to the student's course of study must be completed (standard course of study, functional curriculum, advanced courses, or vocational program);
    - if the student is 16 years of age or older or will reach 16 years of age when the IEP is in effect, the team will describe desired post-secondary goals and coordinated activities. At a minimum, the transition plan must cover, "Training/ Education" and "Employment". "Independent Living Skills" are addressed when appropriate. Transition services may be considered earlier if deemed appropriate by the IEP team;
    - on or before the student's 16th birthday the IEP team must develop a statement of needed transition services, including strategies or activities to work toward the measurable postsecondary goals already identified. The statement must address each type of coordinated activity: instruction, related services, community experiences, the development of employment and other post-school adult living objectives;
    - and if appropriate, acquisition of daily living skills and a functional vocational evaluation; and
    - upon parental consent, a representative of a participating agency must be invited if that agency is likely to be responsible for providing or paying for transition services.

7.6.6. Annual Goals and Benchmarks (CCF 587)

The IEP team must develop measurable academic and functional annual goals for the areas of need identified in the present levels. The goals and benchmarks indicated in the IEP must enable the student to be involved and make progress in the general education curriculum, or for preschool children, as appropriate, enable participation in developmentally appropriate activities.

a. All goals must be derived from the present levels of performance.
b. Significant deficit areas must be addressed by a goal.
c. Goals must be specific to the student, measurable and attainable in a year's time. Goals are measurable when they state:
    - direction (increase, maintain, decrease, etc.);
    - area of need (reading, social skills, communication, functional, etc.);
    - level of attainment or success (grade level, accuracy, etc.);
    - how progress will be measured; and
    - setting and responsible staff will be included.
d. Postsecondary goals are required for students who are 16 or older or will turn 16 when the IEP is in effect and are designed to assist the student in moving toward the desired postsecondary outcomes.
    - At least one goal must be related to training/education and employment (one goal can be developed for both).
    - The IEP must indicate which goals are written to support postsecondary transition outcomes in training/education, employment or independent living skills.
    - Postsecondary goals for independent living skills are optional and written when appropriate for the student.
    - Postsecondary goals must be based on age appropriate assessments, as described in present levels of academic achievement and functional performance.
    - Postsecondary goals may be considered earlier if deemed appropriate by the IEP team.
e. Benchmarks are developed to describe the amount of progress the student is expected to make toward the annual goals within specified segments of the year, generally coinciding with reporting periods (first grading period, first semester of school year, etc.).
f. If the IEP team determines that a student will receive Extended School Year (ESY) services, the applicable boxes must be checked to indicate the goals that will be addressed during ESY.

7.6.7. Specially Designed Instruction (CCF 604)

a. All areas of Specially Designed Instruction (SDI) must be addressed by a goal and reflected in present levels.
b. SDI must be written to reflect deficit areas (such as reading, math, written expression, behavior or communication). SDI does not address course subjects such as history, science, geography, etc. If for example, a student needs services in these areas, SDI needs to be written as reading in the content area of history. SDI is NOT a class schedule.
c. "Direct" services means services provided to the student from a special education teacher/related services provider or an assistant under the direction of a special education teacher or provider.
d. "Consult" services means services provided to other staff members regarding the student.
e. "Assess" can be added to indicate an assessment for Adapted Physical Education services, Hearing Impaired services, and Vision services.
f. State the projected date for the beginning and ending of the services.
g. State the anticipated frequency and location of services.

7.6.8. Related Services (CCF 601)

a. Related services are supportive services that are required for the student with a disability to benefit from special education. Recommendations made by the related services personnel should be used to guide IEP team discussions.
b. Referrals for any related services, except transportation, are generated by the IEP team. The IEP team should consult with the related services provider to determine the appropriateness of the referral.
c. Related Services assessments require prior written notice (CCF 563) and permission to evaluate (CCF- 555).
d. The time line for the completion of related service assessment and reconvening of the IEP team for the review of the report and consideration of the recommendations regarding services is 45 days.
e. Related Services may include:
    - Speech/Language Therapy;
    - Physical Therapy;
    - Occupational Therapy;
    - Counseling;
    - Psychological Services;
    - Orientation and Mobility;
    - Audiology (does not include a medical device that is surgically implanted, the optimization of that device's functioning, maintenance of that device or replacement of that device);
    - School Health Services and School Nurse Services;
    - Medical Services for diagnostic or evaluation purposes;
    - Recreation, including therapeutic recreation;
    - Parent Counseling and Training;
    - Interpreting Services;
    - Social work Services; and
    - Transportation, is a related service that is provided for a student with a disability related need. The School does not provide transportation for a zone variance.
f. "Direct" services means services provided to the student from a special education teacher/related services provider or an assistant under the direct supervision of a special education teacher. Instruction can be provided in a group or individually.
g. "Consult" services means services provided to other staff members regarding the student. Consult services for related service personnel may include observing the progress of the student in various educational environments.
h. "Assess" means that the team has agreed that an assessment is required. Permission to evaluate (CCF 555) must be completed.
i. State the projected date for the beginning and ending of the services.
j. State the anticipated frequency and location of services.

7.6.9 Method for Reporting Progress

a. The IEP team determines how the student's parent will be regularly informed of the student's progress toward the annual goals.
b. At a minimum, both "School Report Card" and "Specialized Progress Report" must be indicated in the IEP.
c. Progress reports must be completed and a copy must be given to parent and a copy filed in the confidential folder for each reporting period.
d. Document that the progress report was provided to the parent in the status record.

e. Early Childhood Special Education (ECSE) Six-Month Review is required for special education students under the age of six. This review is conducted with the parent at least every six calendar months from the initial IEP and six months from each annual review.
    - The purpose of this review is to:
      — Provide updated information to the parent;
      — Measure the extent of student progress; and
      — Determine whether or not the child has maintained developmentally appropriate performance in all of the early childhood domains for six months or more.
    - Prior to the Six-Month Review meeting, the teacher of record reviews all data and if there is data to support that developmentally appropriate functioning in all domains has been maintained for six or more months, an IEP meeting must be scheduled, adhering to School procedures for notification of a formal IEP meeting.
    - The data collected from a variety of sources may include the Brigance of Early Childhood Development, Creative Curriculum, Speech and Language session notes and assessments, portfolio of student work, parental input, and ongoing data collection. This information must be documented on IEP Progress Report, CCF 587.
    - The review must include input from related service providers who are providing services to the student.
    - This Six-Month Review does NOT require convening an IEP, unless changes will be made to the IEP. If changes are needed, then School procedures must be followed for an IEP.

7.6.10. Accommodations and Modifications/Supplementary Aids and Services

a. Identify supports provided to enable the student to advance appropriately toward attaining the annual goals, be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities.
b. Identify adaptive equipment needs without specifying the equipment.
c. Reference current behavior plans and health plans.
d. Include English Language Learner (ELL) strategies that will meet the language needs of the student if the student demonstrates limited English proficiency as indicated by Special Factors.
e. State the projected beginning and ending dates for services.
f. State the frequency of services indicating the specific circumstance(s) or condition(s) in which the accommodation and/or modification will be utilized.
g. State the location where the accommodation and/or modification will be implemented.

7.6.11. Participation in State-wide and School-wide Assessment Accommodations

a. Indicate how the student will participate in state-wide or School-wide assessments.
b. If the team discusses an alternate assessment, the following criteria must be indicated:
    - The student must meet all six criteria on the Nevada Alternative Assessment (NAA) participation form (CCF 597.2).
    - A statement of why the student cannot participate in a particular general assessment, even with appropriate modifications or accommodations.
    - A statement of why the particular alternate assessment selected is appropriate for the student.
c. Non-enrolled adult students – if a student had an IEP in high school and is requesting to test as an adult with accommodations, the following criteria apply:
    - The student must have a statement of eligibility that is less than 3 years old.
    - The student must be under 22 years of age
    - The student must have a current IEP listing the testing accommodations

- A student who has earned an adjusted diploma may return and take the High School Proficiency Exam.

d. The State approved accommodation form must be used and completed for each student at the annual review. Any accommodation not specifically listed on the form must be approved individually by the Nevada Department of Education to assure a valid administration of the test.

7.6.12. Activities Eligibility

a. The IEP team determines the student's participation in extracurricular activities.
b. If an IEP team recommends an exception to the rules of the Nevada Interscholastic Activities Association (NIAA) the parent must contact the NIAA requesting the exception.

7.6.13. Extended School Year (ESY) Determination

a. ESY services must be provided only if the student's IEP team determines, on an individual basis, that services are necessary for the provision of a free appropriate public education to the student. The need is based upon guidelines established for ESY, in the areas of regression/recoupment or a critical learning period. The IEP team needs to base their ESY decisions on the data collected. The team may not limit extended school year services to a particular category of disability or unilaterally limit the type, amount or duration of those services.
b. ESY services must be addressed at every annual IEP.
c. If the ESY decision is deferred to a later date, the team must hold an IEP Review/Revision on or before the deferred date to discuss the data collected and make an ESY determination.

7.6.14. Placement Considerations

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular education environment including academic classes, nonacademic settings, and extra-curricular activities must be discussed.

a. Each placement must be reviewed and considered until a choice is made by the team. All placements discussed must either be rejected or accepted (If considering a change of placement see Chapter 8.0).
b. The IEP team determines the placement not the specific site location.

7.6.15 Percentage of Time in Regular Education Environment

a. The percentage of time is determined by calculating the amount of time the student is receiving special education services in a location other than general education and dividing that number by the number of minutes the student attends school. The amount of time services are provided is identified on the specially designed instruction and related services pages.
b. The Office of Special Education Programs (OSEP) LRE calculation form must be completed at the end of each IEP for a Preschool student or a Kindergarten aged student who has not yet reached six years of age.

7.6.16. Justification Statement

A justification statement is provided only when a student is removed from the regular education environment. Special classes, separate schooling, or other removal of students with disabilities from the regular education environment can only occur if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

a. The IEP team must explain why the student's IEP cannot be implemented in the regular education environment with the use of supplementary aids and services.
b. A student with a disability may not be removed from education in age-appropriate regular classrooms solely because of modifications in the general curriculum.
c. Justification statements must be individualized and related to each student's particular needs.
d. In selecting the least restrictive environment, consideration must be given to any potential harmful effects on the student or on the quality of service that the student needs.

7.6.17. IEP Implementation

a. If the parent agrees with the IEP, the Intent to Implement (CCF 566) must be completed and given to the parent along with a copy of the IEP. The implementation date is as soon as possible but no later than ten (10) calendar days.
b. If the parent does not participate in the IEP, marks disagree, or declines to select an option, the Intent to Implement (CCF 566) must be completed and sent to the parent along with a copy of the IEP. The implementation date is ten (10) calendar days from the date of the completion of the IEP. See Chapter 3.0.
c. If the parent participated via telephone, the Intent to Implement (CCF 566) must be completed and sent to the parent along with a copy of the IEP. The implementation date is determined by the parent's agreement or disagreement with the IEP.

7.6.18. Consent for Release of Information and Medicaid Reimbursement Form

a. The School is required to obtain parental consent to share student information with a non-educational public agency such as Nevada Medicaid.
b. The Medicaid form must be completed for all students regardless of whether the student is eligible for Medicaid. Whether or not the parent gives consent does not impact any services provided in the IEP.
c. After each initial or annual IEP is concluded, the Medicaid form must be completed and filed in the confidential folder under the Status Record.

7.6.19. Private and Home School Students/Service Plan

a. **IEP**
    - An IEP is developed to identify special education and related service needs for eligible students with disabilities who are enrolled by their parents in a private or home school.
    - An IEP for a student attending a private school must be developed by the staff at the public school which the student would otherwise attend. The School must invite a teacher or other representative of the private school to the meeting. If the representative is unable to attend the meeting, the School must consult with the private school representative regarding present levels of performance and progress.
    - The annual IEP is developed and based on what special education and related services the student would receive in public school.

b. **Service Plan**
    - The service plan outlines the services that the School will provide to the student. The service plan development is based on information and services documented in a current IEP.
    - Services are accessed at the public school closest to the private school or the home zoned school.

- Service plans are typically developed at the IEP meeting, but may be developed at anytime as long as the team has a current IEP for a reference.
- On an annual basis, the IEP must be reviewed and updated in order for a service plan to be developed.
- In the case of a parent choosing to decline the services offered, the student is not exited. The Status Record must be documented and the parent is provided a Refusal of Services form, which is obtained from the Director of Wraparound Services. The parent must complete and sign the form. It then becomes the parent's responsibility to contact the School if they desire services before the next annual review.
- Transportation is a decision that must be determined on an individual basis. The IEP team may consider providing transportation when it has been determined that, without transportation, access to the service would be denied.

7.6.20. Students with Disabilities in Adult Prisons

Services may be restricted for a child with a disability who is convicted as an adult under State law and incarcerated in an adult prison. When a student is sent to a correctional facility, the School must follow the directives of the Superintendent of Prisons. If the institution allows educational services, the School will offer services according to the institution's guidelines.

7.7 IEPS FOR STUDENTS IN CORRECTIONAL FACILITIES

7.7.1. Juvenile Facilities

a. For students in juvenile facilities (i.e., Summit View, Juvenile Court Schools and Spring Mountain Youth Camp), IEPs will be implemented as written by the sending school/last school the student attended.
b. If the IEP or reevaluation becomes due while the student is in a correctional facility, it is the responsibility of the School staff assigned to the correctional facility to complete the IEP
c. and/or reevaluation prior to their expiration.
d. For students with IEPs under the age of 18 in juvenile facilities, efforts to involve parents/guardians should be made whenever possible, unless parental rights have been terminated, or the facility prohibits their involvement. Surrogate parents should be used if parent/guardians are unavailable.

7.7.2. Adult Facilities

a. While students adjudicated in adult prisons are considered adults by the prison system, a student reaches the age of majority for educational decisions at the age of 18.
b. For students in adult prisons, the bona fide security or compelling institutional interest of the prison overrides educational issues. In those cases where the School cannot provide special education services due to prison issues, document on the status record attempts to provide services. For example, a student may be unavailable for instruction due to disciplinary action.
c. The following requirements do not apply to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons:
    - participation of students with disabilities in general assessments;
    - transition planning and transition services of those students whose eligibility will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release; and (Transition services for students in adult prisons are only required for students who will be released prior to aging out of special education on their 22nd birthday.)

- modifications of IEP or placement
  — The requirements relating to LRE do not apply. The IEP team of a student with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the student's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

7.8 CONDUCTING AN IEP MEETING

A meeting does not include informal or unscheduled conversations involving School personnel or conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting 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.

7.8.1. Consensus

a. Decisions in special education that pertain to identification, evaluation, placement, or provision of FAPE, must be made by the team as a matter of consensus or general agreement among involved parties. The School has the ultimate responsibility to ensure that the IEP includes the services the student needs in order to receive a free appropriate public education (FAPE). For special education decision-making, the following sequential priorities have been established to assist teams in achieving consensus.
b. Unanimous Agreement – All participating parties, including parents and their representatives agree on major decision spertaining to identification, evaluation, placement, or provision of FAPE. When unanimous agreement is NOT achieved, then:
c. Consensus among School Members – All participating School personnel excluding the parents and their representatives reach general agreement. When consensus among all participating School personnel is NOT achieved, then:
d. Consensus among School Required Members – All required School personnel excluding other participating School members, parents and their representatives reach agreement. When consensus among all required School personnel is NOT achieved, then:
e. Lack of Consensus – In the absence of a final decision by School's required members of the IEP team, the team must consider and determine the following factors: a) was there sufficient discussion among team members over outstanding disagreements, and b) is there enough information available to render a decision. Considering these factors, the team has two options:
   - Reschedule the meeting to provide thorough discussions on disagreed upon issues and/or gather more information, or
   - The LEA makes the final decision during the IEP meeting when the consensus building and problem solving options appear to be exhausted.

7.8.2. Tape recording

A parent request to record an IEP meeting may be permissible under certain circumstances.

- Any parent making a request to record must do so prior to the meeting, and all participants in the IEP meeting must agree to the recording.
- In instances where the parent with a disability is requesting the recording to understand the proceeding, the request must be honored by the school staff. The School must make arrangements to record the meeting and the School's recording becomes the official copy.
- It is the School's responsibility to record the meeting and provide a copy to the parent.
- A copy of the recording must be maintained in the student's confidential folder.

7.8.3. Methodology

General instructional strategies and methodology are not required to be included in the student's IEP in order to receive FAPE. However, in rare circumstances, a student's individual needs may require a certain methodology if the IEP team determines that it would be necessary for the student to receive FAPE.

7.8.4. Advocates or attorneys present at meetings

a. At the discretion of the parent or School, both parties have the right to bring to the IEP meeting individuals who have knowledge or special expertise regarding the student. An advocate or attorney is not a required member of the IEP team. The primary role of the advocate or attorney is to advise and assist the parent in taking an active and participatory role in the meetings. Their role may also include:
    - assuring that the parents receive and are cognizant of their procedural safeguards;
    - providing explanation/clarification as necessary to understand the process;
    - helping parents articulate their concerns;
    - offering positive and proactive suggestions to assist the timely completion and appropriate development of the IEP, and
    - participate as part of the IEP team if they have "specialized knowledge" of the student.
b. The parent has the right to representation at the meeting and ideally would notify the School that they are bringing a representative, however, this is not required.
c. Before the school can discuss a student with an advocate/attorney when the parent is not present, the school must obtain a written release of information signed by the parent.
d. Advocates or attorneys are not permitted to direct or take over an IEP meeting, or require School staff to do or refrain from doing a specific act. The School is charged under Nevada Administrative Code (NAC) and IDEA with the responsibility of facilitating IEP meetings, as well as ensuring that the parent has had an adequate opportunity to participate as an equal member of the team. Only the parent can authorize or reject services under NAC and IDEA.

7.8.5. Copies of IEPs

a. Access to a copy of the IEP must be provided to each regular education teacher, special education teacher, and related service provider who will be working with the student.
b. If the School develops a DRAFT IEP prior to the IEP meeting, the School should make it clear to the parents at the outset of the meeting that the services proposed by the School are preliminary recommendations for review and discussion with the parents. The School should provide the parents with a copy of the DRAFT proposal prior to the meeting, so as to give the parents an opportunity to review the recommendation of the team and be better able to engage in a full discussion of the proposals for the IEP. It is not permissible for the team to have a final IEP completed before the IEP meeting begins.

7.8.6. Time Frames

a. An IEP must be implemented as soon as possible following its development. In exceptional circumstances, there may be a short delay, such as when the IEP meeting is held during summer break, a vacation period or when transportation is being arranged. A reasonable time for working out transportation arrangements is three to five days. However, there can be no undue delay in providing special education and related services to the student.
b. If additional information is needed to finalize the IEP, an IEP may be reconvened after the additional information is obtained as long as the IEP is developed in a timely manner and consistent with the requirements of the IDEA.

Chapter 8.0 Placement

INTRODUCTION

After a student's IEP has been developed, their educational placement which includes programs and services must be determined by the IEP team. That level of placement occurs along the continuum of placements available for students with disabilities. Often confused, but not interchangeable, is the term "location". "Location" refers to the physical setting, such as the specific classroom or facility where a student's IEP will be implemented.

This chapter describes:

8.1 Placement Process
8.2 Least Restrictive Environment
8.3 Individualized Placement Process
8.4 Continuum of Placement Decisions
8.5 Special Considerations for Certain Types of Placements
8.1 Placement Process

8.1.1 Time Frames

a. The student's placement must be determined at least annually.
b. If there are placement concerns prior to the annual review date, the parent or the School may request to reconvene the IEP team to review and revise the IEP.
c. An IEP must be implemented as soon as possible following its development. There can be no unreasonable delay in providing special education and related services to the student.

8.1.2. Determination by IEP Team

a. The student's educational placement must be determined by a group of persons, including the parent, and other persons who are knowledgeable about:
    - the student;
    - the meaning of the evaluation data; and
    - the placement options.
b. The IEP team determines the student's placement. When the student requires a level of placement which is not available at the zoned school, the School, through the Case Manager's office, will determine the location of placement once the IEP team has determined the appropriate placement.

8.1.3. Change of Placement

a. If at any time the School proposes or refuses to change the student's educational placement, in response to a parent request, the parent must receive prior written notice, as described in Chapter 3.0 Prior Notice.
b. A revision IEP is required when:
    - School personnel or a student's parent believe that the student's placement may be inappropriate; or
    - a significant change in the student's placement is being considered by the school.
c. Any change in a student's placement must be based upon the student's current IEP. When a more restrictive change of placement is considered by the school team, the Site Administrator or designee should contact the Area Special Education Administration.

8.2 LEAST RESTRICTIVE ENVIRONMENT

8.2.1. The Least Restrictive Environment (LRE) standard requires the School to ensure that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities:

a. are educated with students who are not disabled; and
b. that special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

8.2.2. The LRE standard requires the School to ensure that students with disabilities participate with non-disabled students in non-academic and extracurricular services and activities to the maximum extent appropriate. Such activities may include: meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups, clubs sponsored by the School, and employment opportunities. LRE requirements apply to both eligible school age students and preschool children.

8.2.3. Special education is not a "place," but rather a set of services delineated in the student's IEP. The LRE provision of the IDEA emphasizes services rather than the placement.

8.3 INDIVIDUALIZED PLACEMENT

8.3.1. The content of the student's IEP determines placement, rather than the placement determining the content of the IEP.

8.3.2. The placement decision must be individualized and based on the student's IEP.

8.3.3. Placement, not location, is determined by the IEP team.

8.3.4. Self-contained classroom school assignments (location) are determined by the Case Management Office.

8.3.5. School assignments are made as close as possible to the student's home if the IEP team has determined a specialized level of service.

8.3.6. Eligibility, administrative convenience, the availability of educational or related services, or the availability of space do not determine placement.

8.3.7. Retention is not an IEP team decision. Retention is governed by School regulation and state law.

8.4 CONTINUUM OF PLACEMENT DECISIONS

8.4.1. The School is required to ensure that a continuum of placement options is available to meet the needs of students with disabilities for special education and related services. The continuum must provide for supplementary services (such as resource room or itinerant instruction) in conjunction with placement in a regular education class. The continuum includes, as appropriate, instruction in:

a. regular education classes;
b. regular education classes with resource room;
c. special classes;
d. special schools;
e. community-based programs;

f. home instruction;
g. hospitals; or
h. institutions.

8.4.2. The continuum of placement options for a child in early childhood special education may include, as appropriate:

a. an integrated or specialized center-based program (i.e., a program in which a group of children receives services at a central location) in a regular or special school;
b. a home-based program;
c. an itinerant consultant working with a community-based facility; or
d. the instruction of the child in a hospital or institution.

8.5 Special Considerations for Certain Types of Placements

8.5.1. Disciplinary Placements

Under certain circumstances involving discipline, the School staff may remove a student with a disability from their current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, including a suspension for more than 10 school days. For a description of these circumstances, see Chapter 9.0.

8.5.2. Charter Schools

For further information regarding service to charter schools, contact the Director of Special Education Programs and Projects.

8.5.3. Private School Placements

a. Private School Placements by the School If a student is placed in an out-of-School placement in a private school by the School, it must provide the special education and appropriate related services, if any, at no cost to the student's parent and in accordance with the student's IEP. Although the student is placed in a private school, the School remains responsible for the implementation of the student's IEP and must serve the student as it serves students with disabilities in its public schools. If a student requires private school placement, the IEP Team must consult with the Director of Wraparound Services before the IEP meeting for assistance in gathering information regarding whether a private school placement may be appropriate for the student.
b. Private School Placements by Parents If a parent unilaterally places the student in a private school or facility, the School may not be required to pay for the costs of that placement if the School made FAPE available to the student in a timely manner before the parent elected the private placement. If School personnel suspect that the parent may unilaterally place a student in a private school without the School's consent or referral, they should contact the Office of Compliance and Monitoring for assistance.

8.5.4. Residential Out-of-School Placements

If the IEP team determines that a student requires a residential placement in order to obtain FAPE because the student requires programs and services not available within the School, the Site Administrator (or designee) should contact the Director of Special Programs and Projects for assistance in locating and implementing an appropriate residential placement. If an out-of School placement is required, the

Director of Special Programs and Projects must complete an application for funding from the Nevada Department of Education.

8.5.5. Homebound and Hospital Placements

Homebound instruction may be appropriate for a limited number of students, such as students who are medically fragile and are not able to participate in a school setting with other students. However, a medically fragile student may benefit educationally and socially from a general education classroom placement, and may be provided with medically-related services that would permit such a placement. Homebound is not an appropriate placement consideration or an acceptable alternative when a due process hearing or disciplinary action is pending.

a. **Homebound Services for Students receiving Special Education**
Homebound is for students with an IEP who are unable to attend classes due to physical or mental illness where confinement in a hospital or in the home is expected to be a minimum of fifteen (15) consecutive school days. Homebound services are:
- intended to be a temporary service; and
- the responsibility of the student's attending school. Homebound instruction is provided:
- in the home, by a one-on-one Homebound instructor;
- by referring school staff; and
- by Homebound staff or for Early Childhood Special Education through the Home Intervention Teachers.

Homebound instruction is one of the most restrictive educational placements offered by the School. Every effort must be made to maintain instruction in the school setting before identifying a Homebound placement. It is the responsibility of the student's attending school to explore all lesser restrictive options. Such options may include but are not limited to a shortened school day and Supplemental Home Services.

If a parent enrolls a child in a private mental health treatment facility, the IEP will NOT be changed to reflect homebound placement as the School is not providing services. If this student becomes available for homebound services outside the mental health treatment facility, regular homebound procedures will be followed beginning with the application. Placement of students in Homebound education is initiated by the parent who obtains a Homebound application/referral from the school site when it is determined that a student is unable to attend school due to injury or illness. If School personnel receive notice that it is anticipated that the student will be absent from school for at least 15 consecutive school days for medical reasons, that person should contact the School Nurse (if the medical reason involves physical illness) or School Psychologist (if the medical reason involves mental or emotional illness or substance abuse problems) at the student's assigned school. The fact that the student will be or is anticipated to be absent for at least 15 consecutive school days **must be substantiated by a qualified physician who is acting within their authorized scope of practice.**

b. **Application/Referra**l
- The application/referral is a four part form requiring completion by the parent, physician, counselor and/or the school nurse and/or the school psychologist.
- Anticipated confinement duration must be specified (e.g., six weeks, one month). A non-specific period of time (e.g., lifetime, 99 years, to be determined) is not acceptable.
- A description of the student's disability is required. In the case of a student with a **psychological diagnosis**, a **copy** of the psychiatrist's/attending physician's Treatment Plan and a **copy** of the therapist's Treatment Plan is also required. In addition, a **copy** of the school team's transition plan (i.e., a plan to return the student to school, with a time

line, procedures, activities, and responsible school personnel who will participate and be responsible for initiating and monitoring the plan) is required.

- If an extension of Homebound Services is needed, another application must be submitted or, in exceptional cases, a physician's memo or letter may be offered as an extension of the original application if it is within the same school semester. The extension must also identify a specific ending date.
- The application/referral must be completed by all four parties and then faxed to the Homebound Office. A hard copy must be mailed to the Homebound Office and a copy maintained at the school in the student's confidential folder.
- Homebound Service is considered a placement change for students receiving special education services and must be determined during an IEP meeting. An IEP Revision meeting must be convened by the student's school of attendance **prior to** initiation and termination of Homebound Service.
- Within one week of receipt of the faxed paperwork, the
- Homebound Office will notify appropriate school staff of the
- status of the referral and/or the Homebound Instruction
- effective start date.

Chapter 9.0 DISCIPLINE

INTRODUCTION

The School is obligated to provide a free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled, and is prohibited from applying its disciplinary policies in a manner that discriminates against students with disabilities. This chapter discusses the requirements for disciplinary actions for a student with a disability:

9.1 Short-Term Disciplinary Action
9.2 Disciplinary Change of Placement
9.3 Long-Term Disciplinary Removal
9.4 Manifestation Determination
9.5 Request for Hearing
9.6 Protections for Students Not Yet Eligible for Special Education
9.7 Referral to Law Enforcement Agencies
9.8 Disciplinary Information in a Student's Record

"School day" is defined as any day, including a partial day that students are in attendance at school for instructional purposes.

9.1 SHORT-TERM DISCIPLINARY ACTION

Short-term disciplinary removal for students with disabilities refers to a student's removal from instruction for less than 10 cumulative or 10 consecutive days in a given school year. This includes suspensions and Required Parent Conferences (RPC).

9.1.1. Educational Services

a. Educational services are not required if removal is for a total of 10 school days or less in a given school year if services are not provided to students without disabilities who have been similarly removed.
b. Behavior plans may need to include a:
    - review and/or revision of an existing behavioral intervention plan (BIP); and/or

- functional behavioral assessment if there is no existing behavior plan.

c. Any break in IEP mandated services equals removal. In-school suspension would not be considered as part of the days of suspension as long as the student:
   - participates in the general education curriculum; and
   - continues to receive the services and make progress toward meeting the goals in the student's IEP.

d. If a student is removed from his or her current educational placement for more than a total of 10 school days in a school year, even if these removals do not constitute a change in placement, school personnel must arrange to provide the student educational services to:
   - the extent necessary to enable the student to appropriately progress in the general education curriculum; and
   - appropriately advance toward achieving the goals set forth in the student's IEP.

9.1.2. Bus Suspensions

a. If bus transportation is part of the student's IEP as a related service, a bus suspension would be treated as a day of suspension.
b. If bus transportation is not part of the student's IEP as a related service, a bus suspension would not be treated as a day of suspension. The student's parent has the same obligations to get the student to and from school as a nondisabled student who has been suspended from the bus.
c. The School must consider whether the behavior on the bus is similar to behavior addressed in the IEP and whether the student's behavior on the bus should be addressed in the IEP or a behavior plan.

9.2 DISCIPLINARY CHANGE OF PLACEMENT

Although School personnel must take certain steps in connection with disciplinary action against a student who has or may have a disability, the most significant procedural protections with respect to disciplinary actions against a student with a disability are triggered when the action constitutes a change in the student's educational placement.

9.2.1. A disciplinary change of placement occurs when a student with a disability is removed from their current educational placement for more than 10 consecutive school days in a school year; or in a series of removals that constitute a pattern when:

a. the series of removals totals more than 10 cumulative school days in a given year;
b. the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
c. such additional factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

9.2.2. For any disciplinary actions that total less than 10 school days in a given school year, the School is not required to take any action.

If School personnel have questions regarding whether a series of disciplinary actions may constitute a change in placement, they should consult Area Based Support Services or their Area Special Education Administration.

9.3 LONG-TERM DISCIPLINARY ACTION CONSTITUTES A CHANGE IN PLACEMENT

Long-term disciplinary removal for students with disabilities refers to a student's removal from instruction for over 10 consecutive school days in a given school year. This removal constitutes a change of placement.

9.3.1. Procedural Safeguards

a. Procedural Safeguards must be provided to parents when the School proposes a removal that will result in a disciplinary change of placement.
b. The date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability, the Site Administrator or designee must notify the parent of that decision and provide the parent with procedural safeguards notice.

9.3.2. Educational Services (Alternative Instructional Arrangements, AIA)

a. If a student is removed from their current educational placement for more than a total of 10 school days in a school year, the Site Administrator must ensure that services are provided to the student with disabilities on the 11th day of total removals.
b. These services must be provided to the extent necessary to:
    - enable the student to appropriately progress in the general curriculum;
    - appropriately advance toward achieving the goals set out in the student's IEP; and
    - receive as appropriate a functional behavioral assessment (FBA) and behavioral intervention services and modifications, that are designed to address the behavior so that it does not reoccur.

9.4 MANIFESTATION DETERMINATION

A manifestation determination meeting must be convened immediately if possible, but no later than 10 school days after the date on which a disciplinary change of placement decision is made.

9.4.1. Procedure

a. The Site Administrator meets with parent to inform them of the recommendation for a long-term removal and to provide procedural safeguards.
b. The site administration must notify special education staff so that a manifestation determination/IEP meeting can be scheduled.
c. Appropriate prior written notice (CCF 563/564) must be provided to the parent indicating disciplinary action.

9.4.2. Participants:

a. LEA;
b. Parent; and
c. Relevant members of the IEP team (as determined by the parent and LEA).

9.4.3. The School is required to proceed with the Manifestation Determination (MD) meeting in a timely manner. If the parent is unavailable to attend within the 10 day time frame, the manifestation determination meeting can be convened without the parent.

a. If a MD has occurred without the parent, an Intent to Implement (CCF 566) must be completed and sent to the parent as described in Chapter 3.0.

b. If the parent disagrees with the MD, an Intent to Implement (CCF 566) must be completed and sent to the parent.
c. The MD review may be conducted by the IEP Team at the same meeting at which it develops or revises a BIP and appropriate behavioral interventions.

9.4.4. Manifestation Determination Meeting

When conducting a manifestation determination meeting, the IEP Team must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent to determine:

a. if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
b. b. if the conduct in question was the direct result of the local educational agency's failure to implement the IEP. Based on this information, the IEP Team must determine whether the student's behavior that is subject to the disciplinary action is a manifestation of their disability. If the LEA, parent and relevant members of the IEP team determine that a student's misconduct was caused by or had a direct and substantial relationship to the student's disability, or a direct result of the School's failure to implement the student's IEP, the conduct shall be determined to be a manifestation of the student's disability.

9.4.5. If the IEP Team determines that the behavior was not a manifestation of the student's disability:

a. the student is subject to the same disciplinary action as nondisabled peers;
b. after the 10th day of removal, students with disabilities must continue to receive educational services until they are placed in the appropriate alternative setting; and
c. the parent may request an expedited due process hearing. The school of record remains responsible for maintaining the student's attendance and grades, as well as, providing assignments/tests until the student is enrolled in the appropriate program/school.

9.4.6. If the IEP team determines that the behavior was a manifestation of the student's disability, the team must either:

a. conduct a functional behavioral assessment (FBA) unless the LEA had conducted a FBA before the behavior that resulted in a change of placement occurred, and implement a behavioral intervention plan (BIP); or
b. if a BIP had been developed, review the BIP, and modify it, as necessary, to address the behavior. In addition, the IEP Team should complete the Functional Behavioral Assessment worksheet, the Behavior Plan Worksheet, and all relevant sections of the IEP, as appropriate. The IEP Team may also want to consider if the student needs a reevaluation. Except as provided in section 9.4.7., the School may not impose disciplinary action and must return the student to the placement from which the student was removed, unless the parent and the LEA agree to a disciplinary change of placement.

9.4.7. Special Circumstances

The School may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student:

a. carried a weapon to school or to a school function under the jurisdiction of the School; or

- The term 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 2½ inches in length.

b. knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function under the jurisdiction of the School; or
   - An illegal drug means a controlled substance, but does not include a substance that the student legally possesses or uses under the supervision of a licensed health-care professional, or that is legally possessed or used under federal law.

c. had inflicted serious bodily injury upon another person while at school or at a school function under the jurisdiction of the School.
   - Serious bodily injury is an injury involving substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of function of a bodily member, organ or mental faculty. The determination of an interim alternative educational setting is determined by the IEP team. However, actual site determination remains the responsibility of School Administration. A student's parent may challenge removal to an interim alternative placement by requesting a due process hearing. For questions regarding special circumstances, contact the Educational Services Division for assistance.

9.5 REQUEST FOR A HEARING

9.5.1. A parent may request a due process hearing when they disagree with any decision regarding disciplinary placement or the manifestation determination.

9.5.2. The LEA may request a due process hearing when they believe that maintaining the current placement of the student is substantially likely to injure the student or others.

9.5.3. The hearing officer may order a disciplinary change of placement which may include:

a. returning the student with a disability to the placement from which they were removed; or
b. ordering a change in placement to an interim alternative educational setting for no more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the child or others.

9.5.4. The State Educational Agency (SEA) is required to arrange for an expedited hearing that must occur within 20 school days from the date that the request is made. The hearing officer must render a decision within ten school days after the hearing.

9.5.5. Stay Put Requirements

The student is to remain in the interim alternative educational setting pending the decision of the hearing officer or until the time period of the disciplinary infraction ends. However, unless the School and the parent agree otherwise, the student's placement in the interim alternative educational setting will end either when the hearing decision is made or when the interim placement is scheduled to expire, whichever happens first.

9.6 PROTECTIONS FOR STUDENTS WHO ARE NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

9.6.1. In some circumstances a student who has not yet been determined to be eligible as a student with a disability may be entitled to procedural protections. If there was a suspicion of a disability prior to

the behavior infraction and recommendation of an alternative placement, discipline must cease and an expedited evaluation must occur unless the infraction was weapons, drugs or serious bodily harm.

The LEA is deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:

a. the parent of the student had expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services;
b. the parent of the student has requested an evaluation of the student; the teacher of the student, or other personnel of the LEA, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education of such agency or to other supervisory personnel of the agency.

9.6.2. Exception: The LEA is deemed not to have knowledge that a student is a student with a disability if the parent of the student has not allowed an evaluation, has refused or revoked services, or the student has been evaluated, and it was determined that the student was not a student with a disability.

9.7 REFERRAL TO LAW ENFORCEMENT AUTHORITIES

The protections described in this Chapter do not prevent School personnel from reporting a crime committed by a student with a disability to appropriate authorities. Similarly, these protections do not prevent state law enforcement and judicial authorities from exercising their responsibilities in applying federal or state law to crimes committed by a student with a disability. If School personnel report a crime committed by a student with a disability to appropriate authorities, they must ensure that copies of the student's special education and disciplinary records are transmitted for consideration by those authorities to whom the agency reports the crime. The student's records may be transmitted only to the extent such transmission is permitted by the Family Educational Rights and Privacy Act.

9.8 DISCIPLINARY INFORMATION IN STUDENT RECORDS

9.8.1. If a student has been or is being subjected to any disciplinary action, the School may include information about such previous or current disciplinary actions in the student's records to the same extent such information is included in the records of students without disabilities.
The information may include:

a. a description of the student's behavior that required disciplinary action;
b. a description of the disciplinary action taken; and
c. any other information that is relevant to the safety of the student and other individuals involved with the student.

9.8.2. The School also may transmit the disciplinary information in the records of students with disabilities to the same extent that type of information is transmitted in the records of nondisabled students. If the student transfers to another school, the student's current IEP and any information of disciplinary action as described above must be transmitted with their records.

Chapter 10.0 STUDENT RECORDS AND CONFIDENTIALITY

INTRODUCTION

The School is required to follow certain procedures for collecting, maintaining, disclosing, and destroying educational records relating to a student with a disability. Education records include records covered under Family Educational Rights and Privacy Act (FERPA). A record includes printed or handwritten documents, but also includes information recorded in any other way, including computer media, videotape, audiotape, film, microfilm, and microfiche. This chapter discusses student records and confidentiality requirements:

10.1 Education records defined
10.2 Maintenance of records
10.3 Access to records
10.4 Copying records
10.5 Requests for records
10.6 Destruction of records
10.7 Amendment of records at parents' request
10.8 Annual notice of parental rights

10.1 EDUCATION RECORDS DEFINED

10.1.1. Education records include records that are:

a. directly related to a student; and
b. maintained by the School.

10.1.2. The term does not include:

a. records that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person;
b. records of School Police;
c. personnel records;
d. records that are created or received after a student that is no longer enrolled in the School; or
e. documents under development, but are not yet completed (Multidisciplinary (MDT) reports).

10.1.3. Some of the protections for student records relate to information which is personally identifiable to the student. Information is personally identifiable if it includes:

a. the name of the student, the student's parent, or other family member;
b. the student's address;
c. a personal identifier, such as the student's social security number or student number; or
d. a list of the student's personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

10.1.4. Although this Chapter refers to the rights of the parent, these rights will transfer from the parent to the student when the student reaches age 18. If the general rights of the parent under IDEA are transferred to the student at age 18, as described in the Procedural Safeguards Chapter 2.0, the parent's rights regarding education records will transfer automatically to the student. However, the School is required to provide the parent and the student notice required under the procedural safeguards requirements of IDEA, as described in the Procedural Safeguards Chapter 2.0.

10.2 MAINTENANCE OF RECORDS

The School is required to protect the confidentiality of personally identifiable information regarding a student. The Executive Director, Student Support Services Division, is the designated School official responsible for ensuring the confidentiality of any personally identifiable information.

10.2.1. The Site Administrator shall:

a. designate a confidentiality official to serve as a records custodian for each school;
b. ensure that all school staff that collect or use a student's personally identifiable information are trained in confidentiality requirements;
c. maintain the records in a secure and locked location; and
d. ensure that a current list of the names and positions of those School employees who have access to the records are maintained; and
    - posted in plain view and in close proximity to the confidential records; and
    - ensures that the person(s) who access each student education record signs the Status Record (CCF 759).

10.3 ACCESS TO RECORDS

10.3.1. General Right of Access

School personnel must permit the parent to inspect and review any education records relating to their child that the School collects, maintains, or uses under IDEA.

a. As part of the process of allowing access to education records, the Site Administrator is responsible for verifying that the person requesting access has authority to do so. For assistance in determining whether a parent has authority to access a student's education records, contact the Office of Compliance and Monitoring.
b. For procedures related to copying records refer to section 10.4.
c. School regulations require that the Site Administrator must comply with a request to access or review records:
    - no more than 10 days after receipt of the request to review the records; or
    - before any meeting regarding an IEP, hearing, or resolution session.
d. **School personnel must be present to interpret records being reviewed** and must follow the record of access procedures as described in 10.3.2. below.

10.3.2. Record of Access

The School is required to keep a Status Record (CCF 759) of parties obtaining access to confidential education records collected, maintained, or used under IDEA. The record must include the:

a. first and last name and title of the party accessing the record;
b. date access was given; and
c. purpose for which the party is accessing the record.

10.3.3. Parent Right to Access

a. Parents' right to inspect and review education records includes the right to:
    - a response from the School to reasonable requests for explanations and interpretations of the records;
    - request copies of the records containing the information; and • have a representative of the parent inspect and review the records.
b. In order to provide meaningful explanations of records for a parent who may be unable to read due to blindness, inability to read English, distance, or other reasons, the Site Administrator must

take steps to provide an interpreter, an oral explanation, Braille versions of documents, or an opportunity to review the documents over the telephone, as appropriate. In addition, copies of certain documents may be provided to a parent, as described in section 10.41.

c. If any education record includes information on more than one student, the parent has the right to inspect and review only the information relating to their own child, or to be informed of that specific information. School personnel should ensure that they block out or omit information about other students on copies of education records or take other measures to avoid disclosure to unauthorized persons.
d. The School is required to provide the parent, on request, a list of:
    - the types and locations of education records collected, maintained, or used by the School; and
    - School employees with authority to access student's personally identifiable information.
e. The School shall:
    - inform the parent when personally identifiable information is no longer needed to provide educational services to the student;
    - maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year they were completed; and
    - not disclose personally identifiable information except as authorized by law.
f. Rights of access extend to student teachers and related service interns who have a legitimate educational interest in accessing educational records.
g. Specific requirements apply to maintenance and disclosure of disciplinary information included in a student's records. These requirements are discussed in the Discipline Chapter 9.0.

10.4 COPYING RECORDS

10.4.1. If a parent requests a copy of an education record:

a. School personnel shall comply with the request within a reasonable period, but not more than 45 calendar days after receipt of the request.
b. The School is allowed to charge a fee for copying, but may not charge a fee for searching or retrieving information. The fee may be waived if charging the fee would effectively prevent the parent from exercising their right to inspect and review the documents.

10.5 REQUEST FOR RECORDS

10.5.1. Written parental consent must be obtained before personally identifiable information in the student's records is disclosed to anyone other than officials of the School collecting or using the information under IDEA.

10.5.2. FERPA prevents School personnel from disclosing personally identifiable information in a student's education record, except if the parent or eligible student provides the signed Authorization for Release of Confidential Information consent form (CCF 503).

10.5.3. The written consent must:

a. specify the records that may be disclosed;
b. state the purpose of the disclosure; and
c. identify the party to whom the disclosure may be made.

10.5.4. Prior written consent is not required when providing education records to:

a. school officials with a legitimate educational interest;
b. officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer;
c. specified officials for audit or evaluation purposes;
d. appropriate parties in connection with financial aid to a student;
e. organizations conducting certain studies for or on behalf of the school;
f. accrediting organizations;
g. comply with a judicial order or lawfully issued subpoena; or
h. state and local authorities, within a juvenile justice system, pursuant to specific State law.

However, the School must make a reasonable attempt to notify the parent, unless the disclosure was initiated by the parent or eligible student, or unless the School's annual FERPA notification includes a provision that education records will be forwarded upon request to other institutions where the student seeks admission or intends to enroll or is already enrolled. The parent is entitled to a copy of the record that was disclosed and has the right to a hearing.

10.5.5. If a parent refuses to provide consent to disclose a student's personally identifiable information, School personnel should contact the Area Superintendent's Office or the Office of Compliance and Monitoring.

10.5.6. If a student transfers to another school in the School, the student's records must be forwarded to the new location.

10.6 DESTRUCTION OF RECORDS

10.6.1. If the parent requests that personally identifiable information in the records be destroyed, the parent should contact the Site Administrator who may confer with the area FERPA representative. Destruction means either physical destruction or removal of personal identifiable information. However, the School may maintain (without a time limitation) a permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed.

10.6.2. School policy is to destroy a student's records after the student's 25th birthday.

10.7 AMENDMENT OF RECORDS AT PARENT'S REQUEST

10.7.1. Request for Amendment

a. The parent may request the School to amend information in their child's education records if the parent believes that the information:
    - is inaccurate;
    - is misleading; or
    - violates the student's privacy rights or other rights.
b. The parent must submit the request in writing to the Site Administrator to explain which information is being challenged and the reasons for their objection to the information.
c. Within ten school days after receiving such a request, the Site Administrator must inform the parent in writing of the determination, the reasons for the decision, and the right to appeal.

10.7.2. Appeal

The parent has the right to appeal the determination to the Governing Board or designee, within ten school days after receipt of the Site Administrator's letter. The Governing Board or designee, shall hold a hearing with the parent within fifteen working days of receipt of the appeal.

10.7.3. Hearing

Upon a parent's request, the School is required to provide an opportunity for a hearing to challenge information in the student's education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The parent's request for a hearing should be forwarded to the Governing Board or designee.

a. Requirements:
    - the hearing must be scheduled within fifteen working days after receipt of request;
    - reasonable notice must be provided to the parent of the date, time, and place of the hearing;
    - the hearing must provide the parent a full and fair opportunity to present relevant evidence, and the parent may be assisted by an attorney or other individual at the parent's expense;
    - within five working days after conclusion of the hearing, the Governing Board or designee, must inform the parent of their decision in writing; and
    - the parent shall be notified of the decision by certified mail.
b. If, as a result of the hearing, it is determined that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, School personnel must amend the information accordingly. School personnel are responsible for informing the parent in writing that the information has been amended.
c. If, as a result of the hearing, it is determined that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the Area Superintendent or designee must inform the parent of their right to place in the student's School records a statement commenting on the disputed information or setting forth any reasons for disagreeing with the information. Any such explanation that is placed in the student's records must be maintained by the School as part of the student's records as long as the record or contested portion is maintained by the School. If the student's records or the contested portion are disclosed by the School to any party, the explanation must also be disclosed to the party.

10.8 ANNUAL NOTICE OF PARENTAL RIGHTS

10.8.1. School is required to notify parents annually of their right to:

a. inspect and review the student's education records;
b. seek amendment of the student's education records that the parent believes are inaccurate, misleading, or that violate the student's privacy rights;
c. consent to disclosure of personally identifiable information unless an exception applies; and
d. file an administrative complaint regarding alleged noncompliance with records requirements.

10.8.2. The School provides annual notice to the parent about these rights in the "Back to School Reporter" distributed to all parents at the beginning of each school year. The School is required to provide annual notice in a manner that effectively notifies parents who are disabled, or who have a primary or home language other than English.